



31 March 2009

To the Parents and Community of Taieri College

These are the findings of the Education Review Office's latest report on **Taieri College**.

Taieri College provides education for over a thousand students from Year 7 to 13 on a site close to the town centre of Mosgiel on the Taieri Plain near Dunedin. The roll has grown steadily since the new school was established in 2004. ERO carried out this review in February 2009.

Students learn in a well-ordered, calm and positive atmosphere. The principal provides clear vision and leadership to the staff, who work with a sense of collegiality. The community is engaged in the life of the school in a number of ways. The school focuses on the future with clear strategic goals and processes for continuous improvement.

Teachers are using national assessments in literacy and numeracy to monitor the needs and progress of students from entry to the end of Year 10. By the end of the junior school, students have made progress in literacy and numeracy above national expectations. In the National Certificate of Educational Achievement (NCEA), students achieve at or above levels in comparable schools, particularly in Level 1 numeracy and literacy and in gaining 80 credits at both Level 1 and Level 2. The board proactively targets resources to support its goal to improve learning for students.

In each department, teachers review how well they meet students' needs and collect considerable information about student achievement. The next step is to improve the analysis of that information. Students, teachers and parents have been surveyed to increase the board's understanding of aspects of learning and teaching to develop.

ERO observed good quality teaching. Learning is well organised and classrooms well managed. In the senior school, students are well focused and respond positively to teachers' high expectations for achievement. Students told ERO that they appreciate the wide range of activities related to learning, including those that take them out of the classroom and into the community.

The board is beginning to focus more on strategic decision making. The school has been in a developmental stage during its five years of existence. It is appropriate that leadership and management roles have recently been reviewed. This has resulted in the appointment of teachers to new responsibilities in senior leadership roles.

The principal and teachers use a wide range of initiatives to provide support for students. They take all reasonable steps to ensure their safety. They identify issues that arise and make extensive efforts to respond appropriately. Initiatives to support students include providing strategies to deal with text and cyber bullying, opportunities for students to set and achieve personal goals, and a restorative justice process to resolve issues when they come to the attention of the principal and teachers.

The culture of the new school is now well embedded and the school is focused on improvement. The board and senior leaders are well placed to lead and manage the school into the future.

Future Action

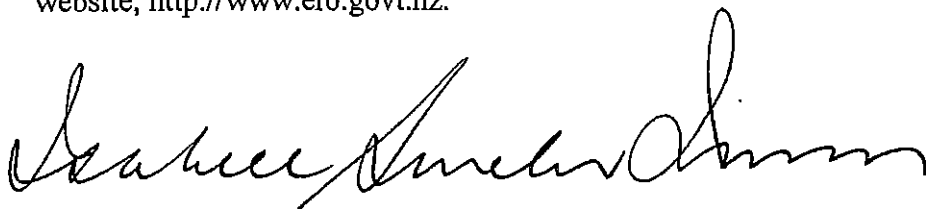
ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.



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for Chief Review Officer