

## ERO External Evaluation

### One Tree Hill College, Penrose, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

### School Context

One Tree Hill College is a co-educational school for students in Years 9 to 13. The roll is ethnically diverse with approximately a third of the students having Pacific heritage. Māori students make up 12 percent of the student population. The college has experienced a steady roll increase and this trend is likely to continue given local housing developments. The board of trustees is working with the Ministry of Education to prepare the property and facilities for this expected growth.

The school's vision is to support students to achieve excellence, within a positive learning environment, so that they develop as lifelong learners who are motivated, respectful and caring citizens. The values of aspiration, responsibility, excellence, respect and innovation underpin the college's curriculum and practices.

The college's 2019 target is that every student will achieve a minimum of 14 credits in each National Certificate of Educational Achievement (NCEA) course. The board's strategic goals for improving students' learning outcomes include:

- developing high quality teaching practices consistent with the *New Zealand Curriculum*
- enhancing literacy and numeracy learning opportunities
- developing the skills and experiences that will enable lifelong learning
- strengthening partnerships between the community, families and school.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- tracking of NCEA achievement
- achievement in relation to the college's annual NCEA target
- students' success in sports and the arts
- student wellbeing, engagement and attendance.

One Tree Hill College is a part of the Maungakiekie Community of Learning | Kāhui Ako.

## Evaluation Findings

### 1 Equity and excellence – achievement of valued outcomes for students

#### 1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The college is becoming increasingly effective in working towards achieving equitable and excellent outcomes for all students. NCEA achievement information over the last four years at all levels shows the college's steady upward trend and is now above national achievement in Levels 1 to 3.

NCEA data for 2018 show that overall, most students achieved in Level 1, 2 or 3, and a little less than half attained University Entrance (UE).

2018 NCEA data show that the majority of Māori students working at NCEA Level 1, 2 or 3 achieved these qualifications. There is a positive trend in Māori achievement in Level 3 and UE. Leaders recognise that addressing in-school disparity for Māori students across all NCEA levels and school leaver data is a priority.

NCEA data show that in 2018 most Pacific students achieved in Levels 1 and 2. The majority achieved Level 3. This is a significant upward shift from previous years, and data also indicate a positive lift in UE. There is an increasing parity trend for Pacific achievement across NCEA levels.

Leaders continue to develop plans for Māori and Pacific Year 13 students to achieve more equitably with other students in the college in science, technology, engineering and mathematics.

Almost half of students at NCEA Level 1 achieve with endorsement and a third at Level 2. Raising NCEA merit and excellence endorsements for Māori and Pacific students remains a priority.

Achievement disparities between genders are reducing in NCEA and school leaver data. The school's data indicate that literacy and mathematics achievement in Year 9 and 10 are below expected curriculum levels. Many students entering the school in Year 9 or 10 are below expected curriculum levels.

Students develop and achieve valued outcomes that include:

- a sense of belonging and inclusion in an environment that values diverse cultures
- developing wellbeing and self-management towards self-efficacy
- confident engagement in learning through positive supportive relationships with staff and peers
- effective transitions into the college's environment and expectations.

#### 1.2 How well is the school accelerating learning for those Māori and other students who need this?

The college continues to focus on raising student achievement in NCEA, and data show some positive trends. In particular there have been significant upward shifts for Pacific learners. NCEA data also show shifts in achievement at all NCEA levels each year during 2015 to 2018. The college's data indicate that NCEA credit attainment is tracking higher in 2019 than previous years. The introduction of credit achievement milestones during the year is a likely factor in this increase.

Documented examples of individual students' accelerated progress from Year 9 to NCEA course achievement were shared with ERO. Evidence of accelerated learning is also indicated in progress data for Year 9 students working in the Rotary Enrichment Programme. This programme, facilitated by community tutors, is aimed at developing students' oral and reading skills.

## **2 School conditions for equity and excellence – processes and practices**

### **2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?**

Leadership capability guides a teaching culture that demonstrates an openness to learning. Leaders and teachers evaluate and adapt systems, structures and practices to relevant learning pathways and improved student outcomes. This commitment is underpinned by a strong belief that students can achieve their potential and accelerate their progress when they can access meaningful opportunities, resources and programmes. Student perspectives are sought in the evaluation and shaping of curriculum programmes and practices.

The college's inclusive, collaborative culture promotes a sense of collective responsibility for student wellbeing and academic achievement. Students are known by, and connected with, many key adults who believe in their potential and support their progress and pathways. Pastoral care and learning support services assist students with additional learning and behavioural needs to succeed in their learning. Well-established partnerships with external organisations help to resource and support curriculum opportunities. Parents appreciate teachers' and leaders' timely and responsive communication about their children's wellbeing, engagement and achievement.

Leaders continue to build and sustain leadership and teaching capability. Professional learning is relevant and is coherently linked with teachers' appraisal and the college's strategic planning. Teaching inquiry and professional learning groups are focused on adapting practices and programmes to enable greater student engagement and achievement. The board funds resourcing for professional learning and for initiatives to trial and innovate in response to students' learning strengths, needs and interests.

Leaders and teachers continue to develop strategies to promote students' learning self-efficacy and progress. The curriculum and school practices emphasise the college values, and the key competencies and principles of *the New Zealand Curriculum*. Year 9 transition practices and the citizenship programme are aimed at supporting students to quickly gain confidence and familiarity with college life and expectations. The whānau structure enables strong relationships between students, and with their teachers and leaders in each whānau. This structure also benefits families.

### **2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?**

Senior leaders have identified the need to develop targets to promote greater achievement for Māori students. As noted in the 2015 ERO report, the board and senior leaders should ensure that strategic planning includes measurable and accountable goals for Māori success, including academic success. This greater scrutiny would help leaders and teachers to increase parity in outcomes for Māori learners.

Good work is underway in evaluating and redesigning the junior school curriculum. Senior leaders have identified the need to implement acceleration strategies to support Year 9 and 10 students to make more rapid progress. ERO recommends that such strategies include:

- strategic oversight of Year 9 and 10 progress across learning areas
- systematic scrutiny and evaluation of the progress of students at risk of not achieving sufficiently similar to the college's effective scrutiny of NCEA tracking
- professional learning for teachers regarding accelerating learning in programmes
- setting annual acceleration targets in English and mathematics for years 9 and 10.

### 3 Other Matters

#### Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* established under *section 238F of the Education Act 1989*. The school has attested that it complies with all aspects of the Code. At the time of this review there were 28 international students attending the school.

ERO's investigations confirm that the college's internal evaluation process for international students is thorough. The school provides international students with a high quality standard of education and care and they make good progress overall. Students receive personalised language support, achieve academic success and enjoy many opportunities to participate in school activities. They benefit from the school's strong pastoral care systems and the inclusive relationships evident throughout the school.

### 4 Board Assurance on Legal Requirements

Before the review, the board and principal of the school completed *the ERO board assurance statement and self-audit checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children's Act 2014.

## 5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of One Tree Hill College's performance in achieving valued outcomes for its students is:

### Well placed

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.

## 6 Going forward

### Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- capable leadership that guides ongoing evaluation and adaption of practices and systems for better student outcomes
- an inclusive and collaborative school culture
- a coherent approach to building professional capability
- growing students' self-efficacy and confidence as learners.

### Next steps

For sustained improvement and future learner success, priorities for further development are in:

- ensuring that strategic planning includes the setting and evaluating of measurable and accountable goals for Māori success to ensure equitable academic outcomes for Māori learners
- implementing acceleration strategies to support Year 9 and 10 students to make more rapid progress in English and mathematics.



Steve Tanner  
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Northern Region  
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## About the school

Location	Penrose, Auckland	
Ministry of Education profile number	85	
School type	Secondary (Years 9 to 15)	
School roll	1106	
Gender composition	Boys	50%
	Girls	50%
Ethnic composition	Māori	12%
	NZ European/Pākehā	14%
	Tongan	16%
	Samoan	12%
	Filipino	11%
	Indian	11%
	Cook Island Māori	5%
	Asian	8%
	other Pacific	4%
	other ethnic groups	7%
Students with Ongoing Resourcing Funding (ORS)	Yes	
Provision of Māori medium education	No	
Review team on site	October 2019	
Date of this report	31 January 2020	
Most recent ERO report(s)	Education Review	May 2015
	Education Review	June 2012
	Education Review	May 2009