

ERO External Evaluation

Tokoroa North School, Tokoroa

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

Tokoroa North School caters for students in Years 1 to 6. The school roll of 456 has stayed consistent over time. At the time of this ERO review, 49% of students were Māori, 8% of Pacific heritage, and a small number of students from a range of ethnic backgrounds.

The school has a long-established specialist classroom currently catering for 15 ongoing resourcing scheme (ORS) funded students. All of them participate in mainstream classrooms at times during their regular program.

The school vision and strategic objectives are based on shared beliefs and values, including:

- *manaakitanga – caring and respect*
- *pono – integrity*
- *ka haere ngātahi te mana me te mahi - making positive choices for behaviour and learning*
- *te kounga o te ako – quality learning*
- *whanaungatanga – our community and whānau.*

The school has achievement targets for all year groups in reading, writing and mathematics.

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

- reading, writing and mathematics.

Since the April 2016 ERO report, a new principal has been appointed. The senior leadership and teaching team has remained largely the same. All trustees are new to the role since the previous ERO review, except for the board chair who brings experience to the board.

The school has responded well to the key next steps identified in the previous ERO report. The school has participated in the Māori Achievement Collective (MAC) and staff have engaged in professional learning and development about culturally relational practices in consultation with a newly

established whānau group. The school has also continued to engage in professional learning to develop their play-based learning for students in Years 1 and 2.

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?

Learning outcomes for students are often good but with variation. School data shows that the majority of students are achieving at or above curriculum expectations in reading, writing and mathematics. Data gathered by the school shows similar levels of achievement for Māori and Pacific students, in relation to their Pākehā peers in reading, writing and mathematics.

Schoolwide achievement data from 2016 to 2018, shows a significant reduction in overall levels of achievement in reading, writing and mathematics. Ongoing gender disparity is evident, with girls consistently outperforming boys in reading and writing. However, between 2017 and 2018 girls' achievement in mathematics declined significantly and they are achieving less well than boys.

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 Māori and other students who need this.

Classroom assessment information from 2017 to 2018, shows effective acceleration for priority learners in reading and mathematics, with lower rates of acceleration in writing. Approximately half of all at-risk Māori students made accelerated progress in reading and a third in writing and mathematics. Pacific students showed accelerated learning in their reading and mathematics achievement and approximately a third showed acceleration in writing.

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?

Students are nurtured within an inclusive and supportive school culture. High priority is given to the shared values and beliefs of the school. Students are encouraged to make positive choices. Many systems for pastoral care are well embedded and effective resourcing ensures these systems are appropriately staffed. Parents value the wide range of opportunities afforded to their children. These include a variety of additional learning support programmes for children at risk of not achieving. Deliberate strategies are in place to enable effective liaison between specialist agencies, students and their whānau as required. Students learn in a collaborative, well ordered environment that contributes to their sense of identity, belonging and wellbeing.

Relationships between teachers and students are respectful and affirming. Teachers provide rich, culturally appropriate environments for learning. They are accessible to and communicate effectively with family and whānau through a range of platforms conducive to conversations relating to their child's progress and achievement. Teachers gather and use assessment information to identify those students at-risk of not achieving. Learning opportunities are differentiated and students engage in purposeful learning tasks. Children are provided opportunities to learn in mixed-ability groups valuing whanau-like principles such as tuakana teina. Classroom programmes reflect a variety of opportunities linked to bicultural contexts relating to te ao Māori. Teachers are developing their

confidence and use of te reo Māori in learning programmes. The values of whanaungatanga and manaakitanga are visible in the culture of the school. Teachers promote equitable outcomes for all.

School leaders foster a caring, responsive learning community. Staff, students and whānau are supported by well embedded systems that contribute to a calm and settled environment. Social and emotional wellbeing are given priority and resourced effectively, providing wrap-around support for whānau and students. Leaders are actively involved in identifying at-risk students and implementing additional support to meet various learning and behavioural needs. School leaders are supported by a proactive board of trustees that prioritises the resourcing of additional learning programmes. Trustees provide equitable access to co-curricular opportunities for all students. The board is actively seeking community aspirations including Māori whanau, to inform strategic direction for the school, to further equitable and excellent outcomes for their children.

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

Strategic leadership is an area for ongoing development.

The newly formed leadership team needs to place priority on:

- developing systems and processes for the management and use of achievement information
- aggregating classroom assessment information to get a schoolwide overview
- strengthen schoolwide internal evaluation to identify trends and patterns of achievement and progress.

There is a need to prioritise and continue to build the collective capacity of leaders and teachers in using assessment for learning. The team need to respond to the emerging achievement challenges for identified groups of learners to effectively address gender disparity. Closer alignment of teacher inquiries and professional learning and development is necessary. A shared understanding of effective teaching strategies that contribute to accelerated progress for those learners at risk of not achieving is required.

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 Tokoroa North School's performance in achieving valued outcomes for its students is:

Developing.

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.

5 Going forward

Key strengths of the school

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

- strong school values that sustain a positive and caring community for learning
- culturally responsive practice that nurtures a sense of identity and belonging
- collaborative leadership that focuses on resourcing for equitable outcomes.

Next steps

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

- strengthening the use of achievement information to inform internal evaluation and strategic planning
- greater cohesion of data analysis across the school to improve overall achievement and provide equity and excellence for all.



Phillip Cowie
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Central Region
20 December 2019

About the school

Location	Tokoroa
Ministry of Education profile number	2038
School type	Contributing (Years 1 to 6)
School roll	456
Gender composition	Male 54% Female 46%
Ethnic composition	Māori 49% NZ European/Pākehā 33% Pacific 8% Other ethnic groups 10%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	September 2019
Date of this report	20 December 2019
Most recent ERO report(s)	Education Review April 2016 Education Review September 2011 Education Review March 2006