

# Te Poi School Education Review

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## About the School

Location	Matamata	
Ministry of Education profile number	2014	
School type	Contributing (Years 1 to 6)	
Decile [ 1]	9	
School roll	28	
Gender composition	Girls 16 Boys 12	
Ethnic composition	NZ European/Pākehā	20
	NZ Māori	6
	Other	2
Review team on site	August 2011	
Date of this report	18 October 2011	
Most recent ERO report(s)	Education Review	September 2008
	Education Review	October 2005
	Supplementary Review	March 2003

## The Purpose of an ERO Report

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.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school’s decile the more funding it receives. A school’s decile is in no way linked to the quality of education it provides.

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## 1 Context

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

The school is located in the village of Te Poi, 10 kilometres south of Matamata. It was first established on Māori land and later moved to its present site. Plans are in place to celebrate its centenary in 2012. Current Māori and Pākehā whānau have strong historical family links to students who attended the first school. Community members continue to be active participants in the school and are committed to ensuring the school is well maintained and resourced.

A commissioner was appointed by the Secretary for Education after the resignation of the board of trustees in late 2010. The commissioner, with assistance from a local community reference group, appointed a new principal in 2011 and she took up her position at the beginning of term two. During this transitional period, teachers continued to deliver classroom programmes.

## 2 Learning

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

The principal is effectively integrating National Standards into the school assessment processes and practices. The school uses The National Standards in reading, writing and mathematics to ensure student progress and achievement. Assessment data indicates that, while most students make good progress, some students are achieving below expectations. School targets based on assessment data provide appropriate benchmarks for teachers to monitor student progress and achievement.

The school is working towards meeting requirements in reporting to parents about how well their children are doing and what they need to do to improve. Improving reporting student achievement against The National Standards in reading, writing and mathematics is likely to assist parents' understanding of their child's progress. Students requiring interventions to assist their learning are well catered for through effective programmes.

Students are engaged in meaningful learning experiences and confidently contribute to class and group discussions. They make good use of information and communication technologies to assist their learning and understanding. Students enjoy many learning opportunities in a well-resourced environment.

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

Māori students are achieving at levels comparable to their non-Māori peers. The principal is aware of the importance of developing a bicultural perspective in the school and is increasingly integrating aspects of te reo and tikanga Māori into the school programme. Further consultation with parents and whānau about the aspirations they have for their children is likely to build meaningful partnerships focused on setting agreed learning goals for their tamariki.

### 3 Curriculum

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

The principal has developed an interim charter, strategic and annual plans to assist the implementation of the school's curriculum. These documents provide clear guidelines and direction for staff and the school community. Teachers plan collaboratively and know students and whānau well. Classroom programmes are well designed and are focused on developing students' literacy and mathematical skills. A feature of the school's curriculum is the emphasis on providing extra-curricular programmes, such as annual school camps, sporting and cultural activities.

The principal has identified that establishing clear links between staff professional learning and development, school goals and staff appraisal is likely to improve teaching practice. In addition, teachers need to continue to work together to develop shared understandings about effective teaching strategies to promote and support student learning.

## 4 Sustainable Performance

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

The commissioner has set up an effective process to ensure that the school and community are fully involved in re-establishing a board of trustees. The principal and the commissioner work well to ensure all school operations are effectively implemented. The principal is developing positive relationships with parents, students and the wider community and provides effective professional leadership for teachers.

There remains a need for the school to establish a new board of trustees to:

- effectively monitor and manage all school operations and statutory requirements
- consult with the community, particularly Māori parents
- access appropriate professional development and training
- set clear and measureable targets linked to National Standards.

### 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.

#### Recommendation to other agencies

ERO recommends that:

- the Ministry of Education continue to support the school in order to establish a board of trustees.

When is ERO likely to review the school again?

ERO intends to carry out another review over the course of one-to-two years.

Richard Thornton  
National Manager Review Services  
Northern Region

18 October 2011