



**Education Review Office**  
Te Tari Arotake Mātauranga

**Taupō School**  
**Taupō**

**Education Review Office**

**External Evaluation**

# ERO External Evaluation

## Taupō School

### 1 Context

Taupō School is a large urban school situated in Taupō. The school roll is increasing. The school is a member of the Taupō Community of Learners, and has established links with Ngāti Tūwharetoa. The long-serving principal and an experienced team of senior leaders work together to promote a culture that is focused on children's wellbeing and learning. The Board of Trustees is made up of both experienced and new members who contribute varied skills and abilities that include leadership and service roles in the community.

### 2 Equity and excellence

The vision and valued outcomes defined by the school for all children are to be 'hooked on learning' and 'to provide an environment, which supports children to be self-managing, caring thinkers and learners who are actively involved'. The school wairua honours the past and aims for all children to be motivated and confident learners, respectful of others, and empowered to achieve their potential and take ownership of their accomplishments.

The school's achievement data shows that for 450 children 314 were at and above National Standards in reading, 348 in writing, and 337 in mathematics.

The achievement data for 166 Māori children shows that 102 were at and above National Standards in reading, 123 in writing, and 124 in mathematics.

The 2015 achievement data for 262 other learners shows that 183 were at and above National Standards in reading, 212 in writing, and 203 in mathematics.

For the small number of Pacific children, the 2015 achievement data shows that after a period of time in the school their reading, writing and mathematics improves. Some of these children are English Second Language Learners.

The school uses an appropriate range of standardised and teacher assessment tools to inform overall teacher judgements in relation to National Standards.

Since the last ERO evaluation the school has an ongoing focus on accelerating the progress of children who are achieving below expected levels. The following developments aim to improve equity and excellence for all children, particularly Māori and other children who are at risk of not achieving at national expectations in literacy and mathematics:

- The 'Taupō School Change and Improvement Plan' in 2015.
- The establishment in 2016 of an 'Action Plan for Raising Achievement for Māori Males'.
- Internal review and analysis, which informs Board of Trustees funding of extra teachers, teacher aides and resources.
- Programme to build learning partnerships with parents and whānau in reading and writing.
- A 'Kawenata' memorandum of agreement between Ngāti Tuwharetoa and the school.
- The use of assessment tools and school professional learning.
- Accelerating Learning in Mathematics (ALiM), the Mahi Tahī initiative, and digital mathematics challenge.

- Teaching as Inquiry.
- Developing acts of teaching.
- Transitioning programmes to school.

### 3 Accelerating achievement

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

School leaders and teachers are increasingly responsive to accelerating the learning and achievement of Māori children. They use achievement information well to identify Māori children who need to be progressing at a faster rate. The progress of identified Māori children is monitored and reported to trustees. School leaders should continue to evaluate current initiatives in relation to how they address the equity and excellence outcomes for Māori children, particularly for Māori boys.

The 'Action Plan for Raising Achievement for Māori Males' supports the overarching objective for Māori boys in reading, writing and mathematics. The school now needs to give consideration to evaluating the effectiveness of this plan.

The school currently tracks year level cohorts as they move through the school. This monitoring gives specific information about the achievement and patterns of Māori children. Further school-wide analysis of this achievement information should assist leaders to identify at risk groups and develop relevant achievement targets.

The school tracks all Māori learners and considers specific support systems likely to accelerate their progress. Children are placed in target groups within their respective classes and are supported by both teacher and specialist teachers. Regular evaluation provides a good basis for future programmes and resourcing.

The extended school focus on the 'Accelerated Learning in Mathematics' (ALiM) programme provides teachers with professional development to improve teaching strategies and monitor children's progress. This initiative is closely aligned to teacher inquiry and appraisal.

The school reports many examples of Māori children who have made accelerated progress in relation to the National Standards. Specific interventions such as the involvement of parents and whānau in reading and writing together, show accelerated progress for these children.

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

The school has responded well to other children whose learning and achievement needs acceleration. The school reports many examples of children who have made accelerated progress and achievement in relation to the National Standards. A next step for senior leaders is to undertake a comprehensive internal evaluation and inquiry into effective teaching practices most likely to accelerate progress of at risk learners.

The school's robust analysis of variance about student achievement outcomes in 2015 aligns reflective teaching practices to the specific needs of at risk children. This information in reading, writing and mathematics is shared with trustees. They use this information to inform decisions about funding of extra teachers, teacher aides and resources.

## 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?

A well-designed curriculum supports Māori culture within the school and wider community. The kapahaka group perform at pōwhiri and the Ngāti Tūwharetoa festival. This group involves a significant proportion of the school and effectively leads tikanga Māori throughout the school. The school has a 'Kawenata' with Tūwharetoa, which involves the support of iwi children. The school now needs to increase the place of te reo Māori within the curriculum.

The school's culture for learning is collaborative. There is an increasing awareness of cultural expectations by teachers. They are increasingly involving parents and whānau in positive learning relationships for the benefit of children. This approach fosters positive relationships and contributes to mutual understandings about the needs of children from different cultural groups.

Leadership is well informed and focused on building teacher capability. Senior leaders have developed expectations and guidelines that support teachers to respond effectively to the identified needs of children and accelerate their progress. This is leading to a more coherent school-wide approach to addressing the challenge of accelerating the achievement of Māori and boys.

Teachers are committed to raising achievement. They have target children and use assessment information to reflect on the effectiveness of their teaching strategies and design appropriate interventions to progress them at a faster rate. Teachers and school leaders listen to parent's ideas and work with them to better understand how to respond to the needs of children. These activities have had a significant influence on all children, particularly those whose progress needs 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 to the strengths, needs and interests of each child
- regularly evaluate how teaching is working for these children
- need to systematically act on what they know works for each child
- need to have a plan in place to build teacher capability to accelerate the achievement of all children who need it.

The school is well placed to build on current initiatives that sustain equity and excellence opportunities for Māori and other children who are at risk of not achieving positive education outcomes. The 'Action Plan for Raising Achievement for Māori Males' should assist the school to monitor the success of Māori boys' more deeply overtime. The school now needs to:

- scrutinise assessment data in relation to National Standards
- set specific targets that aim to address the disparity of identified groups
- evaluate the impact of initiatives and plans for children, particularly Māori boys.

Action: The board, principal and teachers should use the findings of this evaluation, *the Effective School Evaluation* resource, the *Internal Evaluation: Good Practice* exemplars and the *School*

*Evaluation Indicators* to develop more targeted planning to accelerate student achievement. Planning should show how processes and practices will respond effectively to the strengths and needs of children whose learning and achievement need to be accelerated.

As part of this review ERO will continue to monitor the school's planning and the progress the school makes. ERO is likely to carry out the next full 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 continue to build teacher capability, and sustain a focus on raising the achievement of Māori children and other children who are at risk of under achieving.



Lynda Pura-Watson  
Deputy Chief Review Officer

22 November 2016

## About the school

Location	Taupō	
Ministry of Education profile number	1989	
School type	Contributing Primary (Years 1 to 6)	
School roll	507	
Gender composition	Boys 50% Girls 50%	
Ethnic composition	Pākehā	50%
	Maori	37%
	European	4%
	Asian	3%
	Pacific	2%
	South East Asian	2%
	Indian	1%
	Other	1%
Review team on site	September 2016	
Date of this report	22 November 2016	
Most recent ERO report(s)	Education Review	September 2013
	Education Review	October 2010
	Education Review	November 2007