

Koromatua School Education Review

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About the School

Location	Hamilton	
Ministry of Education profile number	1784	
School type	Full Primary (Years 1 to 8)	
Decile [<u>1</u>]	6	
School roll	236	
Gender composition	Boys 58% Girls 42%	
Ethnic composition	NZ Māori	83%
	NZ European/Pākehā	7%
	Other European	3%
	Samoan	3%
	Tongan	2%
	Cook Island Māori	1%
	Fijian	1%
Review team on site	September 2011	
Date of this report	4 November 2011	
Most recent ERO report(s)	Education Review	January 2009
	Education Review	March 2006
	Education Review	July 2002

The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

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1 Context

What are the important features of this school that have an impact on student learning?

Koromatua School is located in a rural environment near the Temple View settlement, outside Hamilton City, and caters for students in Years 1 to 8. The school has a positive reporting history. The board responded to the previous ERO report by engaging teachers in school-wide professional learning about the use of information and communication technology (ICT) in teaching programmes. Eighty three percent of the students in the school identify as Māori.

Since 2009 a new hall has been built, four classes have been refurbished and significant developments in ICT have occurred.

2 Learning

How well are students learning – engaging, progressing and achieving?

The principal and senior leaders have established robust and well-managed systems to gather, analyse and interpret student achievement information. This information shows that many students enter the school with low levels of achievement in literacy and numeracy, but make good progress during their first years at school. Teachers gather a wide range of data from appropriate norm-referenced tests, The New Zealand Curriculum levels-based tests and observations of learning behaviour. They analyse and moderate this data to make overall teacher judgements about student progress and achievement. This information shows that students make steady progress with their learning. The data also shows that a significant majority of students is achieving at or above the relevant National Standard in reading, writing and mathematics.

Assessment information gathered, analysed and interpreted for Māori and Pacific students, show very similar patterns of achievement and progress. Students experience success locally, and at a regional level, in a wide range of sporting, and cultural events. There is a cohesive and well-managed approach to addressing the learning and developmental needs of students who require additional support with their learning.

High levels of student engagement in learning are evident in classrooms. Teachers are able to focus on addressing students' learning needs in settled environments.

How well does the school promote Māori student success and success as Māori?

Māori students are actively involved in their learning and enjoy high levels of engagement and success. They have key roles as school leaders and provide positive role models for younger students in the school. The school's curriculum is responsive to the strengths, needs and aspirations of Māori students, who demonstrate confidence as learners and achievers.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum effectively promotes and supports student learning. School leaders articulate a broad curriculum that enables the learning needs of all students to be addressed with a priority on literacy, mathematics, health and physical education. The curriculum is consistent with The New Zealand Curriculum vision and values, and seeks to develop students as 'confident, connected, actively involved life-long learners'. Aspects of curriculum implementation that effectively promote student learning include:

- clear and high expectations for teacher planning, assessment and evaluation
- effective use of assessment information by teachers to plan learning programmes for groups and individual students
- ongoing teacher reflection about the effectiveness of teaching programmes, including consideration of assessment information.

ERO and the school agree that ongoing professional learning is necessary to strengthen the consistency of teaching practice between classrooms. This is likely to build on the progress that has been made in enhancing teacher effectiveness in order to raise student achievement.

4 Sustainable Performance

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

The school is well placed to sustain and improve its performance.

The board and school management have a sound understanding of the importance of self review in making decisions about ongoing school improvement. Trustees are providing clear direction and are focused on achieving the school's mission of 'together towards excellence'.

The principal continues to provide highly effective educational leadership for teachers and the wider school community. The senior leadership team provide strong professional support and guidance for teachers in the day-to-day planning and delivery of teaching programmes.

An inclusive culture and strong respectful relationships are evident at all levels of school operations. Meaningful partnerships between the school and families are evident. Parents are actively involved in the life of the school and there are opportunities for them to be well informed about student achievement, progress and school events.

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

- stand-downs, suspensions, expulsions and exclusions
- attendance.

Recommendations to other agencies

Not applicable.

When is ERO likely to review the school again?

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

Richard Thornton
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4 November 2011