

Te Kura o Pakipaki Education Review

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About the School

Location	Paki Paki	
Ministry of Education profile number	2637	
School type	Full Primary (Years 1 to 8)	
School roll	72	
Gender composition	Female 45 Male 27	
Ethnic composition	Māori	69
	Cook Island Māori	3
Review team on site	November 2012	
Date of this report	27 March 2013	
Most recent ERO reports	Education Review	July 2010
	Education Review	June 2009
	Supplementary Review	September 2008

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?

Te Kura o Pakipaki has a roll of 72 students and 69 of whom identify as Māori. Students are drawn from Pakipaki and several Hastings suburbs. Many students come to school in a minivan subsidised by the school.

Te Kura o Pakipaki has not had a positive ERO reporting history. The quality of education for students has been of concern. Poor governance and management have impacted negatively on the school's ability to improve practice.

The school has had a considerable amount of assistance to support improvement. A Limited Statutory Manager was appointed by the Ministry of Education in 2006 to work with the board. His role ceased in early 2012. Following the 2010 ERO review, the school began an ongoing process with ERO to build capacity for self review and improvement. During this time the school has accessed other external support. The present principal began in the role in early 2011.

School personnel have demonstrated a willingness to address and progress the areas identified for review and development by ERO. This report evaluates the progress made since the July 2010 ERO report and how well placed the school is to sustain continuous improvement in outcomes for students.

2 Review and Development

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

Priorities identified for review and development

In 2010 ERO identified that the next stages of school development should focus on improving student achievement by:

- improving teaching and learning
- embedding effective leadership and governance.

Progress

The principal has provided staff and trustees with professional leadership. All work as a team and consequently, this has increased the effectiveness of the development initiatives.

External facilitators, in advisory roles for leadership, assessment, literacy and the use of student achievement information, have worked with managers and teachers to bring about positive change. Teachers are improving their teaching to benefit students. The principal's involvement in the

First-Time Principals' programme has guided her development in leading and managing the school effectively. Raising student achievement is a clear focus for teachers. Accelerating student progress in writing in 2012 has given teachers clear direction for teaching and learning.

Achievement data, collected at the beginning of 2012, indicated that no students achieved above in relation to the National Standards and most were below or well below. The end-of-year information showed that, while most students had made some progress, there was still a need to focus on developing writing skills, particularly for students in the middle and senior classes. Data for reading and mathematics showed a similar pattern. Through teachers' analysis of information, strategies to assist students whose achievement is of concern are identified.

Trustees have grown in confidence and understanding of their roles and responsibilities. They are increasingly aware of the need for, and commitment to, the school's continued progress and further improvement in student achievement. Regular reporting about student progress, particularly of the target students, assists trustees with making informed decisions about resourcing.

Communication and consultation with whānau and the wider community has had a positive

impact on overall school development. A range of strategies has been used successfully to increase parent, whānau and community engagement in school events. Regular feedback from the community assists trustees with making good decisions about school improvement. Extensive consultation about how students will learn te reo Māori continues to be a major focus for the school. Teachers and the board work cooperatively to make the school a welcoming environment.

ERO observed a sample of classroom lessons. Students engage confidently in activities, ask questions, respond to teachers' questions and explore ideas. Positive interactions were observed.

Next steps

Teachers should continue their development of effective teaching practice for accelerating student progress and raising achievement in literacy and mathematics.

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 now in a position where it can continue to review and improve its performance.

Trustees and staff demonstrate a heightened awareness of the need for, and commitment to, the school's continued progress and further improvement in student achievement. Trustees have guidelines to assist them develop their governance roles. Through self review, trustees and staff are gaining good knowledge about their performance and beginning to use what they know to respond to issues, determine priorities and decide next steps. Teachers are at the early stage of inquiring into their teaching. Positive steps have been taken to develop school wide consistency for teaching and learning expectations.

Next steps

Trustees need to continue to develop a clear understanding of their legal obligations as school governors. There is now a good foundation in place for this to occur. Ongoing self review should provide trustees with information to ensure that enhanced student achievement and school governance are in place.

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.

In order to improve current practice, the board of trustees should further develop and implement good employer personnel policies and practices, in particular those concerning appointments and police vetting.

When is ERO likely to review the school again?

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

Joyce Gebbie
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