

## ERO External Evaluation

### Pukehou School, Otane

#### Summary

Pukehou School caters for students in Years 1 to 8. It is located in the rural community of Otane in Central Hawke's Bay. At the time of this evaluation, the school roll was 106, including 25 Māori students.

Since the September 2014 ERO report, some staff changes have occurred. Through 2017 there have been two acting principals. A permanent principal has now been appointed and takes up the position in 2018. Most of the board of trustees are new to their role.

Teachers have undertaken professional learning in effective literacy practice. They have also been involved in the Incredible Years programme to promote a positive learning environment.

ERO's previous review identified areas of practice requiring development. These included improving school systems and processes to clearly outline leaders', trustees' and teachers' roles in raising student achievement and progress. Although some improvements to practice have been made, most are in the very early stages of implementation.

Educational relationships with families and the wider community are valued. The school is a member of Te Angi Angi Kāhui Ako | Community of Learning.

#### **How well is the school achieving equitable outcomes for all children?**

The school's data shows that almost all Year 8 students, including Māori, achieve very well.

End of year 2016 achievement information showed that, overall, the majority of students achieved well in reading and writing. Just over half achieved at or above expectations in mathematics, with girls doing less well than boys. Addressing this disparity remains a priority for school leaders. Over time, outcomes for students have shown a decline in reading, writing and mathematics. This decline is particularly notable for Māori and boys.

Leaders need to continue to strengthen practices to consistently achieve equitable outcomes for all students.

The school has the capacity and capability to accelerate learning for all students. However, disparity in achievement for Māori and other children remains.

The school agrees to:

- develop more targeted planning to accelerate progress for learners
- monitor targeted planning, improved teaching, and learners' progress
- discuss the school's progress with ERO.

ERO is likely to carry out the next review in three years.

## **Equity and excellence**

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

The school continues to strengthen its response to Māori and other children whose learning and achievement need acceleration.

During 2017, school leaders are appropriately focused on strengthening practices and building teachers' understanding of equitable achievement outcomes for Māori and all children.

Māori learners who need to make accelerated progress are identified in the school's 2017 reading achievement targets. Some have become a focus at class level or within teachers' inquiries in other core learning areas. At the end of 2016, Māori students were over represented in the low achieving group in mathematics. School leaders accessed external support, implemented a supplementary programme and provided additional resourcing. Teachers' 2017 mid-year data analysis shows increased enthusiasm for mathematics and accelerated progress for some students as a result.

Leaders know that they need to develop more effective schoolwide processes to identify, track and monitor the progress of individual learners.

Students with identified high or complex needs are well supported. School personnel, external agencies and parents and whānau work collaboratively. They consider strategies and plan actions that assist these learners to actively engage in learning alongside their peers.

Leaders and teachers have undertaken internal and external moderation of their assessment judgments for writing. They intend to broaden this to reading and mathematics and are considering using The Progress and Consistency Tool (PaCT) and the Learning Progressions Framework to improve the dependability of teacher judgements.

## **School conditions supporting equity and excellence**

### **What school processes are effective in enabling achievement of equity and excellence?**

The school has a range of processes that contribute effectively towards enabling achievement and promoting equity and excellence for students. There are respectful relationships, an inclusive culture and a positive tone within the school.

Trustees access ongoing support to assist them in their governance role, including contracting an external consultant to mentor and appraise the principal. Leaders and teachers are reflective practitioners who participate in inquiries to build their understandings of current education practices aimed at improving teaching and learning.

The supportive school community engages in learning programmes and take part in a wide range of sporting and cultural activities. Whānau Māori lead meaningful localised curriculum development in Te ao Māori as a sustainable and integral part of the fabric of school life.

## **Sustainable development for equity and excellence**

### **What further developments are needed in school processes to achieve equity and excellence?**

School leaders and trustees need to continue to develop shared understanding of their role in promoting equity and excellence for all learners.

It is timely for the new principal, in collaboration with the school's community, to refresh the curriculum to better reflect the principles of *The New Zealand Curriculum*, the school's local context and its community's aspirations for children's learning.

Some school processes are not sufficiently developed to provide effective guidance and implement robust practices that:

- identify achievement targets and progress plans for all learners requiring acceleration and improved educational outcomes
- guide teaching, assessment and moderation practices
- build teachers capability to identify next steps for teaching and to make dependable judgements about students' progress and achievement
- support induction and coaching programmes for teachers who are provisionally certificated or require their practising certificates to be endorsed
- align leaders' and teachers' appraisals and inquires to the school's development plans and goals
- build leaders' and trustees' collective capability to lead effective internal evaluation.

## 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 Vulnerable Children Act 2014.

## Actions required

ERO identified non-compliance in relation to policies, procedures and practices linked to children's emotional and physical safety.

In order to address these the board must:

1. develop policies, procedures and practices on good behaviour management practice, including elimination of seclusion and the need to minimise physical restraint for students and staff wellbeing that follow the Ministry of Education's Guide  
*[Education Act 1989, Section 139AB to 139AE]*
2. develop policies and procedures on surrender and retention of property and searches of children.  
*[Education Act 1989, Section 139AAA to 139AAH]*

## Going forward

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

The school has capacity and capability to accelerate learning for all learners. However, disparity in achievement for Māori and/or other learners remains.

Leaders and teachers:

- know the learners whose progress and achievement need to be accelerated and now need to;
- develop and implement approaches that effectively meet the needs of each learner
- improve the school conditions that support acceleration of learners' progress and achievement
- build teacher capability to accelerate learners' progress and achievement

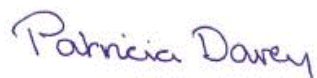
The school agrees to:

- develop more targeted planning to accelerate progress for learners
- monitor targeted planning, improved teaching, and learners' progress
- discuss the school's progress with ERO

ERO will:

- provide feedback and resources to support the development of more targeted planning
- provide an internal workshop to support the school to develop effective planning and monitoring processes to support equity and excellence for all learners.

ERO is likely to carry out the next review in three years.



Patricia Davey  
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Te Tai Pokapū - Central Region

27 November 2017

## About the school

Location	Otane, Hawke's Bay
Ministry of Education profile number	2652
School type	Full Primary (Years 1 to 8)
School roll	106
Gender composition	Female 58, Male 48
Ethnic composition	Māori 25% Pākehā 64% Other ethnic groups 11%
Provision of Māori medium education	No
Review team on site	September, 2017
Date of this report	27 November 2017
Most recent ERO report(s)	Education Review, September 2014 Education Review, May 2011 Education Review, October 2007