

**Koromatua School
Koromatua, near Hamilton**

Confirmed

Education Review Report

Education Review Report

Koromatua School

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. The report answers four key questions about the school.

Findings

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, south west of Hamilton City. It caters for students in Years 1 to 8. At the time of this ERO review 201 students were enrolled, 170 being of Māori descent. The majority of students come from the Temple View community and they affiliate to local community groups and activities.

The school has a positive reporting history with ERO. Since ERO's 2011 review the closure of Church College New Zealand has resulted in a decline in enrolments, resulting in fewer classrooms. During this time, school leadership and support staff have remained consistent but there have been significant changes to the teaching team. Professional learning and development for teachers has mainly focused on enhancing the teaching of writing.

The board, led by a new chairperson, has a mix of experienced and new trustees and is actively engaged in training to enhance governance and the school's strategic direction. The board, students and teachers are well supported by the Koromatua School Support Group (KSSG), consisting of parents and whānau.

The school continues to provide an inclusive culture where strong and respectful relationships are promoted.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school uses aspects of achievement information well to make positive changes to learners' engagement, progress and achievement.

The school's public achievement information for 2013 shows that the majority of students, including Māori, achieved at or above the National Standards in reading, writing and mathematics. The data also shows that in reading and writing girls achieve at higher levels than boys, however in mathematics boys' achievement is higher than girls.

Teachers use an appropriate range of assessment tools and tests to gather information about students' learning. This information is used to identify individual learning needs, target groups, and to plan deliberate teaching points, particularly in reading, writing and mathematics. Teachers also use the information to report to parents through day-to-day conversations, formal interviews and written reports. There is a need to strengthen the mid-year written reports to make student progress toward meeting the National Standards clearer for parents and students.

The principal and deputy principal collate and analyse school wide information to identify student needs, and make decisions in relation to support programmes for students and teacher professional development. There is a well planned and coordinated approach to identification and tracking of students with special needs, and a close involvement of the parents of these students in decisions affecting their wellbeing and learning.

Senior leaders present achievement information to the board that generates discussion about student needs and resourcing. The board also receives regular reports that summarise programmes and activities undertaken by the Special Education Needs Co-ordinator and interest and support groups within the school.

Next Steps

Reporting to the board about student achievement would be improved by the principal providing documented and more detailed analysis, interpretation of data and recommendations to better inform board decision making.

3 Curriculum

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

The Koromatua School curriculum strongly promotes and supports students' learning. The curriculum is well designed and closely aligned to the principles, values and key competencies of *The New Zealand Curriculum*. Priority is given to literacy, mathematics, health and physical education, and inclusive education.

The school's curriculum plan clearly documents expectations for teachers to deliver the curriculum and cover all subject areas over time. The school's thematic approach allows teachers to provide many interesting and authentic learning opportunities that acknowledge and build on students' prior learning and interests.

Features of effective curriculum implementation include:

- high expectations shared by teachers for all students as learners
- productive and respectful relationships at all levels
- high levels of teacher collaboration in relation to student wellbeing and learning
- highly functional learning environments where computer technology is increasingly used to enhance teaching and learning
- aspects of formative practice where teachers share the purpose of learning with students.

ERO observed high levels of student interest and engagement in learning across the school. The broad curriculum allows students to experience success and achievement in many aspects of school life, including, academic, sports, performing arts and leadership.

Next Step

ERO and school leaders agree it is important for teachers to continue to build on strategies that enable students to understand and critically reflect on their learning as they progress through the school.

How effectively does the school promote educational success for Māori, as Māori?

The school successfully promotes educational success for Māori, as Māori. The significant majority of students in the school is Māori. These students demonstrate pride in their culture and identity. They confidently contribute to the life of the school.

There are many authentic opportunities for students to participate as tangata whenua, such as whole-school pōwhiri and kapa haka for juniors and seniors. Māori students are well represented in leadership roles and make an important contribution to school activities and events.

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. Factors that support the school's sustainability include:

- continued well-considered and effective leadership by the principal
- high level of collaboration between the principal and deputy principal
- trustees' commitment to reflecting on and improving school governance and strategic direction
- the increasing use of self review to foster school improvement
- an inclusive and welcoming school culture that is underpinned by respectful relationships at all levels
- strong support for and trust in the school demonstrated by parents and whānau.

Next Steps

Further review of the teacher appraisal process is needed to include:

- documented evidence of teachers' meeting the registered teacher criteria
- evidence of ongoing professional learning and development
- documented suggestions for improving teaching practice.

Continued review and refocusing of the schools charter and strategic direction, including specific annual targets for accelerating the progress of students at risk of underachieving, is also required.

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.

Conclusion

Koromatua School provides inclusive education for all students. Effective systems are in place to promote student safety and wellbeing. There are productive and respectful relationships between staff, students and parents. Students achieve well, and targeted programmes support learning for those achieving below expected levels.

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



Dale Bailey
National Manager Review Services
Northern Region

3 November 2014

About the School

Location	Koromatua, near Hamilton	
Ministry of Education profile number	1784	
School type	Full Primary (Years 1 to 8)	
School roll	201	
Gender composition	Boys 55% Girls 45%	
Ethnic composition	Māori NZ European/Pākehā Cook Island Māori Chinese Tongan Samoan Fijian	85% 9% 2% 1% 1% 1% 1%
Review team on site	September 2014	
Date of this report	3 November 2014	
Most recent ERO report(s)	Education Review Education Review Education Review	November 2011 January 2009 March 2006