



Education Review Office
Te Tari Arotake Mātauranga

Puketaha School
Hamilton

Education Review Office

External Evaluation

ERO External Evaluation

Puketaha School

1 Context

Puketaha School is situated in a rural setting on the north eastern outskirts of Hamilton and provides education for students from Years 1 to 8. The school has a roll of 283 and 32 children are of Māori descent.

Since the last ERO report in 2013 there has been an increase in the roll, a new principal has been appointed, and there have been some changes to teaching staff and board of trustees. The school has also redesigned property to better meet the needs of the learner. Eleven single cell classrooms have been changed into 4 Innovative Learning Environments. Teachers have been involved in a range of professional development opportunities with a focus on writing, assessment and leadership, future focused curriculum, working and learning in innovative learning environments.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are to develop their unique gifts and talents and to equip them with the learning capacity to thrive in a complicated world. This vision is supported by the '6C's' which focus on developing learners who collaborate and contribute, are creative, critical, and caring thinkers, courageous, curious and confident communicators.

The school's achievement information shows from 2013 to 2015 high levels of achievement has occurred. Almost all Māori children were achieving at and above in National Standards in reading, writing and mathematics, and at levels comparable to other students in the school. The school's achievement information shows that in 2015, approximately ten of the 42 Māori children were at risk of not achieving in reading, writing and mathematics. Monitoring data for 2016 shows that of the 32 Māori children, eight were at risk of not achieving in writing, and four in reading and mathematics.

The school's achievement information for all children (2013 to 2015) shows that for a significant majority of all students, they have continued to achieve at and above the National Standards in reading, writing and mathematics. The school's reading data for 2015 shows that the significant majority (209/263) were achieving at and above the standard. In mathematics this was similar with 214/263 achieving at and above the standard. In writing, while most of the children are achieving at and above the standard (191/263), boys are the larger group at risk.

The school uses a range of evidence from multiple sources to make Overall Teacher Judgements (OTJs) about children's progress and achievement in relation to the National Standards and monitors closely those not achieving.

Since the last ERO evaluation the school has:

- engaged in professional development to enhance teaching practice to improve learning outcomes for children and accelerate learning and achievement for those children at risk
- undertaken on-going internal evaluation and inquiry, and strategic resourcing decisions to support and complement learning programmes
- focused on making the Puketaha curriculum more explicit and visible for children, teachers, parents and whānau

- continued the emphasis on children taking ownership of their own learning
- strengthened relationships with parents and whānau to improve learning partnerships, particularly for those children whose learning needs to be accelerated.

3 Accelerating achievement

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

The school effectively identifies Māori children whose learning and achievement needs acceleration and responds accordingly. A key feature of the identification process has been to learn about each child's unique situation and circumstances. Detailed information is also gathered through robust diagnostic testing about each child's specific learning needs. Leaders and teachers effectively use their detailed knowledge to develop a personalised and responsive approach to accelerating the learning and achievement of identified at risk learners.

Leaders and teachers recognise their responsibility to care for parents and whānau when working together. They persist in finding ways to involve all parents, and in particular Māori whānau of children whose learning needs to be accelerated. This has resulted in higher levels of engagement of their children, leading to improved progress and acceleration of their learning.

An extensive range of approaches are in place to respond to the learning needs of each Māori child. These approaches range from the well-coordinated interventions and support, teacher's effective use of teaching as inquiry to target the specific needs of children, and a strong holistic and inclusive school culture that provides a safe, secure, and caring environment.

Of the 32 Māori children only a very small number are below or well below the National Standards. Almost all of these children made accelerated progress and achievement in 2015. Very few children did not make accelerated progress, but experienced success in their learning.

Implementation of a range of effective ongoing monitoring strategies enables teachers and leaders to identify what has worked well for children who have made progress and accelerated progress in their learning. This knowledge is applied and extend to reach other children.

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

The school is effectively responding to other children whose learning and achievement need acceleration. School data for other learners in 2015 identifies those students who have made progress and accelerated progress in reading, writing and mathematics. Accelerated progress is monitored well and for those not achieving National Standards in 2015, 14/15 in reading, 10/14 in writing and 15/23 in mathematics made accelerated progress.

These children benefit from the effective strategies and approaches in place to support Māori children. The school provides good support for Pacific and special needs children through an extensive range of effective intervention programmes. An intervention register includes all children who are well below and below the expected National Standards who are at risk, in their learning. These children are effectively monitored and tracked throughout their entire time at the school to ensure their progress continues to be accelerated and sustained.

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 targets for equity and excellence?

The learner is at the centre of a curriculum that is effectively responding to the strengths and interests of all children. They experience a rich future-focused curriculum through the use of innovative learning practices and a wide range of digital tools to support each child's unique gifts and talents. The curriculum is learner centred where students can select contexts and work collaboratively to explore and solve problems and challenges. Children learn in caring, collaborative, and inclusive learning environments that provide them with opportunities to experience success, take risks, and maximise their potential.

Leaders, trustees, teachers and parents participate in continuous review. These reviews have been focused on community engagement, the curriculum, reporting to parents and innovative learning environments. These rigorous processes have reaffirmed the strengths of the school and identified priority areas for further review and development.

Collaborative internal evaluation has led to shifts in practice and positive changes to children's learning. Senior leaders have empowered and challenged teachers to build their capability in working towards equitable outcomes for all children. Teachers have responded positively and actively engage and participate in professional learning, current theory, and undertake research in to strengthen their practice and raise outcomes for children.

Trustees uses achievement and internal evaluation information to make strategic resourcing decisions to ensure equitable outcomes for those learners most at risk of not making accelerated progress. They scrutinise achievement information with a deliberate focus on providing professional development for teachers, and resourcing of the curriculum. Children benefit from these well-informed decisions that effectively support and promote their learning and achievement.

High priority is placed on building strong reciprocal relationships with parents and whānau. Reports to parents are useful and enables them to understand and contribute to their children's learning progress and next steps. Parent evenings, learner-led conferences and the use of digital media provide opportunities for developing learning relationships between teachers, parents and their children. Parents and whānau are working together with the school in the best interests of their children.

Effective-based practices are consistently used by all teachers across the school to respond to individual children's strengths and needs in supporting them to accelerate their progress in reading, writing and mathematics. Teachers reflect on their practice and respond to individual students through deliberate teaching strategies focused on targeted support for students in bringing about equitable outcomes. These strategies include:

- building quality relationships, identifying what children need, what works for them and monitoring their progress
- developing and planning programmes with other teachers and professionals to accelerate children's progress
- supporting parents in developing ways to help their children with their learning.

5 Going forward

How well placed is the school to accelerate the achievement of all children who need it?

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.

Strengths are:

- leadership, which is strongly focused on reducing disparity and ensuring equitable outcomes for all learners, particularly those children at risk of not achieving
- trustees who make informed evidenced-based strategic resourcing decisions to ensure equitable outcomes for those learners at risk of not making accelerated progress
- focused, intentional teaching to accelerate the progress, achievement and acceleration of those students at risk.

The school is very well placed to achieve and sustain equitable and excellent outcomes for all students, particularly those at risk. Through the school's comprehensive internal evaluation processes, they have identified the following next steps:

- Continue to strengthen the culture of ongoing improvement in programme design and pedagogy focused on children's involvement, progress and achievement.
- Continue the focus in further strengthening relationships with Māori whānau, and the development of the Te Ao Māori vision for what they want learners to attain by the time they leave Puketaha School in Year 8.

In addition, leaders understand that their charter targets are likely to benefit from being more specific even though their annual actions plans do focus specifically on at risk learners. This is likely to further sharpen the focus at all levels of school practice on achieving equitable outcomes for these students.

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

7 Recommendation

School leaders, trustees and teachers plan to strategically consolidate and refine the school's pedagogical model for learning.

A handwritten signature in black ink that reads "Lynda Pura-Watson". The signature is written in a cursive style with a large, stylized initial 'L'.

Lynda Pura-Watson
Deputy Chief Review Officer

14 October 2016

About the school

Location	Hamilton	
Ministry of Education profile number	1907	
School type	Full Primary (Year (1-8))	
School roll	283	
Gender composition	Boys 58% Girls 42%	
Ethnic composition	Pākehā	78%
	Māori	13%
	Indian	4%
	South East Asian	2%
	Tongan	1%
	Others	2%
Review team on site	July 2016	
Date of this report	14 October 2016	
Most recent ERO report(s)	Education Review	March 2013
	Education Review	May 2010
	Education Review	May 2007