

ERO External Evaluation

Kumeroa School, Kumeroa

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

Kumeroa School, a rural school close to Woodville, has students in Years 1 to 8 and a roll of 46. The school's overarching vision is to develop future-focused learners who 'GROW'. This is supported through the valued outcomes for students to: 'guide and lead others, be reflective, resilient and reliable, open to lifelong learning and willing to learn independently and collaboratively'.

Since the August 2016 ERO evaluation extensive property development has occurred. The principal was appointed in 2018 and a new teaching team established at the beginning of 2019. A core group of experienced trustees has provided continuity of stewardship in a time of staffing change.

Current strategic aims are to further develop the curriculum, student engagement and achievement, wellbeing and effective governance for sustainability. There is a particular focus on accelerating progress for identified students in literacy and mathematics.

Leaders and teachers regularly report to the board, schoolwide information about achievement in reading, writing and mathematics in relation to the levels of *The New Zealand Curriculum*.

Teachers are engaged in professional learning to strengthen school wide assessment practices.

The school is part of the Tararua Kāhui Ako.

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 continues to focus on attaining excellent outcomes for children. Schoolwide end-of-year achievement information for 2018, indicates that most students achieved at or above expectations in reading, with a high majority in writing. Over time, achievement in mathematics has been variable with the majority of students achieving at or above expectation. Māori learners achieve as well as their school peers in reading, writing and mathematics.

Achievement overall has remained relatively consistent over the past three years, particularly in reading. Boys are achieving less well in reading and writing. The school is aware of this disparity and there is evidence that this is reducing over time.

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

Of the students identified in 2018 as needing accelerated learning, most made progress, with some showing acceleration in reading, writing and mathematics.

Students whose learning requires acceleration are identified, monitored and well known to staff. Deliberate and targeted teaching strategies are actioned to accelerate their learning. A range of interventions are responsive to the needs of individual students.

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?

Collaboration and a strong sense of community successfully foster students' engagement in their learning. They experience positive relationships within a welcoming environment, well aligned to the school's vision and values. Students work well together and confidently articulate their learning. They regularly share their achievements with parents, whānau and community.

Student-led learning is successfully promoted through meaningful projects that draw on their life experiences and are responsive to their strengths and interests. Students have authentic learning opportunities through the 'Agri curriculum'. They make links to relevant community expertise to enhance and support this learning.

Students benefit from a curriculum that increasingly incorporates aspects of te ao Māori. Whānau, Māori, parents and teachers continue to support the school to develop appropriate tikanga such as pōwhiri, waiata and haka that reflects the school community. Students have ongoing opportunities to participate in kapahaka.

A strategic and well aligned approach to change and improvement is informed by a process of ongoing review and inquiry. Student achievement and wellbeing is given priority and whānau, parent and community perspectives are valued to support ongoing improvement. The principal is actively involved in a range of professional learning and development opportunities to grow leadership. The strengthened appraisal process provides a useful framework to support staff inquiry into the effectiveness of their teaching linked to student outcomes.

The board actively represents and serves the school community. A consistent approach to upholding the school's vision has successfully contributed to sustainability of school operation during times of change.

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

The review of the documented curriculum is underway to reflect the enacted, evolving curriculum and to support consistency of practice across the school. Guidance should include:

- capturing the localised 'Agri Curriculum', place-based education and integration of te ao Māori concepts
- formalising guidelines for teaching, learning and assessment practices
- showing clearly the alignment to the principles and key competencies of *The New Zealand Curriculum*
- provision for career education, learning and second language options for students in Years 7 and 8.

Trustees and leaders engage in reflection and inquiry to inform decisions for improvement. To further support this process, trustees, leaders and teachers should continue to develop a shared understanding of internal evaluation. This should enable them to evaluate the effectiveness of newly implemented processes and practices in relation to improving outcomes for students.

3 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.

4 ERO's Overall Judgement

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

Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

5 Going forward

Key strengths of the school

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

- a responsive curriculum that ensures students experience a wide range of authentic learning opportunities
- sustained and knowledgeable stewardship that is committed to upholding the school's vision and values
- continued community engagement that supports student learning.

Next steps

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

- formally documenting all aspects of the current curriculum for continuity and consistency of teacher practice
- having a shared understanding of internal evaluation to further support trustees, leaders and teachers to measure the effectiveness of systems, processes and teaching practices on learner outcomes and consequently inform ongoing decision making.

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- review the child protection policy to ensure that it meets the requirements of the Children's Act 2014 and provide teachers with relevant training.



Phillip Cowie
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Central Region

31 May 2019

About the school

Location	Kumeroa
Ministry of Education profile number	601
School type	Full Primary (Years 1 to 8)
School roll	46
Gender composition	Male 34, Female 12
Ethnic composition	Māori 5 NZ European/Pākehā 41
Students with Ongoing Resourcing Funding (ORS)	No
Provision of Māori medium education	No
Review team on site	May 2019
Date of this report	31 May 2019
Most recent ERO report(s)	Education Review August 2016 Education Review May 2013 Education Review December 2009