



Education Review Office
Te Tari Arotake Mātauranga

Korakonui School
Te Awamutu, Waikato

Education Review Office

External Evaluation

ERO External Evaluation

Korakonui School

1 Context

Korakonui School is located in a farming community near Te Awamutu. There are 194 Years 1 to 8 children enrolled, including 49 who identify as Māori. The school roll has increased significantly since the previous ERO review in 2013. A new principal and several new teachers started at the beginning of 2016 and a distributed leadership model has been introduced. A mostly new board was elected in the 2016 school trustee elections.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are for them to be team players, confident communicators, motivated researchers, powerful thinkers and self managers who become learners for life and respected members of society.

The school's achievement information shows that from 2013 to 2015 there was a significant decrease in the number of Māori children achieving below expected levels in reading and mathematics. In writing, achievement levels have remained similar for Māori children over these three years. At the end of 2015 school information for Māori children showed that 83% achieved at or above National Standards in reading, 72% in writing and 76% in mathematics.

The school's data for 2013 to 2015 shows a decrease in the number of other children below the National Standard in reading and mathematics, and achievement levels have remained similar in writing. At the end of 2015 data for other children showed that 83% achieved at or above National Standard in reading, 77% in writing and 85% in mathematics. Girls achieve at significantly higher levels to boys in reading and writing. A next step for the school is to reduce disparity in National Standards mathematics and writing achievement by more effectively accelerating progress for those boys and Māori children achieving below expected levels.

Since the last ERO evaluation the school has prioritised the following areas to improve outcomes for Māori learners:

- The appointment of a Māori student achievement leader.
- The development of a Māori achievement plan to prioritise Māori learners and strengthen culturally responsive practices.
- Implemented learning progressions in te reo and tikanga Māori.
- Established an actively involved whānau group.
- The development of learner profiles in collaboration with Māori children and whānau.
- Professional development for teachers on targeted learning and evidence-based teaching practices.

3 Accelerating achievement

How effectively does this school respond to Māori children whose learning and achievement need acceleration?

The principal and teachers have successfully used a range of information to identify Māori children whose learning and achievement needs acceleration. They make good use of information from previous teachers, assessment information, student and parent voice to deepen their understanding of each learner, their needs and preferences. Teachers effectively plan responses designed to promote children's holistic wellbeing and accelerate their progress and achievement.

The school has specific charter targets in response to 2015 student achievement data. There is strong alignment between these targets, individual learner profiles, collaborative achievement plans and teaching as inquiry.

School achievement data for 2016 indicates that in writing nearly all Māori children who were below National Standards are making accelerated progress, in mathematics and reading all Māori children in below categories are making accelerated progress.

Mid-year reporting to the board indicates progress in relation to school targets. This reporting needs to more clearly show accelerated progress, particularly for Māori children in the below categories in relation to National Standards. Such clarity is likely to enable trustees to better scrutinise school data and build on their knowledge and understanding of internal review.

How effectively does this school respond to other children whose learning and achievement need acceleration?

The school's response to effectively accelerate the progress and achievement of Māori children is consistent for other children. School achievement data for 2016 indicates that of the children identified in the below categories in National Standards three out of eleven in reading, five out of fifteen in writing and two out of eleven in mathematics are making accelerated progress.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and targets for equity and excellence?

There are many conditions in the school that are enabling trustees, leaders and teachers to enact the school's vision for equity and excellence for all children.

The school's vision and valued outcomes are strongly embedded in the curriculum, opportunities to learn, and teachers' practice. Classroom programmes are learner centred and responsive to the diverse needs of children. Teachers skilfully engage children and parents/whānau in regular learning conversations about strengths, challenges and next steps. Careful consideration and responses to these important stakeholders' views and preferences is resulting in high levels of engagement in, ownership and understanding of individual's learning progress and achievement.

Leadership and stewardship is ethical and strives for equitable outcomes for Māori and other children whose progress and achievement needs acceleration. Strategic goals and targets are evidence based and inform specific action plans designed to accelerate the achievement of all children whose learning is at risk, strengthen the curriculum and develop teachers' practice. Trustees receive regular information about student achievement. More specific reporting at agreed points

throughout the year is needed so the board can be assured of accelerated progress for children identified in charter targets.

The new principal is providing well-informed professional leadership for the school. She has clear priorities and high expectations for equitable outcomes for all learners. The leadership team is providing effective school-wide leadership of learning. Leaders have established high levels of relational trust and professional accountability among teachers. A range of quality plans and processes supports teachers to implement targeted programmes and inquire into the effectiveness of their practice for accelerating the progress and achievement of children at risk of not achieving expected levels.

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There is a well-developed culture of professional learning and sharing. A clear priority for school leaders and teachers is growing cultural capability and responsiveness for teachers of Māori children. The Kete Mātauranga group is an example where teachers have directly responded to the voice of Māori learners. The group provides authentic leadership opportunities and increasing use of Māori perspectives in the curriculum. This initiative is enhancing the sense of belonging and self belief of Māori children and their whānau. It is now timely for leaders and teachers to review te reo and tikanga Māori learning progressions alongside current review and development of the local Korakonui curriculum.

School leaders are developing a culture of inquiry and evaluation. Information is gathered from appropriate sources, is valued and used to influence teaching practices and resourcing decisions. There is alignment between evaluation and strategic targets. Evaluation and inquiry now needs to be strengthened. The addition of measurable outcomes would better enable leaders and teachers to evaluate the effectiveness of practices and initiatives designed to accelerate and achievement of children whose learning requires acceleration.

5 Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

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

6 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- 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
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- compliance with the provisions of the Vulnerable Children Act 2014

7 Recommendation

ERO recommends that the school sustains its focus on reducing disparity and achieving equity and excellence for Māori and other children.



Lynda Pura-Watson
Deputy Chief Review Officer Waikato/Bay of Plenty

20 December 2016

About the school

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| Location | Te Awamutu, Waikato | |
| Ministry of Education profile number | 1783 | |
| School type | Full Primary (Years 1 to 8) | |
| School roll | 194 | |
| Gender composition | Boys 53% Girls 47% | |
| Ethnic composition | Māori | 25% |
| | Pākehā | 63% |
| | Tongan | 2% |
| | Asian | 1% |
| | Other European | 9% |
| Review team on site | September 2016 | |
| Date of this report | 20 December 2016 | |
| Most recent ERO report(s) | Education Review | October 2013 |
| | Education Review | May 2009 |
| | Education Review | December 2005 |