



**EDUCATION REVIEW OFFICE**  
**TE TARI AROTAKE MATAURANGA**

NORTHERN REGION

TE TAI RAKI

Level 4, ASB BUILDING

214 COLLINGWOOD STREET

**HAMILTON 3204**

GX10009

T 0-7-838 1898

F 0-4-499 2482

hamilton@ero.govt.nz

www.ero.govt.nz

**Rotokauri School**  
**near Hamilton**

**Confirmed**

**Education Review Report**

# Education Review Report

## Rotokauri School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

## Findings

### 1 Context

**What are the important features of this school that have an impact on student learning?**

Rotokauri School, located on the north eastern boundary of Hamilton City, provides education for students from Years 1 to 8. At the time of this Education Review the school roll of 173 included 25 students who identified as Māori. The school continues to operate a Ministry of Education approved enrolment scheme to manage roll growth.

Since the 2009 ERO review the school roll has remained constant but there have been some changes among the teaching staff, including the appointment of new deputy and assistant principals. At the 2013 board of trustees' elections two new trustees were elected and a new chairperson was appointed. The board has undertaken significant developments of the school's buildings and grounds. In 2011 the school celebrated its centennial.

Teachers have participated in professional development in the areas of writing, mathematics and inquiry learning. Students and teachers benefit from learning and working in spacious, well-resourced and attractively presented learning environments. The school's values of respect, excellence, honesty, persistence and responsibility underpin a strong culture for learning that is evident in the school.

Rotokauri School has a very positive ERO reporting history and has responded well to the areas for review and development identified in the 2009 ERO report.

### 2 Learning

**How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?**

The school makes good use of achievement information to make positive changes to learners' engagement, progress and achievement.

Trustees are knowledgeable about student achievement and use this information as a basis for their decision making about the provision of additional staffing, professional learning for teachers and resourcing.

School leaders make effective use of achievement information to identify students who require additional support or extension, setting school-wide targets for improvement, and to monitor trends and patterns. They report school-wide achievement information to the board of trustees and also to the wider community.

Teachers effectively use achievement information to group students for instruction and to provide relevant learning programmes. The school is continuing to strengthen moderation processes that support teachers to make robust judgements in relation to the National Standards in reading, writing and mathematics.

Parents are well informed about their children's progress and achievement including two written reports that clearly show achievement in relation to the National Standards. Parents shared with ERO their appreciation at the approachability of teachers and school leaders to further develop meaningful partnerships with families to support children's learning.

National Standards results from 2013 indicate that student achievement in reading and writing was similar to national comparisons. School leaders have identified slightly lower levels of achievement in mathematics and have implemented a comprehensive strategy to raise these results.

### **3 Curriculum**

#### **How effectively does this school's curriculum promote and support student learning?**

Rotokauri School's curriculum effectively promotes and supports student learning.

The board of trustees, school leaders and teachers place high priority on literacy and mathematics learning. This priority is clearly reflected in class programmes.

Features of the school's broad-based curriculum include:

- a wide range of leadership opportunities for students
- many opportunities for parents and community members to share their knowledge and expertise with students
- frequent trips into the local environment and regular school camps for older students
- extensive opportunities for students to participate and experience success in a wide range of sporting, cultural, and academic events and competitions.

Useful guidelines have been developed to support the teaching of literacy and mathematics at the school. ERO and school leaders agree that a useful next step is to develop clear learning expectations in each of the other subject areas.

Teachers work collegially to promote positive learning outcomes for students. ERO observed examples of teaching practices that effectively support students as independent, self-managing learners.

Students at risk of not achieving benefit from a wide range of intervention programmes that are provided by experienced teachers and teacher aides. These programmes are effectively monitored and supported by the special education coordinator who also accesses useful support from Ministry of Education funded providers.

A strong sense of wellbeing and belonging for students, families and staff is clearly evident in all aspects of the school. This emphasis is strongly reflected in the school's charter and curriculum documentation. The positive and affirming relationships among students, teachers and families is a feature of the school.

#### **How effectively does the school promote educational success for Māori, as Māori?**

Achievement information from 2013 shows that Māori student achieved at similar levels to their non-Māori peers in reading and mathematics and at slightly higher levels in writing. The school's data also indicates high levels of attendance by Māori students. Māori students' sense of identity and belonging is enhanced by school visits to local marae and participation in Māori cultural experiences. The school regularly consults with whānau and Māori students to identify their aspirations and use this information to develop meaningful goals in the school charter. There are high expectations for Māori students to experience success by whānau, school leaders and teachers.

School leaders and ERO agree that priority should be given to:

- strengthening links with local iwi and hapū
- implementing a systematic and sequential programme for te reo and tikanga Māori across the school.

## **4 Sustainable Performance**

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

Rotokauri School is well placed to sustain and improve its performance because:

- school leaders are reflective and are focused on school improvement
- the board of trustees provide effective governance
- teachers have a strong commitment to their ongoing professional learning
- there are high levels of community support, including an active Parent Teacher Association.

School leaders identify and collate an extensive range of information relating to school improvement. There is a need to refine and condense these processes to ensure a more aligned and focused approach to ongoing school development.

#### **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.

Dale Bailey

Dale Bailey  
National Manager Review Services  
Northern Region

2 May 2014

## About the School

Location	near Hamilton	
Ministry of Education profile number	1930	
School type	Full Primary (Years 1 to 8)	
School roll	173	
Gender composition	Girls 54% Boys 46%	
Ethnic composition	NZ European/Pākehā Māori Other	80% 15% 5%
Review team on site	February 2014	
Date of this report	2 May 2014	
Most recent ERO report(s)	Education Review Education Review	August 2009 October 2006