



Tauhei Combined School
Morrinsville, Waikato

Confirmed

Education Review Report

Education Review Report

Tauhei Combined 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?

Tauhei Combined School is a small rural school catering for students in Years 1 to 6. It is located at a short drive from Morrinsville township in expansive, attractive and well-maintained grounds. Many of the 52 students currently enrolled come from families with intergenerational links to the school. There is a valuable and meaningful relationship with the local marae, and school kaumātua play a respected and valued role in the school community. Kaumātua assist the school to maintain a relationship with the land, local Māori history, knowledge and traditions. A school kapa haka group, which takes part in the local festival, provides students with opportunities to further enrich their knowledge in aspects of tikanga Māori.

Parents and families are proud, strongly supportive of and enthusiastic about the school. They generously give of their time and energy to assist the school through involvement in fund raising, community events, school trips and property developments.

Since the last ERO review in 2011, the principal has continued in her role and there have been no changes to the teaching team. In addition, teachers have been involved with professional learning about information and communications technologies (ICT), reading and physical education. A team of long-serving teachers' aides works alongside teachers to provide additional assistance for targeted students.

The school has a positive reporting history with ERO.

2 Learning

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

The school makes good use of student achievement information to make positive changes to learners' engagement, progress and achievement.

Teachers collect data about student achievement using a range of norm-referenced and levels-based assessment tools. They use this information, along with information gathered from observations of student learning, to make judgements about each students' level of achievement in relation to

National Standards in reading, writing and mathematics. This school generated data shows that a very high proportion of students achieve at or above the required standard, a significantly high proportion when compared regionally and nationally.

Teachers also use the data well to identify students needing support with literacy and mathematics learning, and to identify students for involvement in support programmes. The school keeps detailed records of achievement in these programmes, which shows a good proportion of these students make good progress.

Trustees use achievement data to set annual targets to raise student achievement and to make appropriate decisions about resources to support student engagement, progress and achievement.

Area for further development

Targets to raise student achievement: The board of trustees and ERO agree that a useful next step is to further develop the school's approach to setting and monitoring targets to raise achievement by ensuring that targets include:

- a documented and more specific focus on priority learners
- information about the planned actions that will be undertaken to achieve the target
- appropriate links to teacher professional learning
- ongoing monitoring of the target groups that is reported to trustees throughout the year.

3 Curriculum

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

The Tauhei Combined School curriculum effectively supports students' learning. This local curriculum is well designed, broad in coverage of subject areas and appropriately focused on literacy and mathematics. The curriculum reflects the uniqueness of the school and its community. School vision and values are clearly stated, relevant and accompanied by appropriate interpretation of the key competencies and principles of *The New Zealand Curriculum*. Curriculum content relates closely to the school context and provides opportunities for all students to experience success.

In classrooms, ERO observed high levels of student engagement in meaningful learning and positive and respectful classroom learning environments. Students were focused on the planned activities and enjoying positive relationships with their peers and teachers.

Teachers have developed expectations for student achievement in reading, writing and mathematics at each year level. These expectations are used by teachers to plan lessons, assess student achievement and progress, and report important information to parents and students. Attractive and informative individual assessment portfolios are also used to report student achievement and progress. These documents show evidence of each student's involvement in a varied, interesting and challenging learning programme. This information keeps parents well informed about their child's achievement and progress in relation to National Standards.

Other strengths of the Tauhei Combined School curriculum are:

- authentic and contextually relevant learning contexts, including for Māori students
- teachers using effective strategies to engage and challenge students
- opportunities for the community to be involved in school programmes and activities
- opportunities for students to experience camps, trips and range of sporting and cultural events

- attractive and well-resourced classrooms and learning environments
- student access to high-quality and well-maintained equipment and resources to support their learning.

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

At the time of this ERO review, in March 2014, there were 12 Māori students attending the school. ERO observed these students happily engaged in school programmes alongside their peers. The school provides many opportunities for Māori students to experience success in an environment where the knowledge and experiences they bring to school are valued and appreciated by the principal and teachers. School kaumātua are involved in facilitating visits to the local marae and bush areas where aspects of local history and tradition are shared with all students and families. A kapa haka group enables all children to develop their knowledge about the performing arts based on aspects of tikanga Māori.

4 Sustainable Performance

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

Aspects that contribute to school sustainability and improvement are:

- strong and respectful relationships among students and teachers
- Māori learners are actively engaged in their learning and achieving well
- a culture of inclusion and high expectations for students and staff
- a well-developed policy framework providing clear guidelines and expectations for all areas of school operations
- a welcoming school environment
- trustees are enthusiastic about their roles, committed to the school and focused on improving outcomes for students
- an effective and positive partnership between trustees and school personnel
- school leaders effectively promote student learning and achievement.

Area for further development

Performance management: The board of trustees and ERO agree that a useful next step for the school is to further develop the performance management system for teachers and the principal. A more connected and robust system needs to include:

- professional goals for the principal and teachers that are specific, closely linked to the school's strategic direction and targets, and accompanied by a relevant action plan
- observations of teacher practice, including documented feedback/forward about ways to improve practice
- opportunities for teachers and the principal to reflect on their practice in consideration of current research and relevant professional learning.

Board training: Many board members are new to their roles and a planned programme of trustee training would assist trustees to develop their knowledge about school governance.

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

Tauhei School Curriculum reflects the school's uniqueness and is effectively supporting student learning. There is a positive culture in the school and students are achieving very well. The community is highly supportive and there is a meaningful partnership with local Māori who are respected and valued in the school community.

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



Dale Bailey
Deputy Chief Review Officer Northern

4 May 2015

About the School

Location	Morrinsville, Waikato	
Ministry of Education profile number	1985	
School type	Contributing (Years 1 to 6)	
School roll	52	
Gender composition	Girls 31 Boys 21	
Ethnic composition	NZ European/Pākehā Māori Other	38 12 2
Review team on site	March 2015	
Date of this report	4 May 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	March 2012 February 2009 August 2005