



**Education Review Office**  
Te Tari Arotake Mātauranga

**Pukeokahu School  
Taihape**

**Confirmed**

**Education Review Report**

# Education Review Report

## Pukeokahu School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

## Findings

### 1 Background and Context

#### What is the background and context for this school's review?

Pukeokahu School is a full primary school located 30 kilometres east of Taihape. The school is the focus of the rural community.

The June 2016 ERO report followed an evaluation process over a period of 1 to 2 years, where there were areas of practice that needed to be developed. Not all of these had been addressed in 2016, and after the resignation of the principal, a permanent principal had not been appointed at the time of the review.

The June 2016 ERO review noted that students were learning in a calm environment where positive relationships were evident. The students demonstrated enthusiasm and enjoyment in their learning.

Progress had been made in board practice, with the support from the New Zealand School Trustees Association (STA) and the Ministry of Education (MoE).

Since the June 2016 review, a permanent principal has been appointed, a new chairperson appointed a trustee elected and another trustee co-opted.

## 2 Review and Development

### How effectively is the school addressing its priorities for review and development?

#### Priorities identified for review and development

ERO's June 2016 review identified the following improvement areas:

- developing and implementing a curriculum for students in Years 1 to 8 to provide students with effective learning programmes in all curriculum areas
- developing, embedding and sustaining high quality governance capability
- developing and implementing a complete set of Pukeokahu School policies and procedures
- ensuring staff appraisals are completed and improvement focused, consistent with the Education Council Aotearoa New Zealand expectations
- maintaining an ongoing programme of self review in relation to policies, plans and programmes and demonstrating a sound understanding of internal evaluation.

#### Progress

The school has made considerable progress since the previous 2016 ERO report. Most of the areas for development have been addressed. There is still a need for ongoing development and the school now has the capability to address these.

The revised localised curriculum has been implemented and there is strong evidence it has had a positive impact on student engagement, interest and achievement. Student achievement results indicate this approach is successful. Both teachers and students are highly engaged and enjoy the wide range of learning opportunities available.

The revised curriculum includes the school's vision, values, graduate profile and achievement expectations. The school has a very strong emphasis on environmental studies and this overarching theme has enabled the integration of the learning areas to provide authentic opportunities for learning.

The school needs to document its local curriculum to better reflect the current practice of using the rich physical and cultural local heritage.

Students are supported to become active and independent learners. Teachers use appropriate assessment procedures to inform judgements about achievement and progress. Standardised tests are supported by moderation in writing. Student achievement is monitored and reported to the board. Students track their own progress. They know what they have learnt and their next learning step. Teacher practice is highly responsive to individual interests and needs.

Very good achievement is evident. All students are achieving at school expectations. Māori students are achieving above expectations in reading and overall achieve very well. A next step is to specifically track the rates of progress and further promote acceleration by setting a target for more children to achieve above expectations.

The school has employed an external agent to appraise the principal and the principal's release teacher. The process is appropriate and consistent with Education Council's expectations. Teachers inquire into their own practice and have evidence of positive impact as a result of focused teaching. A range of evidence of good practice is gathered and outcomes are reported to the board. The next step is to document the appraisal procedures to align with the school's policy framework.

### 3 Sustainable performance and self review

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

The board is now well placed to sustain and continue to improve its performance.

New trustees have been appropriately inducted and are making a useful contribution to board operations. Good systems are in place to sustain and improve practice.

Trustee stewardship is evident. They scrutinise achievement information, connect with the local community and reflect on their performance. The next step is to more rigorously evaluate their performance, through an internal evaluation process.

The principal, appointed after the 2015 review, provides useful information to enable the board to make informed decisions. There is ongoing consultation with the local community. The reviewed charter and annual plan reflect the high expectations of the board and teachers.

The board had made good progress with policy development. Policies are up to date and meet legal requirements. Considerable work is now required to provide a set of procedures that reflect the school's operation.

Record keeping is carefully done and the board takes all reasonable steps to provide a safe emotional and physical environment.

#### Key next steps

For further development the principal and board should:

- continue to document the local curriculum to better reflect the current practice of using the rich physical, local and cultural heritage
- review the generic policies and procedures to make them relevant to the school's context
- more rigorously evaluate its performance through an internal evaluation process.

#### 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.

## Conclusion

The principal and board have made considerable progress in addressing issues identified in ERO's 2014 and 2016 reports. Effective stewardship and leadership have established systems that are likely to be sustained. Achievement is high and students are engaged and motivated to learn.

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



Alan Wynyard  
Deputy Chief Review Officer Central (Acting)  
Te Tai Pokapū - Central Region

27 April 2018

## About the School

Location	Taihape	
Ministry of Education profile number	2428	
School type	Full Primary (Year 1 to 8)	
School roll	7	
Gender composition	Girls 5, Boys 2	
Ethnic composition	Māori Pākehā	4 3
Review team on site	March 2018	
Date of this report	27 April 2018	
Most recent ERO report(s)	Education Review Education Review Education Review	June 2016 November 2014 April 2012