



**Education Review Office**  
Te Tari Arotake Mātauranga

**Coastal Taranaki School**  
**Okato**

**Confirmed**

**Education Review Report**

# Education Review Report

## Coastal Taranaki 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?

Coastal Taranaki School is a rural area school in Okato, Taranaki. It provides education for 253 students from Years 1 to 13, 29% of whom identify as Māori. Fifty-six students are in Years 9 to 13. The overall roll has decreased significantly from the 323 students at the October 2015 ERO review.

A new principal was appointed for the start of 2016 and has led the school during this one-to-two year review. She recently resigned and an acting principal is currently providing leadership. In 2017, there have also been changes in membership of the board of trustees, including a new chairperson.

However, significant areas continue to require improvement. Lack of continuity of leadership challenges the school's capacity to respond effectively to the areas needing development.

ERO intends to carry out a process of ongoing evaluation to support development over the course of another one-to-two years.

***Progress has been made in areas identified for development in the previous 2015 ERO report. Priorities have been determined and actions are in place to support better outcomes for students.***

## 2 Review and Development

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

#### Priorities identified for review and development

Since the previous ERO review, the priorities have been to improve achievement, especially in Years 7 to 10, through strengthening:

- the analysis of achievement information in order to enable better evaluation of the effectiveness of responses to individuals and groups
- review and development of the curriculum to ensure programmes are relevant and personalised
- targets, so they focus on specific groups and individuals likely to be achieving below expectation
- promotion of Māori language, culture and identity across the school
- the quality of classroom teaching and teachers' inquiry into their practice, so there is greater impact on student learning.

#### Progress

National Standards 2016 achievement reported for students in Years 1 to 8 indicates approximately 70% of learners in reading, writing and mathematics are at least at expectation for their year level. Writing achievement has improved. Reading and mathematics overall results have remained stable over the last three years.

Boys achievement overall remains below that of girls. Many students in Years 1 to 5 achieve at or above in relation to the expected National Standards. Many students in Year 8 are not achieving at the expected level.

***The achievement of Māori students as a group has improved in all three learning areas and significantly in writing.***

Outcomes for Year 9 reported at the end of 2016 in literacy and mathematics indicated many students were below expectation and had made insufficient progress during the year. Better progress was made by Year 10 learners. Leaders and teachers are continuing to build the dependability of achievement decisions in Year 9 and 10. This should assist more reliable reporting of student academic outcomes.

Achievement in Years 1 to 10 continues to require improvement. Systems introduced in 2017, particularly in relation to targeting, should promote a greater focus on acceleration of progress. As well as improving achievement overall, this should assist the impact of curriculum and teaching to be a greater focus in internal evaluation.

Most students in Years 11 to 13 achieve the relevant National Certificate of Educational Achievement (NCEA). The focus on individuals achieving successful outcomes in the senior school has been strengthened through:

- ensuring programmes are individualised, flexible and related to relevant pathways through and beyond school
- close tracking and monitoring through the year
- availability of career education and guidance programmes that often involve parents and whānau.

More regular reporting to the board on the progress of targeted students should assist resourcing decisions and the ability to consider the impact of interventions and developments.

***Comprehensive tracking of students targeted for acceleration at all year levels is now in place.***

Review of the curriculum has sought to ensure programmes are relevant, personalised and flexible to support increased engagement in learning. Recent developments have included introducing a 'learning through play' programme in Years 1 and 2 and changes in how the Years 7 and 8 classes are set up.

A range of strategies are in place to respond more effectively to students in Years 7 to 10. However, in some of these classes there continues to be variable student engagement, progress and achievement. Ensuring the curriculum, pastoral systems and current initiatives effectively support these learners is a continuing priority for teachers.

***Teachers and leaders collaboratively develop strategies to respond to the needs of these learners.***

Integration of te ao Māori and culturally appropriate teacher practices across the school is an ongoing focus for teachers, leaders and trustees. Māori tikanga is reflected in school practices. Local contexts are increasingly reflected in the curriculum. Māori whānau and local iwi have greater involvement in school activities and discussion about future direction.

Embedding COASTAL values is prioritised. The school has identified the need to ensure schoolwide positive behaviour management systems are consistently implemented.

***Expectations that students are respectful, responsible and ready to learn are clearly articulated and understood.***

Student surveys and high numbers of stand downs and suspensions indicate that teaching and leadership have not had sufficient impact on aspects of wellbeing and ensuring a learning culture is consistently in place.

The principal has led positive developments to the teacher appraisal process. Expectations are clear for teachers and leaders. The process is focused on teacher improvement and meeting accountabilities. Teachers set goals that are aligned to school priorities for raising student achievement and growing teacher practice. Inquiry into aspects of practice to improve outcomes for students is encouraged.

Professional learning and development (PLD) is aligned to teacher and school needs. Current PLD priorities include teaching as inquiry, raising Māori achievement, written language and positive behaviours that support learning. Shared understanding of good practice is developed through PLD and has the potential to improve student wellbeing and achievement.

The strategic and annual plan clearly define the direction for improvement in a range of areas. The new board and chairperson are building a greater understanding of their role. The New Zealand School Trustees Association (NZSTA) policy framework has been adopted by the board and school procedures have been updated to reflect good practice. A work plan is in place for 2017 that includes a range of appropriate activities and review.

The principal's reporting to the board includes regular updating in relation to the charter goals. Reporting to trustees continues to be refined to assist them to effectively monitor and respond to their stewardship role as it links to student wellbeing, achievement, finances and property

### **3 Sustainable performance and self review**

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

Despite progress in some areas, the school is yet to adequately develop and embed processes and practices to improve performance and support sustainability school-wide. Lack of continuity of leadership also presents challenges to ongoing improvement.

Aspects of school climate and relationships require further strengthening to establish a culture of learning schoolwide. Teachers and leaders need to more effectively increase engagement in learning and achievement levels of some students, especially in the middle school.

Establishing a collaborative environment involving trustees, leaders and staff that successfully supports positive wellbeing and appropriate achievement outcomes for all students is still to be achieved.

#### **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.

To improve current practice, the board of trustees should:

- receive regular reports on patterns of attendance, that include the impact of interventions for students whose absences place their learning at risk
- develop a procedure linked to surrender and retention of student property
- document the police vetting procedure more fully
- review and revise practices associated with responding to complaints, filing and recording of in-committee business.

## Recommendation

ERO recommends that the Ministry of Education consider providing support for the board in order to bring about the following improvements:

- continuity of leadership
- ensuring a consistent schoolwide learning culture
- embedding sustainable practices to improve outcomes for students.

## Conclusion

Progress has been made in some areas since the school commenced this one-to-two year ERO review at the beginning of 2016. However, the school has not yet adequately established the conditions needed to improve and sustain performance for all students. Lack of continuity of leadership is a contributing factor.

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



Alan Wynyard  
Deputy Chief Review Officer Central (Acting)

22 August 2017

## About the School

Location	Okato	
Ministry of Education profile number	551	
School type	Composite (Years 1 to 15)	
School roll	253	
Gender composition	Male 53%, Female 47%	
Ethnic composition	Māori	29%
	Pākehā	69%
	Other ethnic groups	2%
Review team on site	May 2017	
Date of this report	22 August 2017	
Most recent ERO report(s)	Education Review	October 2015
	Education Review	November 2012
	Education Review	November 2009