

**Waikino School  
Waikino, near Waihi**

**Confirmed**

**Education Review Report:  
Arotake Paerewa**

*Kumēa te paetawhiti kia tata  
Whakamaua te paerewa kia tīna  
Tukuna te paehiranga kia topa!*



# Education Review Report: Arotake Paerewa Waikino 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.

## Findings

### 1 Context

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

Waikino School is a two classroom rural primary school, near Waihi catering for students in Years 1 to 6. Since the ERO review in 2010 the roll has decreased. Currently there are 35 students on the roll of whom five are identified as Māori and one as Pacific.

In recent times there have been many changes in staff and trustees. The board of trustees, under the leadership of a new chairperson, is in the process of appointing a new principal to start in Term 1, 2014. After community consultation, the board updated the strategic plan and charter. In its vision the school aims 'to develop life-long learners who strive for excellence and to make a positive difference'. The school values are highly evident in the inclusive, family and whānau orientated school culture. In 2011 the school opened a multipurpose hall, *Te Kauri*. An enlarged library and additional teaching space have been established in the third classroom.

The school has a positive reporting history with ERO. In response to the 2010 recommendations, teachers have participated in ongoing professional development in mathematics, writing and the use of ICT to enhance learning. The principal recognises that the area for development related to student leadership of learning in the 2010 ERO report continues to require further strengthening.

### 2 Learning

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

The school gathers an extensive range of achievement information. Teachers make good use of this data to inform programme planning to meet the learning needs of identified students. They plan and implement interesting experiences to increase students' engagement and confidence as learners. Individual student learning journals clearly show student achievement and progress against National Standards in reading, writing and mathematics. Samples of student writing are shared in individual profile books, through displays and in newsletters. Teachers are developing rubrics to promote student self assessment and the setting of next writing steps.

Students take an active role in sharing their learning and achievement at parent and teacher conferences. The principal provides clear reports on trends and patterns in student achievement to

the board and parent community. The board uses achievement information to set strategic priorities and relevant achievement targets, especially for learners at risk of not achieving to national expectations.

The school's 2012 data indicates that about 70% of students are achieving at or above National Standards in mathematics and writing. In reading, there are a lower proportion of students achieving at or above National Standards. Analysis of the data shows that boys and girls, Māori and non-Māori achieve at comparable levels. Overall most students make progress comparable to national expectations.

### **3 Curriculum**

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

The well-designed curriculum promotes and supports student learning. Students benefit from the natural environment and its effective use as an important resource for learning. The whole community is involved in qualifying for the Silver Enviro School Award. Associated projects have engaged students in caring for a large native plant area, sustainability and construction projects.

Students are learning in settled and vibrant classrooms. They have many opportunities to take responsibility and show leadership through the regular activities and events of the school. Class displays make student learning visible and celebrate student success. An additional strength of the curriculum is the generous contribution of the expertise of local artists and craftspeople to enhance students' creative expression.

Teachers know students and families very well and have established respectful and positive relationships. As often as practical, teachers build on students' own experiences to deliver all learning areas, including literacy and mathematics.

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

The school, at all levels, is effectively promoting success for Māori, as Māori. The inclusion of local Māori history and culture is a developing strength of the curriculum. Students, teachers and parents worked together on an integrated learning project which resulted in a high quality presentation about the legend of Ureia, a taniwha in the Ohinemuri River. The school undertook this initiative and others as part of the Te Pumaomao cluster group of local schools. Other examples included dawn viewing for Matariki, a hangi, a hikoi and a community celebration at the Waihi Community Marae. Māori students and their whānau are benefiting from the conscious valuing of their language, culture and identity.

Success for Māori, as Māori, is also promoted by the:

- respectful partnerships formed with Te Pumaomao Group, Te Wananga Aotearoa and the Hauraki Māori Trust Board
- support and advice provided by a whānau focus group
- inclusion of school waiata and karakia
- increased Māori perspectives in the learning environment and displays of art.

A next step is to fully implement the Te Reo Māori programme and the principles of partnership in the Treaty of Waitangi policy.

## 4 Sustainable Performance

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

Aspects of school operations that contribute to sustainability are:

- trustees who work well with the principal, staff and school community to establish agreed strategic direction, vision and values
- the experienced principal who has clearly documented guidelines for self review, curriculum delivery and school operations
- teachers' high expectations for learning and behaviour across the school
- the ongoing, intergenerational interest, contribution and support of the parent and wider community.

ERO, the principal and trustees agree that there are two important areas for further development. These are:

- a review of the governance and management roles and responsibilities of the board and the principal
- further developing shared, agreed and documented expectations for approaches to teaching that include a focus on student understanding and management of their own 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:

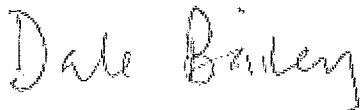
- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

In order to improve practice the board of trustees should ensure that:

- the registration status of all teaching staff remains current
- the police vetting of all staff remains current
- fire evacuation drills are carried out, evaluated and recorded within 6 monthly periods
- records are maintained of accidents at school, and of the administration of any medicines to students
- the sandpit is covered out of school hours to protect against animal droppings, particularly as it can be used by the playgroup children
- all staff appraisals are completed annually.

**When is ERO likely to review the school again?**

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



Dale Bailey  
National Manager Review Services  
Northern Region

18 November 2013

## About the School

Location	Waikino, near Waihi	
Ministry of Education profile number	2054	
School type	Contributing (Years 1 to 6)	
School roll	35	
Gender composition	Girls 18 Boys 17	
Ethnic composition	Māori	5
	NZ European/Pākehā	28
	Samoan	1
	Indian	1
Review team on site	September 2013	
Date of this report	18 November 2013	
Most recent ERO report(s)	Education Review	December 2010
	Education Review	April 2008
	Education Review	February 2005

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