

## Te Poi School Supplementary Review

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### About the School

Location	Te Poi, Waikato	
Ministry of Education profile number	2014	
School type	Contributing (Years 1 to 6)	
School roll	39	
Gender composition	Girls 24 Boys 15	
Ethnic composition	NZ European/Pākehā	28
	Māori	10
	Fijian	1
Review team on site	May 2013	
Date of this report	26 June 2013	
Most recent ERO report(s)	Education Review	October 2011
	Education Review	September 2008
	Education Review	October 2005

### The Purpose of an Arotake Paetawhiti Report

ERO's review process takes into account each school's context, performance and self-review capacity. ERO differentiates between schools that are having difficulties, schools that are performing well, and schools that are high performing and have well-developed self review. Arotake Paetawhiti reviews are designed to support schools that are experiencing difficulties. These reviews involve ERO providing ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This Arotake Paetawhiti report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

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# 1 Background and Context

What is the background and context for this school's Arotake Paetawhiti review?

This ERO review evaluates the effectiveness of the Te Poi School's curriculum to promote student learning: engagement, progress and achievement. The school has responded well to the 2011 ERO report. Good progress has been made in areas of governance, consultation with community and whānau, professional leadership and strategic planning.

Te Poi School is a Years 1 to 6 primary school located in a small village 10 kilometres south of Matamata. It has historical links to Ngāti Raukawa and recent developments by trustees and the school staff have re-established partnerships with tangata whenua. The school celebrated its centenary in 2012 and this involved many Māori and Pākehā whānau who have strong historical family links to the school.

A commissioner, with assistance from a local community reference group, appointed a new principal in 2011. The principal took up her position at the beginning of term two in 2012. Many members of the group were subsequently elected to the board in 2012. Trustees and members of the community continue to be committed to the school's ongoing development. Since the 2011 ERO review, the board has sought external support for trustee governance training, principal mentoring and staff professional development.

At the time of this ERO review the school roll had increased to 39 students. The school has refurbished the administration block, classrooms, and built a new safety fence around most of the school perimeter. There has been significant development in the use of information and communication technologies (ICT) throughout the school, particularly as a tool for learning in the senior room.

The school's vision statement, 'Te Poi learners will be thinkers and good citizens well prepared for life in the 21st century', underpins the current curriculum and contributes to the promotion of learning, which is becoming more meaningful to students.

## 2 Review and Development

How effectively is the school addressing its priorities for review and development?

The school is effectively addressing the areas for review and development identified in the context section of this report.

The board has consulted with the local community. A new school charter, curriculum and strategic plan guides the aims and aspirations of board, staff and community. The school effectively monitors their strategic goals, and measures their success against outcomes for students. Student learning, engagement, progress and achievement are shared with parents and whānau. There is a sense of partnership between the school and its wider community.

School-wide student achievement data identifies patterns and trends in reading, writing and mathematics. The 2012 and interim 2013 achievement information shows that all students make good progress, and most are at and above National Standards in reading, writing and mathematics. This information is effectively used to inform decision making. Teachers use classroom assessment data to plan for students' instruction and provide effective programmes for those students needing extra support. School evidence from targeted intervention in reading indicates that identified students made significant progress.

The principal is the professional leader of learning in the school. She has worked with teachers to establish clear expectations for teaching and learning to guide effective practice. There is a strong focus on increasing student ownership of learning, particularly through the use of ICT. The principal, together with staff and the community, have developed a well-documented school curriculum to promote student learning.

In 2012 the board appointed an external professional consultant to assist with the appraisal of the principal. A full appraisal cycle has been completed. The principal has implemented a new appraisal system for all staff. There are relevant links to professional learning and development for teachers. Further alignment of strategic targets to teaching goals should assist teacher planning and further raise student achievement.

### 3 Sustainable performance and self review

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

The school is well placed to sustain and continue to improve and review its performance.

Factors that contribute to this include:

- a board of trustees who are committed to school improvement
- an effective and enthusiastic new principal who is well supported by trustees
- a focus on improving educational outcomes for students
- a developing professional learning culture in the school.

#### 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
- processes for appointing staff
- 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 three years.

Dale Bailey  
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Northern Region

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