

ERO External Evaluation

Katikati Primary School, Katikati

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Katikati Primary School is a large, dual-medium, rural school catering for students in Years 1 to 6. At the time of this ERO review the school roll was 608, including 124 Māori and 37 Pacific students. Students come from a diverse range of ethnicities. Since the 2014 ERO evaluation the roll has significantly increased.

The majority of Māori learners affiliate to the hapu of Ngai Te Rangi. Whānau who wish their children to be educated through the medium of te reo Māori enrol in Te Whare Putake, the Māori medium unit, or Poutahi for students in Years 4 to 6. This is a 'kaupapa' class focused on supporting learners to strengthen knowledge and understanding of tikanga and te reo Māori.

The school values of 'ERICA – excellence, respect, integrity, citizenship and attitude' are the foundations for guiding learners to be 'active thinkers, lifelong learners – Whakaarotia ngoi, Akona mō ake tonu atu'.

Leaders and teachers regularly report to the board, school-wide information about outcomes for students in the following areas:

- Reading, writing and mathematics.

Teachers have participated in a range of internal and external professional learning and development initiatives to enhance their practice. These initiatives include, Accelerating Learning in Mathematics (ALiM), Teachers Learning Innovation Fund (TLIF) growth mind-sets, building the Te Whare Putake marau-a-kura, Incredible Years, and writing.

The school has a positive reporting history with ERO. Most trustees, leaders and teachers have continued in their roles since the previous ERO review.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is working towards achieving equitable outcomes.

The school's end of year National Standards data from 2014 to 2017 shows improving levels of achievement in reading, writing and maths over time. Achievement information for learners in English medium shows that most students continue to achieve well in relation to curriculum expectations in reading and mathematics, and a large majority in writing.

Overall achievement for learners in Te Whare Putake shows there have been significant improvements in achievement across all areas of the pangarau, tuhituhi, pānui and korero. Girls achieve at comparable levels of achievement to boys, across all of these areas.

Māori students overall do not achieve as well as their Pākehā peers. This disparity of achievement between these two groups is significant. Achievement information shows a significant improvement for Māori learners who remain at the school for more than two years.

Significant disparity of achievement for Tongan and Samoan learners compared to other students in reading, writing and mathematics is evident. The school reports that for all Pacific students, English is a second language and disparity has reduced in reading and mathematics.

Boys and girls achieve very well in reading. Achievement information also shows that boys achieve at similar levels to girls in mathematics. Overall achievement for writing shows there is significant and increasing disparity for boys when compared to girls.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

For the taura who have continued in the Māori medium class, Te Whare Putake, achievement information shows effective acceleration over time.

The school's 2018 achievement information for English medium students shows that, the strategies and interventions used to accelerate learning were effective in reading, writing and mathematics overall. As a result of this acceleration, the disparity is closing in:

- reading for Māori, Pacific and boys
- mathematics for boys and Pacific learners
- writing for Pacific learners.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Collaborative relationships throughout the school community are focused on improving equity and excellence. Purposeful and genuine connections have been established with the hapū of Ngai Te Rangī. The recently developed Te Whare Putake marau-ā-kura has provided a strong foundation for learning in the Māori medium. Parents, whānau and the community are welcomed and are actively encouraged to be an integral part of the school learning community.

Leaders and teachers work alongside parents, whānau and external agencies to form productive and responsive partnerships to support learners with additional needs. Effective communication enables meaningful plans for student programmes, progress and achievement to be developed. There is a well-considered approach for transitioning learners with additional needs into, through and beyond the school.

School processes and practices effectively promote and support student wellbeing and engagement in learning. Leaders and teachers know their students well. The wide range of strategies, interventions and innovations are focused on improving outcomes for learners. Rich achievement information is gathered, tracked and monitored school wide. A holistic view of students supports meaningful programmes for learning.

Trustees utilise their networks and community knowledge to extend opportunities and support for learners. They actively represent and serve the school community. Decision making for resourcing is supporting the school's commitment to improving equity, excellence and acceleration of learning. Students' learning, wellbeing, achievement and progress are the board's core focus.

Leaders and teachers have established a positive culture for learning underpinned by the school values. Emergent leadership is fostered school wide. Rich and diverse experiences enhance student participation and extend their curiosity for learning. Nurturing relationships between teachers and students strengthens children's sense of belonging and motivation to learn.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Continuing to embed the school's expectations for high quality teaching and learning including culturally responsive pedagogy is a key next step. This should further enhance the quality of teaching and learning and the school's focus on acceleration for those students whose learning is at risk.

Extending the effective analysis of data to evaluate the impact that strategies, initiatives and interventions have on acceleration of learning is also a priority area of focus for the school.

3 Board assurance on legal requirements

Before the review, the board 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
- finance
- 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 and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

4 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- effective stewardship that is focused on equity and excellence
- the holistic approach to student learning and wellbeing that actively responds to their needs
- learning-focused relationships that underpin productive partnerships for progress and achievement.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- consistent implementation of effective teaching strategies to enhance equitable and excellent outcomes for learners
- internal evaluation to inform ongoing improvement.

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.



Phil Cowie
Director Review and Improvement Services

Te Tai Miringa - Waikato / Bay of Plenty Region

24 April 2019

About the school

Location	Katikati
Ministry of Education profile number	1765
School type	Contributing (Years 1 to 6)
School roll	608
Gender composition	Boys 51% Girls 49%
Ethnic composition	Māori 20% Pākehā 60% Indian 8% Tongan 5% Other 7%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	Yes
Number of Māori medium classes	1
Total number of students in Māori medium (MME)	20
Review team on site	November 2018
Date of this report	24 April 2019
Most recent ERO report(s)	Education Review April 2014 Education Review November 2009 Education Review August 2006