

# Tahatai Coast School Education Review

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## About the School

Location	Papamoa	
Ministry of Education profile number	6742	
School type	Full Primary (Years 1 to 8)	
Decile [ 1]	7	
School roll	670	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	NZ European/Pākehā	52%
	NZ Māori	22%
	Other European	11%
	Indian	7%
	Pacific	3%
	Other	3%
	Asian	2%
Review team on site	October 2011	
Date of this report	6 December 2011	
Most recent ERO report(s)	Education Review	February 2009
	Education Review	September 2005
	Education Review	May 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?

Tahatai Coast School is a large full primary school, which caters for students in Years 1 to 8 who live in Papamoa, near Mount Maunganui. Most students on the roll are from New Zealand European backgrounds, 22% identify as Māori, 7% Indian and 3% have Pacific heritages.

Spacious grounds include new and regularly maintained fixed-play equipment that provides opportunities for recreation and physical challenge. The school hall and playing fields are frequently used by the community. Over recent years, the school has faced significant challenges because of the need to renovate or replace most of its buildings due to issues of water ingress. The board is entering the final stage of this project.

At the end of 2010, the principal undertook a two-year position with the New Zealand Education Institute. In his absence, the current principal and deputy principal have been appointed to acting positions for 2011 and 2012. Other teachers are also in acting leadership roles. The leadership team has promoted a collegial and collaborative approach to continuing school development. Senior leaders participate actively in pre-service teacher training with several tertiary institutions. Professional relationships with nearby early childhood education services, primary schools and secondary schools are encouraged and evident.

Students are welcoming and respectful. They affirm that the school culture is inclusive and friendly. Values set in consultation with the community are explicitly promoted and well understood. School leaders and teachers demonstrate caring and positive relationships with students and have a strong focus on their well-being and sense of belonging. Very effective use of information and communication technologies (ICT) as a tool for teaching and learning continues. Staff and students share good practice with other schools. Classes are settled and purposeful.

## 2 Learning

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

Students are well engaged in learning. School-wide 2010 assessments against standardised tests demonstrate high levels of achievement in reading. National Standards interim monitoring in 2011 showed that more than 50% of students were at, or above, the end-of-year standards for reading at the end of Term 1. Results in writing and mathematics are not so positive. Trustees, leaders and teachers recognise that these areas require a focus on increased achievement in 2012.

Students who are at risk of underachieving benefit from targeted teaching and teacher-aide assistance in classes, along with closely monitored reading programmes that contribute to accelerated progress. School leaders recognise that there is a need to ensure that the progress and achievement of students who are below National Standards are continually monitored by classroom teachers, and that their overall progress is regularly reported to the board. There is also a need to strengthen processes for the identification and monitoring of students with special abilities.

The implementation of systems for determining achievement in relation to National Standards is well led and monitored by the acting deputy principal. Nationally referenced assessments help teachers determine and moderate teacher judgements. Appropriate systems for assessing and reporting for junior students, and for speakers of other languages, have been established. School leaders are developing agreed criteria to support the consistency of overall teacher judgements and strengthen students' participation in assessment and individual goal setting.

Teachers use assessment information to group students for instruction, guide planning for some groups, and report on progress and achievement. The use of assessment information to consistently improve teaching and learning is an area for continuing development. Students have opportunities for self and peer assessment in connected curriculum studies. Teachers acknowledge the need to provide opportunities and strategies for students to take more responsibility for their own progress and achievement in English and mathematics.

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

The board and senior leaders are actively promoting Māori student success and success as Māori. In 2011, the board has provided funding for a specialist teacher, who teaches te reo and tikanga Māori effectively, in each class. His lessons are linked to class programmes and involve students in active language learning. He also organises training in te reo Māori for staff, hui noho marae for families and kapa haka opportunities that are appreciated by

students. Māori parents are increasingly involved in school activities and consultation processes. In some classes teachers are integrating te reo Māori in conversations and wall displays. School leaders acknowledge that this is an area for continuing school-wide development.

Collated assessment information indicates that achievement trends and patterns for Māori students are similar to non-Māori.

### 3 Curriculum

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

Class programmes effectively promote and support student learning. The curriculum includes appropriate emphases on literacy, numeracy, inquiry learning, thinking skills and the use of ICT. These are taught in meaningful contexts that reflect students' interests. The curriculum is well resourced.

Teachers maintain high expectations for respect and positive behaviour. They have been willing to implement new approaches that encourage students' exploration and inquiry. Stimulating classroom displays celebrate students' colourful and well-presented art. Examples of high-quality teaching include integrating co-operative learning strategies, skilful questioning to challenge thinking, and carefully considering resources, approaches and contexts for maximum interest and learning engagement. In order to establish consistently effective teaching, there is a need for the further development of school-wide quality assurance processes. These should include continuing to identify shared understandings about best teaching practice, rigorous use of the recently revised appraisal process, and strengthening team leaders' roles and responsibilities.

School leaders agree that their next steps are to further document the school's local response to The New Zealand Curriculum and to establish procedures for curriculum review.

## 4 Sustainable Performance

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

The school is adequately placed to sustain and improve its performance because:

- Governance is very effective. The board is committed to continuing school-wide improvement in order to provide the best possible education for all students. Trustees bring expertise and community representation to their roles and responsibilities.
- The board is well informed about school-wide student achievement and curriculum programmes. Trustees engage in regular review of policies and operations.
- The acting principal and acting deputy principal are reflective and forward-looking in their approach to professional leadership. With other members of the leadership team they have promoted a focus on continuing school development, shared leadership, and collegial responsibility.
- A collaborative staff culture provides a basis for continuing reflection and development of shared professional knowledge.
- Community partnership is valued and encouraged. Parents participate regularly in school activities. They are well informed about individual student achievement in relation to National Standards. A fund-raising committee assists in providing resources.

Agreed priorities for review and development

ERO, the board and senior leaders agree that there is a need to:

- further develop processes for developing and monitoring annual achievement targets in relation to National Standards
- strengthen community consultation about the curriculum
- prioritise, develop and monitor aspects of quality assurance, assessment, curriculum implementation and bicultural perspectives identified in earlier sections of this report.

Recommendation

ERO and the board recommend that the above areas for review and development are addressed through strategic and annual planning processes and continuing review.

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.

When is ERO likely to review the school again?

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

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