

# Progress at Waikaremoana kura

## ERO team notes 'substantial work' done to improve school as a whole

Te Kura o Waikaremoana has been making progress according to the Education Review Office team.

The team visited the kura in the second term of this year and said while progress had been made since the 2014 ERO report there were still issues.

These include leadership needing further development and the school being in a position where it has the capacity to continue to improve and review its performance.

ERO intends to carry out another review over the course of one-to-two years.

The visiting team found there had been progress in the board of trustees developing their knowledge and understanding of their governance roles and responsibilities and in curriculum design and teaching programmes incorporating all learning areas.

Te Kura o Waikaremoana has a roll of 22 students from year 1 to 8. Most students are Maori.

The review team found students were respectful and supported each other to learn.

They were nurtured through positive and affirming interactions with their peers and adults.

The kura has two classrooms, one offering mainstream education, the other Maori immersion. The rumaki immersion class is guided by Te Marautanga o Aotearoa (the national curriculum for Maori-medium) and assessment is based on Nga Whanaketanga Rumaki Maori (Nga Whanaketanga).

Since the June 2014 ERO report, the school has experienced changes in personnel.

Data from December 2016 shows most students achieving at or above in relation to National Standards in reading and writing and Nga Whanaketanga in all areas.

Progress and achievement in mathematics is significantly lower. The reviewers wanted more robust processes to support the validity and reliability of student achievement data.

Developing robust moderation and teacher judgement processes to ensure reported student achievement data is



Te Kura o Waikaremoana students with left, Te Kewena White and Jennifer Moses and far right Roberta Little and kaumatua Harry Waiwai.

dependable, was the next step for the kura.

Systems have been developed to track student progress throughout the year.

However, the plans developed to support this process and to improve student achievement were not specific and needed to drive faster progress.

School-wide achievement targets needed to focus on learners who were underachieving.

Ongoing curriculum design has continued since ERO's 2014 previous review.

Progress has been made to develop teaching programmes to incorporate all learning areas. There is a focus on providing authentic and purposeful contexts for learning.

Community expertise has contributed to the development of a school 'Graduate Profile'. Developing guidelines to support effective teaching was another focal point for the kura.

The school has a mix of experienced

and new trustees.

Some board members have undertaken significant training for their governance roles. The report said a few trustees, including the board chair had increased their understanding of their stewardship responsibilities. ERO's external evaluation identifies leadership as an area for further development.

Development was needed in the principal's knowledge and understanding of her leadership role to lead and sustain improvement for promoting student progress and achievement.

More development was also needed in areas of analysis and clarity of reports to the board on student progress.

Board chairwoman Moana Shuttleworth said the Education Review Office team saw evidence that there had been a substantial amount of work done improving the school as a whole.

Ms Shuttleworth said the team had been most impressed with the board training around understanding

their role, the children, and whanau connections and achieving greater community engagement.

"Our surveys with parent feedback have involved the wider community and they felt welcomed and encouraged to be involved in wananga and their children's learning.

"There was progress in children's engagement and their learning."

Principal Roberta Little was pleased with the progress in children's attendance and their willingness to learn.

She said there was a further need for development in support from the education ministry in the areas of teaching inquiry learning and achieving excellence.

Mrs Little, a first time principal, has been learning about Te Marautanga o Aotearoa.

"Further progress developing more support to help accelerate children was needed.

"The ministry will continue to offer the school ongoing support and we will continue working collaboratively with agencies like Kia Ata Mai Educational Trust."

Mrs Little said ERO told them they had learned a lot in a short period of time.

"They said we needed to celebrate the successes and what we have done so far.

"That was their biggest advice and they gave us ideas and advice for different ways of moving forward."

The school has made science their main focus this year with everything based around the matua or head in a new learning programme they have nearly completed.

Science, reading and literacy, food and nutrition, physical education and maths — nothing was left out, said Mrs Little.

Experiments were done fortnightly and inquiry learning to explore how things work has inspired a lot of investigative learning.

The kura will tailor the learning around the individual student to lift their achievement and their Waikaremoanatanga.

"It has taken us two years to reach this point."