

Education Review Report: Arotake Paerewa Puketapu School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Puketapu School, 15 kilometres south-west of Napier caters for students from Years 1 to 8. The roll of 233 includes 22 Māori students. Positive, affirming relationships and high levels of student engagement are evident in classrooms. The principal and three teachers are new to the school since the March 2007 ERO review. Students have a strong identity with their school and enjoy the diverse opportunities they have for leadership and learning. There is a culture of respect for others that contributes to an inclusive community of learners.

Trustees, teachers, families and whānau have high expectations for students' success. They focus on building a learning community that provides students with experiences and education for life-long learning. The board is actively involved in its governance role and well informed about the impact of its decisions on student achievement and teacher practice.

The school has a positive ERO reporting history.

2 Learning

How well are students learning – engaging, progressing and achieving?

Trustees, senior leaders and teachers have high expectations for students as learners and achievers. December 2010 and mid-year 2011 data shows that the majority of students achieve at and above expectations in relation to National Standards in reading, writing and mathematics. Evidence shows that students make good progress over time.

High quality school-wide and classroom systems are used by senior leaders and teachers to gather, analyse and interpret student assessment information to inform teachers' planning, and identify trends and patterns for cohorts and groups. Students are closely monitored and tracked through data and teachers' inquiry processes and conversations.

Students actively and purposefully engage in learning. They set goals and can talk about their learning and next steps. Success is highly valued and celebrated. Students requiring special learning assistance or extension are well supported through participation in a range of relevant programmes.

Classroom environments reflect student learning. Information and communication technologies (ICT) are well integrated in teaching programmes and used confidently by students as a learning tool.

The board received reports on student progress against National Standards in reading, writing and mathematics at the end of 2010. The board receives regular reports on student progress in relation to National Standards targets. Student achievement reports to parents are written in plain language, with learning strategies that can be used to help children at home. Parents and whānau are empowered to support their children's learning.

How well does the school promote Māori student success and success as Māori?

The comments about student achievement information in the previous section are inclusive of Māori students. Data shows Māori students achieve successful learning outcomes.

Students learn in an environment that supports and affirms them as individuals and as Māori. Te reo me ngā tikanga Māori is celebrated and embraced. Māori students have valuable opportunities to participate in and enjoy cultural experiences such as kapa haka and powhiri.

In 2010, a whānau group was established to help interpret the Ministry of Education's *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012*, in the context of Puketapu School. This group has positive links with the school, local iwi and marae. Senior leaders share Māori student achievement information at regular hui throughout the year. Whānau are comfortable engaging with staff and make suggestions to improve the natural weaving of te reo me ngā tikanga Māori across the school.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The Puketapu School Curriculum effectively plans and responds to the strengths and needs of all students. It is focused on enabling students to be confident, creative, connected and actively involved life-long learners. Curriculum documents outline clear expectations for delivery and competencies students can aspire to. Classroom programmes are responsive to the changing needs, aspirations and contexts of students, families and whānau.

Teaching practices reflect leaders' expectations of teachers. Teachers use effective questioning to extend students' discussions and encourage high levels of thinking. Students and teachers work collaboratively. Well-paced lessons allow students time to clarify their ideas and knowledge. Programmes are delivered in authentic ways, with a growing emphasis on inquiry learning.

A well considered and research-based programme for teachers' professional learning and development and appraisal contributes to building capability and sustaining an understanding of best practice. A culture of trust enables teachers to observe, critique and reflect on each other's teaching.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Puketapu School is well placed to sustain and improve its performance. High quality self review based on student achievement information and current education research sustains ongoing improvement and promotes progress and achievement for all students. Trustees are knowledgeable about student achievement data and understand its importance in their decision making.

The principal works closely with staff to lead well considered and collaborative change. There is a strong focus on extending leadership amongst all staff. Professional leadership has been effective in growing a strong commitment to developing a learning community focused on the school's vision across all levels of the school.

The Puketapu community is well engaged and informed about their children's learning through newsletters, three-way conferences and participation in a diverse range of school learning activities within and outside the school.

School's priority for the future

ERO, trustees, school leaders and teachers agree that through the school's high quality self review the board and staff will continue to identify strengths, priorities and areas for development to promote student learning and success.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. At the time of this review there was one international student attending the school. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self review and monitoring processes for international students are thorough.

Students' welfare needs are met. They receive high quality pastoral care that includes effective orientation, learning and accommodation support. English for Speakers of Other Languages provision is effective. Progress is regularly monitored and tracked to ensure students progress and achieve.

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:

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

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in four-to-five years.



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7 December 2011