



Education Review Office
Te Tari Arotake Mātauranga

**Te Kohanga School
north Waikato**

Confirmed

Education Review Report

Education Review Report

Te Kohanga School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides 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 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.

Findings

1 Background and Context

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

Te Kohanga School is a small rural school located in the north Waikato, catering for students in Years 1 to 6. Since the previous ERO review in 2018, the roll has increased to 48 students, most of whom identify as Māori. The principal, appointed at the beginning of 2017, is now the established professional leader.

Most trustees, including the chairperson, continue in their roles since 2018. The board has begun a programme of training about governance roles and responsibilities.

The school vision 'to prepare learners for a changeable future' is enacted through the values of 'Titiro Whakamua, Ako, Manaakitanga and Ngāwari'.

Current strategic priorities are, sustaining a future focused local and relevant curriculum, empowering students to make powerful and positive choices about their future, maintaining strength-based reciprocal relationships between school, whānau and the wider community.

The school continues to be a member of Te Kaahui Ako o te Puuaha o Waikato Community of Learning | Kāhui Ako.

2 Review and Development

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

Priorities identified for review and development

The previous ERO report identified the following areas requiring review and development:

- curriculum review and development
- strategic planning and self review
- teachers' use of achievement data
- internal evaluation processes and practices.

Progress

The school has made substantial progress in addressing all priorities for review and development identified in the 2018 ERO report.

Curriculum review and development

Significant progress has been made in the development of a coherent, local curriculum. The local curriculum has been reviewed, documented and implemented across the school. It clearly shows how the school is giving effect to the breadth of the *New Zealand Curriculum (NZC)*, with an appropriate focus on mathematics and literacy learning. The local curriculum is well aligned with the school strategic plan and priorities. It is grounded in turangawaewae and was established in consultation with parents and whānau.

The implementation of the local curriculum is supported by:

- strong professional leadership and adaptive, responsive teaching programmes
- contexts for learning that are local and reflect the history and geography of the area
- an overarching focus on student wellbeing and belonging
- bicultural perspectives that are now well integrated into learning programmes and strongly evident in classroom environments and around the school
- learning progressions in reading, writing and mathematics that enable teachers and students to monitor progress and achievement across the curriculum in these learning areas.

Strategic planning and self review

School direction is now guided by a clear and coherent strategic plan. The strategic plan is supported by an annual plan that clearly indicates goals, expected outcomes, resources required and ongoing review. The approach to strategic and annual planning provides a sound foundation for annual review and improvement. The current approach to strategic planning is contributing to:

- clarity of direction for long term school development
- a coherent approach to accelerating outcomes for all learners, particularly those at risk of not achieving expected curriculum levels
- a priority on the implementation of a future-focused, local and culturally relevant curriculum
- strong support for the language, culture and identity of Māori students and whānau.

Teachers' use of achievement data

Teachers continue to implement planning and assessment practices that target the needs of students whose progress needs accelerating. Teachers know how well each child is achieving and understand what each child brings to their learning.

Aspects of teacher practice that are contributing to improved outcomes for learners are:

- a continuation of the progress made in developing teacher practice including ongoing professional learning and development
- an approach to planning for learning that is supported by established and visible learning progressions across the school
- targeted planning and ongoing monitoring of progress for all learners, particularly those not achieving at expected levels

- the effective use of achievement information to keep parents and whānau well informed about each student's progress relative to curriculum expectations. A web-based system is also in place to strengthen learning partnerships.

Internal evaluation processes and practices

Internal evaluation is well established across the school to support strategic direction and development. The approach to internal evaluation is enabling continuity in improving teacher effectiveness and ongoing community engagement. Internal evaluation is well supported by an effective approach to the management and use of achievement information at classroom, leadership and governance levels. The board is well informed about school-wide progress, particularly accelerated outcomes for targeted at-risk students. Planned review in relation to school systems, policies and practices is well implemented and robust. Effective internal evaluation is contributing to consistency of practice across the school and ongoing improvements to school operation.

Key next steps

The principal continues to work alongside teaching staff, particularly empowering new teachers to implement the local curriculum.

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 well placed to sustain and improve its performance. Factors contributing to sustainability are:

- the board is well informed about school-wide progress particularly for those students requiring acceleration
- the new principal is providing a clear strategic direction for the school
- teachers are effectively monitoring student progress, acceleration and achievement
- students benefit from a local, contextual curriculum that covers the breadth of the NZC
- parents and whānau are consulted on curriculum design and well informed about their child's progress and achievement.

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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Conclusion

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

Well placed.

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation](#)

[Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.



Phil Cowie

Director Review and Improvement Services Central

Central Region

5 December 2019

About the School

Location	north Waikato	
Ministry of Education profile number	1533	
School type	Contributing (Years 1 to 6)	
School roll	44	
Gender composition	Female	29
	Male	15
Ethnic composition	Māori	38
	NZ European/Pākehā	3
	Other ethnic groups	3
Review team on site	September 2019	
Date of this report	5 December 2019	
Most recent ERO report(s)	Education Review	April 2018
	Education Review	April 2014
	Education Review	February 2012