

Te Poi School - 17/06/2019

- On this page:
- [School Context](#)
- [Evaluation Findings](#)
- [1 Equity and excellence – achievement of valued outcomes for students](#)
- [2 School conditions for equity and excellence – processes and practices](#)
- [3 Board Assurance on Legal Requirements](#)
- [4 ERO's Overall Judgement](#)
- [5 Going forward](#)
- [About the school](#)

School Context

Te Poi School is located near Matamata and provides education for students in Years 1 to 6. The school's current roll of 81 includes 19 Māori students and a number from a range of other cultural backgrounds.

The school's vision aims to develop students to be thinkers, learners and positive and productive citizens who are well prepared for life in the twenty-first century.

The school's strategic aims focus on:

- improving student achievement in relation to the curriculum standards
- curriculum, support programmes and teacher development
- personnel, processes and systems
- community involvement, development and communication.

Leaders and teachers gather and report to the board school-wide information about outcomes for students in the following areas:

- reading, writing and mathematics.

Since the previous ERO review in 2016 there have been many changes to the teaching team and some changes to trustees. Leadership has remained consistent. The roll has increased significantly over time.

Leaders and teachers have undertaken professional learning and development in reading, writing, mathematics, culturally responsive and relational pedagogy and digital technology.

The school is a member of the Matamata Community of Learning | Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is working towards equitable and excellent outcomes for all students.

The school's data from 2018 shows that most students are achieving at or above expected levels in reading and the large majority of students are achieving in writing and mathematics.

Māori students are working at similar levels to their non-Māori peers in reading, but there is significant disparity for Māori students in mathematics and writing.

Boys and girls are achieving at comparable levels in reading, however disparity remains for boys in mathematics and writing. This pattern of disparity has remained consistent over time.

Data over the past two years shows significant improvement in reading and writing for all students including Māori students and boys. Mathematics achievement has remained at similar levels, although Māori students have continued to improve overall.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is accelerating learning for some Māori and other students who need it.

Leadership can show effective acceleration in reading and mathematics for individual students as a result of school targeted programmes and interventions. Leadership has identified writing as an area for school-wide development.

Leadership needs to further analyse and report in greater depth on school-wide acceleration data for all students at risk of not achieving.

Students with additional learning needs are supported and make progress in relation to their individual goals.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school has a highly inclusive culture. Students with additional needs and English language learners are well catered for to make progress in their learning. Effective liaison with a wide range of outside agencies supports students' learning and behavioural needs. A range of environmental, sporting, outdoor education and cultural activities enhance learning and engagement. Tuakana/teina relationships are fostered through a caring school whānau. Māori students are affirmed in their culture and have a strong sense of belonging.

Teachers use deliberate strategies to enhance learning. Students at risk of not achieving are clearly identified through a range of assessment tools and planning is in place to support

them. Appropriate use of digital technologies enhance student engagement and learning. Transitions into the school are well managed and responsive to the needs of students, parents and whānau. Open communication and regular parent education workshops promote positive partnerships for learning. Respectful interactions between teachers and students support calm and settled environments.

Leadership ensures a supportive environment for learning. Positive relationships between the principal, staff and trustees enable a collaborative approach to school development and a cohesive team culture. Professional learning and development is prioritised to build teacher knowledge. Personalised feedback and feed forward to teachers focuses on improving outcomes for students who are at risk. Beginning teachers and new staff to the school benefit from effective coaching and mentoring. Leadership maintains a strong focus on student learning and wellbeing.

The board works closely with the principal to improve outcomes for students. Training has been undertaken to support trustees in their roles. A strategic approach to consulting with the community supports school decision making. Trustees are increasingly scrutinising data to inform future areas of focus and budgeting to enable equitable opportunities for learning.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Further development is needed in strengthening the management and use of student achievement information to:

- extend achievement targets to focus on all students whose learning requires acceleration
- strategically monitor and report on rates of progress and acceleration for at-risk students over time
- inquire more deeply into what is making a difference for accelerated outcomes.

There is a need to continue to develop teacher capability to:

- accelerate learning for students at risk especially in writing, through a consistent approach to planning and formative assessment
- strengthen students' understanding of their own learning and next steps, especially for at-risk students.

3 Board Assurance on Legal Requirements

Before the review, the board 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
- finance

- 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 and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children's Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Te Poi School's performance in achieving valued outcomes for its students is: Well placed.

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

5 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- leadership for learning that is focused on improving outcomes for students
- effective relationships that enhance student learning and belonging
- an inclusive culture for learning that supports the individual needs of students.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- internal evaluation and targeted action to accelerate learning
- building collective capacity to further improve outcomes for students and achieve equity for Māori students and boys, especially in writing and mathematics
- empowering students in learning pathways to accelerate achievement.

Actions for compliance

ERO identified non-compliance in relation to curriculum and personnel.

In order to address this, the board of trustees must:

1. comply with the requirement to adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community.
[Section 60B Education Act 1989]
2. obtain and consider information from New Zealand Police vet for core and non-core workers.
[Children's Act 2014, regulations 5-8 of the Children;s Regulations 2015, requirements for safety checks of children's workers, Education Act 1989, sections 78c to 78cd].

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- develop crisis management and pandemic planning
- continue to plan for the ongoing maintenance and upgrading of the physical environment including hazard identification, to ensure a safe environment.

Phillip Cowie

Director Review and Improvement Services Central

Central Region

17 June 2019

About the school

Location	Te Poi
Ministry of Education profile number	2014
School type	Contributing (Years 1 to 6)
School roll	31
Gender composition	Male 42 Female 39
Ethnic composition	Māori 19 NZ European/Pākehā 51 Filipino 9 Other 2
Students with Ongoing Resourcing Funding (ORS)	No
Provision of Māori medium education	No
Review team on site	April 2019
Date of this report	17 June 2019
Most recent ERO report(s)	Education Review November 2016 Education Review May 2013 Education Review October 2011

