



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 Years 1 to 8. The school offers dual medium education via auraki and rumaki settings. Since the previous 2020 ERO review, the school has continued to see roll growth. An experienced senior leadership team is in place. Statutory intervention was put in place in October 2021 with a commissioner replacing the board of trustees.

2 Review and Development

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

The school has made good progress in many areas that were previously identified.

Priorities identified for review and development

Priorities identified in the previous ERO report were:

- to further refine student achievement targets to reflect the number of learners requiring acceleration
- to track, monitor and report regularly on the progress and achievement of at-risk students
- to continue to build teacher capability in using effective strategies to accelerate the learning for those students who require this.

Progress

Refinement of student achievement targets of students requiring acceleration

Some recent improvements are evident in the way the school establishes and monitors the achievement of target students. There are clear achievement targets in the annual plan. Syndicate leaders are aware of the target students and regularly discuss appropriate interventions to support and accelerate their learning. Teachers identify and plan for their target students. Teachers are supported by the Ministry of Education in building their capability about the use of assessment tools. School leaders can more accurately report the progress and achievement of students over time.

Tracking, monitoring and reporting regularly on the progress and achievement of at-risk students

School-wide student achievement information is reported more regularly to the community and the commissioner. There is evidence of student progress since the beginning of the year. School leaders and teachers have developed a well-considered assessment schedule. School-wide moderation occurs in mathematics and writing. A more consistent approach to teacher planning is evident. Syndicates communicate and discuss student progress with greater consistency. Teachers gather student voice more effectively and this helps inform their practice. In the rumaki, significant improvement is evident in the use of learning intentions and success criteria to make the purpose of learning more explicit to students. Whānau and parents receive useful information about the progress their children are making.

Continuing to build teacher capability in effective strategies to accelerate the learning for those students who require it should be an ongoing focus.

Teachers have continued to develop their practice through targeted professional learning and development. Specifically, the focus on mathematics and literacy support and progress can be seen in some examples of teacher inquiry. Teachers are becoming more confident in the use of appropriate assessments tools. Positive caring relationships between staff and students are evident, and teachers' use a range of strategies to maintain student engagement.

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 well placed to further strengthen the use of student achievement data to inform their strategic priorities and develop more responsive teaching strategies. A clear system is in place to report student achievement within the school and at a governance level. The school has developed trusting and respectful relationships with the community. Good communication practices are in place to inform parents about their children's learning and progress.

Key next steps

ERO, and the senior leaders agree on the key next steps for the school. These key next steps are to:

- further strengthen the use of student achievement data to inform teacher practice
- develop a coherent school-wide plan for ongoing school improvement
- prioritise the most effective assessment tools and professional learning.

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*.

Compliance:

All areas of non-compliance have been addressed.

Conclusion

Pukekohe North School has made significant improvements in the way student achievement data is gathered and reported. These improvements provide a clearer path for ongoing development. Leaders and teachers can build on the strong whānau and community relationships to foster stronger home-school partnerships for student learning.

The school has made sufficient progress and will transition into ERO's Te Ara Huarau evaluation for Improvement process.



Phil Cowie
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About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)