



**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 Years 1 to 13 school in Okato, Taranaki. It provides education for 271 students and 33% identify as Māori. Sixty-two of the students are in Years 9 to 13. A recent period of roll decline has been reversed and the number of students has increased since 2017.

Taranaki Iwi are mana whenua. The school is successfully building relationships based on partnership with Puniho and Parihaka marae.

Regular involvement in the local community and wider region extends learning opportunities and supports student interests. Friends of Coastal Taranaki School successfully raise funds to extend facilities that are available within the school.

A revised vision and associated values have been collaboratively developed and successfully integrated into school practices. The vision of Mā te whānau te tamaiti e puawai (Through collaboration the learners will thrive) emphasises the importance placed on establishing and maintaining purposeful, reciprocal relationships. The identified key values of 'Ako (Empowering learners), Whanaungatanga (Collaboration), Manaakitanga (Care)' are included as part of learning programmes and are the basis of the board of trustees' strategic goals.

The annual plan for 2019 prioritises improving learning (particularly for those at risk of underachievement), strengthening engagement with a range of stakeholders and growing leadership capacity across the school.

Since late 2017, Coastal Taranaki School has been involved in a second one-to-two-year review with ERO to support school improvement. Regular relevant documentation and meetings involving the principal, leadership team, board of trustees and the Ministry of Education has assisted ERO's ongoing evaluation of progress.

A new principal, since the start of 2018, has focused on sensitively introducing change to establish a more locally-based, student-centred curriculum to enable greater learner success. There have been several changes in teaching staff since the August 2017 ERO report. Significant professional learning and development to build teaching and leadership capacity has taken place. Staff are well supported to carry out their role and to develop their own professional practice.

## **2 Review and Development**

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

### **Priorities identified for review and development**

The key areas identified for improvement in the 2017 ERO report included:

- more effective principal leadership of improvement and change
- improving some board practices
- increasing student engagement and achievement, particularly for boys and for those in Years 8 to 10
- implementing effective behaviour management school wide to ensure a culture more focused on promoting learning and wellbeing
- developing teaching practice that is more responsive to the cultural knowledge of students
- establishing a collaborative environment involving trustees, leaders and staff that successfully supports positive wellbeing and appropriate achievement outcomes for all students
- building more positive relationships with the community
- extending evaluative capacity.

### **Progress**

Trustees, leaders and teachers have developed systems and refined previous practices to support improved outcomes for students. A collaborative environment involving the community, trustees, leaders and staff, able to promote positive wellbeing and achievement outcomes, has been established. The school continues to strengthen their effectiveness in supporting ongoing improvement and sustainability.

The principal demonstrates the necessary educational leadership to address the range of areas needed to place the school in a better position to improve outcomes for students. He is strategic in his approach, student-focused and relationship based.

School leadership is developing and effectively implementing processes that contribute to positive change and improvement in the school. In the past 18 months the focus has been on:

- re-defining the school vision and values as a basis for future curriculum development and identifying valued outcomes linked to capabilities for living and life-long learning
- developing a localised, personalised, seamless (Year 1 to 13) curriculum
- promoting relationships to more effectively support wellbeing and learning
- more effectively identifying, tracking and reporting achievement and progress.

The school effectively responds to a range of needs and aspirations of students in the senior school. Most school leavers achieve at least NCEA (National Certificate of Educational Achievement) Level 2. NCEA Level 1 success improved in 2018. Gender and ethnic groups achieve at similar levels in NCEA Level 1. Females achieve more highly than males and NZ European/Pākehā students higher than Māori at NCEA Levels 2 and 3. Targeting of some students to respond to these disparities and promote greater success is in place.

There is an increased focus on collecting more dependable data in Years 1 to 10. The school has identified a range of assessment tools that enables achievement to be monitored, including for target students. Effective processes for ongoing tracking of student progress are in place. Data is collated to assist analysis of the achievement and progress of individuals and groups, including those at risk of underachieving.

School-provided data for 2018, based on key literacy and mathematics assessment tools indicates, most students in Years 1 to 10 made at least expected progress over the year. In reading and mathematics less than half of those below expectation for their year level made accelerated progress. In writing the majority of those below expectation made accelerated progress.

Engagement in learning and support for wellbeing has improved, as evidenced by improved learning behaviours, attendance and student feedback. Teachers and leaders are responding more effectively to the learning, social and emotional needs of students.

A more positive tone in the school supportive of learning is evident. A significant contributor to this is the introduction of multi-level (Years 1 to 13) whānau classes in 2019. Mentoring, relationship building across age groups and promotion of the key values are a focus within these classes.

The school reaches out to its local community and values their input and involvement. Positive and collaborative relationships with parents, whānau and the wider community that support learning and future pathways for students have been successfully built. Connection to the local area is prioritised in contexts for learning and effectively promotes belonging and identity. Te reo me ngā tikanga Māori is more strongly reflected in the curriculum and wider school activities. Teachers are well supported to build their knowledge and understanding of the local area and relevant kawa (protocols).

Collaborative review of the curriculum and professional learning is developing a shared understanding of high quality, future-focused teaching and learning priorities. Students experience a range of learning opportunities linked to *The New Zealand Curriculum* that are enhanced by some subject specialists working across a range of year levels. Curriculum development promotes learning across the school that is contextually relevant, purposeful and responsive to the community. Innovation is encouraged and the impact of initiatives are monitored.

Senior courses respond effectively to the identified pathway interests of individual students. All students are involved in work experience or tertiary education courses as part of their regular timetable. In 2019, improved tracking has been introduced to more effectively monitor progress towards achieving NCEA and to support students to move to positive pathways after school.

A range of interventions are in place for students with additional learning, social and emotional needs. Systems in place support both teachers and students to effectively respond to the range of identified needs. Students are well-monitored and information is shared with families.

Targeted professional learning is building teacher capability and encouraging whole school approaches. Greater collaboration includes sharing of effective practice and developing shared understandings that promote learning. Opportunities are provided for staff to build their leadership capability.

Leaders have continued to refine the teacher appraisal process. Clear expectations and guidelines provide teachers with clarity and enable the process to meet Teaching Council expectations. A focus on shifts in practice linked to outcomes for students and board annual targets is promoted, but still to be embedded.

Trustees confidently carry out their role and responsibilities. They are focused on providing conditions supportive of student wellbeing and achievement, including for those at risk of underachievement. Reporting to trustees assists them to effectively monitor and respond within the various areas of their stewardship role.

The charter provides a focused direction forward and links to the recently revised vision and values. Strategic goals include a focus on target learners, improving engagement and ensuring effective communication.

Significant property development has taken place since the previous ERO review. An improved financial position and processes has enabled increased resourcing to support improved student outcomes. Policies and procedures are appropriate, fit for purpose and well implemented.

### **Key next steps**

Key next steps for the school are:

- making greater use of progress data to consider the effectiveness of teaching and interventions is an agreed next step and should contribute to further improvement in achievement
- achievement in relation to curriculum expectations at each year level are included in reporting to parents. Leaders and teachers should continue to develop and document shared understanding of processes to support dependability of overall curriculum judgements in reading, writing and mathematics from Years 1 to 10
- continuing to develop quality teacher guidelines should assist teachers to more effectively develop and sustain high quality practices to support student learning across the school
- trustees, leaders and teachers should continue to build evaluative capacity to consider impact of decision-making and identify areas for continuing development.

### 3 Sustainable performance and self review

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

Practices and processes have been improved and position the school well to continue to improve. The school has:

- developed its capacity to reflect, plan, act and report to its community using evidence which includes student achievement and wellbeing information
- developed a sustainable cycle of planning, improvement and self review
- built capability to enable it to continue to improve student achievement
- developed the capacity to respond effectively to any current or emergent issues
- established a foundation of values, tone and relationships likely to continue to improve student outcomes.

#### 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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

## Conclusion

Trustees, leaders and teachers have responded positively to the need for improvement. A culture more supportive of student learning and wellbeing is in place. Relationships within the school and with the community have been strengthened. Curriculum development is an appropriate current focus. Processes continue to be developed and embedded to further improve outcomes and ensure sustainability.

On the basis of the findings of this review, ERO's overall evaluation judgement of Coastal Taranaki School's performance in achieving valued outcomes for its students is:

Developing [ERO's Framework: Overall School Performance is available on ERO's website](#).



Phil Cowie  
Director Review and Improvement Services  
Central Region

11 October 2019

## About the School

Location	Okato	
Ministry of Education profile number	551	
School type	Composite (Years 1 to 15)	
School roll	271	
Gender composition	Female 51%, Male 49%	
Ethnic composition	Māori NZ European/Pākehā	33% 67%
Review team on site	August 2019	
Date of this report	11 October 2019	
Most recent ERO report(s)	Education Review Education Review Education Review	August 2017 October 2105 November 2012