

Puketapu School (Hawkes Bay)
Hawkes Bay

Education Review Office

External Evaluation

ERO External Evaluation

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1 Context

Puketapu School, 15 kilometres south of Napier caters for students from Years 1 to 8. The roll of 222 includes 22 Māori students.

School leaders have sustained their focus on promoting a positive learning environment. Provision of digital devices has occurred to support engagement and personalised learning. There have been a few staff changes over the past four years, with the appointment of an assistant principal and two classroom teachers. The school enjoys strong community support.

2 Equity and excellence

The vision and valued outcomes for all learners in this school community are to develop them as confident, connected, actively involved lifelong learners. This was initiated in 2010 and reaffirmed through consultation with parent focus groups in 2012 and 2015.

The school's achievement information shows sustained good performance in reading, writing and mathematics over five years, where many students are achieving at or above the National Standards. There has been an increase in the number of students achieving above. Girls achieve better than boys in all areas.

School systems to promote more equitable outcomes for Māori learners are showing signs of improvement and remain an identified focus for the school.

Annual achievement targets are set to raise the percentage of students achieving at or above the relevant National Standards. Raising achievement in writing was a priority for 2015. Mathematics is the school's 2016 focus.

Since the December 2011 ERO evaluation the school has had a continued focus on raising student achievement, particularly for learners most at risk of poor outcomes, and strengthening teaching and learning practices. The board provides additional teacher resource to support this. Students in their early school years are provided with good opportunities for one-on-one teacher support. Programmes and interventions appropriately cater for students with additional learning needs.

The board is funding an extra teacher in 2016 to provide out of class programmes for students with a range of identified learning needs and to build on teachers' strategies for effective literacy teaching. A next step is to develop expected outcomes and consideration of how successful strategies will be sustained across the school.

3 Accelerating achievement

How effectively does this school respond to Māori children whose learning and achievement need acceleration?

Māori students are identified and included in the range of strategies for those at risk of poor outcomes. Teachers explore and share strategies to better meet the needs of these learners.

Action plans focused on catering to individual needs have been developed for reading, writing and mathematics where teachers keep a record of support, outcomes and next learning steps.

Continuing to strengthen:

- ways to better show accelerated progress and identify successful teaching
- target setting to closely focus on those who need to accelerate their progress

are likely to assist the school to reduce disparity and achieve more excellent and equitable outcomes for learners.

A well-established whānau group continues to provide knowledge and guidance for the school. A Māori Education Plan was developed in 2015. Goals and actions were identified to promote Māori success and accelerate progress. As a result, connections have been made with the local marae and some te ao Māori is reflected in the curriculum to support the language, culture and identity of Māori learners. Māori students are leaders in their language and culture. The school should evaluate the impact of these actions on the progress and achievement of Māori learners.

Leaders recognise the importance of growing educationally powerful partnerships with whānau as a key step to support accelerated progress.

How effectively does this school respond to other children whose learning and achievement need acceleration?

All students achieving below the National Standards in reading, writing and mathematics, and students with special educational needs are identified. Appropriate and effective programmes and interventions are put in place.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and priorities for equity and excellence?

Teaching and learning programmes are underpinned and consistent with *The New Zealand Curriculum* principles, values and key competencies. Useful information guides curriculum review and practice. Students participate in a wide range of learning experiences in and outside of the classroom. A next step is to further use *Tātaiako: Cultural Competencies for Teachers of Māori Learners* to strengthen culturally responsive practices.

The appraisal process is well implemented. A range of opportunities is available for teachers to examine their practice. Professional discussions and ongoing reflection is linked to school priorities and professional learning and development (PLD). Leaders should continue to strengthen this process by ensuring:

- teachers collect sufficient evidence against the Practising Teacher Criteria
- there is alignment through meaningful goals and observations
- that teachers' inquiry evaluates the progress of students to promote acceleration.

Leaders actively seek the perspectives and aspirations of students, parents, families and whānau as part of school development. Teachers input and ideas are valued in decision making processes. Leadership is encouraged and staff strengths are used to support and build teaching and learning practices.

The board of trustees works well with the school community to develop school strategic direction. Resourcing decisions are based on improving outcomes for students. It is timely with upcoming trustee elections and new members joining the board, for trustees to engage in PLD to strengthen their understanding of stewardship and their role in promoting equity. This should include using the New Zealand School Trustees Association, *Hautū - Māori cultural responsiveness self review tool for boards of trustees*.

Internal evaluation is improvement focused. Leaders gather a range of views to inform decision making. There is good use of evaluative questions and links to the impact on student outcomes. A next step is to develop indicators of success to better gauge the impact and effectiveness of school operations.

5 Going forward

How well placed is the school to achieve and sustain equitable and excellent outcomes for all children?

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

Trustees, leaders and teachers should:

- strengthen target setting to accelerate achievement for all students who are at risk of poor educational outcomes
- further develop a strategic approach to equity and excellence in student outcomes
- continue to develop the school curriculum to reflect local histories and contexts and build teachers' cultural competencies
- continue to refine teacher appraisal
- strengthen school internal evaluation processes.

ERO is likely to carry out the next review in three years.

6 Board assurance on legal requirements

Before the review the board of trustees 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
- 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
- Processes for appointing staff
- Stand down, suspensions, expulsions and exclusions
- Attendance
- Compliance with the provisions of the Vulnerable Children Act 2014
- Provision for international students.

7 Recommendations

Trustees, leaders and teachers should further develop school systems and processes to better accelerate the progress of learners at risk of underachievement.



Joyce Gebbie
Deputy Chief Review Officer Central

14 June 2016

About the school

Location	Hawkes Bay	
Ministry of Education profile number	2654	
School type	Full Primary (Years 1 to 8)	
School roll	222	
Number of international students	1	
Gender composition	Male 55%, Female 45%	
Ethnic composition	Māori Pākehā Other ethnic groups	10% 87% 3%
Review team on site	April 2016	
Date of this report	14 June 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	December 2011 March 2007 June 2004