



Education Review Office
Te Tari Arotake Mātauranga

Pukekohe North School
Pukekohe

Confirmed

Education Review Report

Education Review Report

Pukekohe North 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?

Pukekohe North School is a full primary catering for students in Year 1 to 8. Since the last ERO review in 2017, the school has been involved in an ERO longitudinal review process. A new principal was appointed in Term 3, 2017 and a new deputy principal was appointed at the start of 2018. The school has experienced significant roll growth since the last ERO review. There are now 256 students attending, including 203 identifying as Māori and 37 from Pacific Island descent.

2 Review and Development

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

The school has made good progress in addressing many areas identified in the last ERO review. There is a calm and positive learning focused culture developing and students feel safe and included in all aspects of school life.

Priorities identified for review and development

Priorities include developing:

- a range of assessment practices that provide reliable and valid student achievement data
- measurable charter targets focused on the number of students whose learning requires acceleration
- a strategic approach to building teacher capability through targeted teacher professional learning and development (PLD) in literacy and mathematics
- a robust performance management process so that all teachers are appraised annually.
- financial and personnel policies and procedures to support the effective governance and management of school operations.

Progress

Develop a range of assessment practices that provide reliable and valid student achievement data.

There is a well-considered and deliberate approach to ensuring students' achievement data is reliable and valid. An annual assessment schedule has been developed and moderation processes have been implemented. Teachers know their students well and use a wide range of assessment tools to track and monitor their achievement. Student achievement and progress information is regularly collated, shared and reported. There is evidence of targeted students making accelerated progress.

Setting measurable charter targets focused on the number of students whose learning requires acceleration

The board has set measurable targets based on percentage improvements for groups of students over consecutive years. There has been regular reporting to the board about student achievement. Targets need to be further refined to reflect priority areas based on the analysis of student achievement data and to show the number of students whose learning requires acceleration.

A strategic approach to building teacher capability through targeted teacher PLD in literacy and mathematics

The school has received very good support from the Ministry of Education (MOE) to identify and source professional learning and development (PLD) for teachers. There has been a focus on developing a cross-curricular approach to reading, writing and mathematics. Learning progressions have been introduced and staff have received further PLD in implementing the Progress and Achievement Consistency Tool (PACT) in writing and mathematics. There is a need to continue to build teacher capability to improve student outcomes.

A robust performance management process so that all teachers are appraised annually

All staff have been appraised annually through a clear and robust appraisal process.

Ensure a safe physical and emotional environment for students and staff. (National Administration Guideline 5)

School leaders have:

- developed and implemented a behaviour and discipline policy
- implemented an extensive range of programmes and services to support the wellbeing, social development and safety of students
- developed strong links with community support groups and support can be targeted where appropriate
- gathered the views of students and data shows that students feel safer, happier and more engaged in their learning
- implemented the Positive Behaviour for Learning (PB4L) initiative. This has been effective in developing a positive school culture.

3 Sustainable performance and self review

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

The school has addressed all the key areas of review and development. There is a positive school culture amongst students and staff. Students are engaged in well-planned learning activities. Staff feel well supported and teacher capability has improved. Teachers track and monitor student achievement and know their students well. Trustees have undertaken training to better understand their roles and responsibilities.

However, overall the low levels of student achievement in mainstream and rumaki classes have not improved in mathematics and writing since the 2017 ERO review. There has been an improvement in reading across all areas of the school.

While the school has addressed all the areas of non-compliance in the previous ERO report, there are new compliance issues that have been identified and need to be addressed.

Key next steps

In order improve levels of student achievement the school needs to:

- further refine student achievement targets on the number of students requiring acceleration
- tracking, monitoring and reporting regularly on the progress and achievement of at risk students
- continue to build teacher capability in effective strategies to accelerate the learning for those students who require it.

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*.

Actions for compliance

ERO identified non-compliance in curriculum, health, safety and welfare, and personnel.

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

- consult with the community regarding the delivery of the school's health curriculum
[Section 60B Education Act 1989]
- specifically focus on anti-bullying programmes regarding homophobic and transgender bullying as part of the school's anti-bullying curriculum
[NAG 5; Good practice]
- keep written records of every instance of physical restraint of a student that is carried out under the physical restraint rules
[Ref: Sections 139AB to 139AE Education Act, Clause 9]
- regularly report about compliance with the Health and Safety at Work Act
[Health and Safety At Work Act 2015]
- report in its annual report compliance with the personnel policy on being a good employer.
[S 77a State Sector Act 1988].

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- processes to support the management of crisis situations including pandemic planning
[NAG 5; Good practice]

Conclusion

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

Needs development

ERO will maintain an ongoing relationship with the school to build capacity and evaluate progress.

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.



Darcy Te Hau

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Central Region - Te Tai Pūtahi Nui

16 June 2020

About the School

Location	Pukekohe	
Ministry of Education profile number	1435	
School type	Full Primary (Years 1 to 8)	
School roll	256	
Gender composition	Male	51%
	Female	49%
Ethnic composition	Māori	79%
	NZ European/Pākehā	4%
	Pacific	14%
	Other ethnic groups	3%
Review team on site	November 2019	
Date of this report	16 June 2020	
Most recent ERO report(s)	Education Review	June 2017
	Education Review	January 2014
	Education Review	September 2011