

ERO External Evaluation

Ōhaupō School, Ōhaupō

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Ōhaupō School is a rural school situated approximately 15 km from Hamilton, for students in Years 1 to 8. The roll of 226, includes 25 students who identify as Māori and small numbers of diverse ethnic backgrounds. Since the November 2016 ERO report, the roll has grown. The experienced principal continues in her position and there have been significant changes to the leadership and teaching teams. The board chairperson is an experienced trustee who is new to the chairperson role and most other trustees are new.

The school vision 'Growing Together, Learning Together' (Tipu ngā tahi – Ako ngā tahi) is underpinned by the values 'manaaki atu, manaaki mai (respect), he tangata ngākaupono (honesty), tangata tū, tangata māia (independence), hei rākau nui (resilience) and he waka eke noa (inclusiveness)'. Strategic goals include, growing learner capability, enhancing Ōhaupō School's unique identity, culture and history, and providing excellent learning facilities. Annual targets are focused on improving outcomes for learners.

Staff have accessed professional learning and development about culturally responsive practices, literacy and mathematics. The school is a member of the Rural and Roses cluster alongside 19 other local schools. In 2019, the school celebrated its 150th year, which provided authentic opportunities for community engagement and place-based learning.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- reading, writing, mathematics
- Years 7 and 8 science
- learning support programmes
- health and physical education
- the arts
- social science
- technology.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is working towards achieving excellent and equitable outcomes for all students.

Data gathered by the school in reading, writing and mathematics shows that in 2019:

- most students achieved at or above expected curriculum levels in reading, writing and mathematics
- Pākehā students achieved at similar levels to Māori in mathematics but at significantly higher levels than Māori in reading and writing
- girls achieved at higher levels than boys in reading, writing and mathematics.

Data gathered since 2016, shows improvement for students overall, including significant improvement for Māori and boys in reading and writing.

Standardised data in science shows that Year 7 and 8 students achieve within nationally expected levels. School data collated in other curriculum areas shows that students are achieving within the range of expected levels.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is accelerating learning for some of those Māori and other students who need this.

Data gathered by the school shows that approximately one third of all students whose learning was at risk made accelerated progress during 2019. Information about learning support interventions shows these students made positive gains with their learning. Individual students with additional needs are making progress with the goals in their individual education plans.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Collaborative relationships effectively contribute to improved outcomes for learners. Teachers have de-privatised their practice to share successes enabling the best use of their collective strengths. This sharing supports assessment, moderation and consistent practice across the school. Leaders have established the conditions and resources to support collaborative planning, reflection and to build teacher capability. Trustees work well together to strategically plan and resource programmes and initiatives that support achievement and acceleration. Recent restructuring of learning spaces has supported students to work flexibly together, to share and problem solve. A focus on building culturally responsive practice across the school is enabling teachers, students and parents to build bicultural knowledge in local contexts.

Teachers use a wide range of effective strategies to promote student achievement, acceleration and wellbeing. Students benefit from recent teacher professional learning about literacy, mathematics and culturally responsive practice. Teachers plan specifically to address the individual needs of all students. They use appropriate tools and strategies to support and guide their teaching. Systems are in place to identify, track and monitor progress for all learners with a focus on those whose learning is at risk. Appropriately targeted interventions are in place to support students with higher and more complex needs in partnership with parents and whānau. Liaison with external agencies and local school networks supports an environment where individual needs are addressed.

Students participate and learn in caring and inclusive environments. The recently reviewed school values are visible in classrooms and provide a shared reference point to guide school culture and climate. As a result, students are engaged and focused on meaningful learning tasks in classrooms. The local curriculum is broad in coverage and provides rich authentic contexts for learning that increasingly reflect local history and places of significance. Teachers use innovative and holistic strategies to support students' learning and ability to engage. There are deliberate processes to promote, monitor and track students' progress in relation to the key competencies of *The New Zealand Curriculum*.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

The school currently collects and makes use of data about acceleration for individuals and students involved in specific initiatives and interventions. Leaders and teachers now need to systematically gather and report information about the rates and pace of acceleration for all at-risk learners. An annual target to accelerate progress for all these learners is needed to support this priority.

The school is in the process of implementing learning progression frameworks in reading, writing and mathematics schoolwide. A useful next step for the school is to embed these progressions in the language of learning for students and teachers and to support learning focused partnerships with parents. This is also likely to further strengthen students' knowledge of their learning journey and contribute to their ability to become independent self-managing learners.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

No international students were enrolled at the time of the ERO review.

4 Board Assurance on Legal Requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children's Act 2014.

5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Ōhaupō School's performance in achieving valued outcomes for its students is:

Well placed.

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.

6 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- relationships that enable partnership and participation
- teaching strategies that underpin targeted planning and teaching.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- internal evaluation to focus more sharply on acceleration for all at-risk learners
- teaching strategies to support student independence and self-management.



Darcy Te Hau
Acting Director Review and Improvement Services Central
Central Region
18 June 2020

About the school

Location	Ōhaupō
Ministry of Education profile number	1855
School type	Contributing Primary (Years 1 to 6)
School roll	226
Gender composition	Male 52% Female 48%
Ethnic composition	Māori 9% NZ European/Pākehā 87% Other ethnic groups 4%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	November 2019
Date of this report	18 June 2020
Most recent ERO report(s)	Education Review November 2016 Education Review August 2013 Education Review October 2010