

ERO External Evaluation

Fairhaven School, Te Puke

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

Fairhaven School is located in Te Puke and provides education for students in Years 1 to 6. The current roll of 414 includes 140 Māori students, 57 Indian students and a small number from other cultural backgrounds.

The school provides Māori medium education for students in Years 1 to 6 through the Toitoti Manawa syndicate. Many students in these classes are first time learners of te reo Māori.

The school's vision aims to support 'young people to be confident, connected, actively involved lifelong learners who dream, strive and achieve through kotahitanga.' The school values encourage students to be respectful - whai whakairo, responsible - whai kaha and resilient - toi te mana.

The school's strategic focus areas of the charter include:

- mathematics in Years 1 and 2
- science in Years 3 and 4
- writing in Years 1 to 6
- STEAM (science, technology, engineering, art and mathematics) in Years 5 and 6
- tuhituhi (writing) and korero (speaking) in Māori immersion classroom.

Data over the past three years shows approximately 40% of the roll changes each year.

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

- reading, writing and mathematics
- wellbeing.

Since the 2016 ERO review there have been some changes to staff and trustees. The principal and senior leaders have remained in their roles. Leaders and teachers have undertaken professional learning and development in culturally responsive practices, mathematics and play based learning.

Te Whare Kotahitanga was built in 2018 and provides a multi-purpose space for teaching and learning.

The school is a member of the Te Puke Kāhui Ako.

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 toward achieving equitable outcomes for all students. The school's achievement data from 2018 shows most students are achieving at or above expected levels in reading and mathematics and the large majority in writing. Overall achievement levels have remained consistent over the past three years in literacy while mathematics achievement has significantly improved.

Māori students in English medium classes are working at lower levels than their Pākehā peers in all areas. Their achievement levels have fluctuated over time in literacy but have remained consistent in mathematics. Indian students are working at similar levels to Māori students in literacy. They are achieving at higher levels in mathematics and are working at comparable levels to their Pākehā peers.

Overall levels of achievement for boys has declined from 2017 to 2018 in all areas. Girls are achieving at significantly higher levels than boys in literacy. Girls are working at similar levels to boys in mathematics.

The school's 2018 achievement data for students in Māori immersion classes shows that a large majority of students is achieving at or above expected levels in panui/reading and the majority is achieving in tuhituhi/writing and te tau/mathematics. Approximately half of the students are achieving in korero/oral language. Data over the past four years shows significant improvement in overall levels of achievement in literacy and oral language.

Students with additional learning needs are well supported and make appropriate progress in relation to their individual goals.

The school's data from 2018 shows that most students have high levels of wellbeing and feel happy, safe and valued at school.

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

The school is accelerating learning for some Māori and other students who need it. Leaders and teachers can show effective acceleration in reading, writing and mathematics for some year group cohorts and small groups of target students, as a result of classroom programmes and school targeted interventions. Leaders have yet to collate and analyse schoolwide rates of acceleration for all students at risk of not achieving.

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?

The school has a highly inclusive culture for learning. Students with additional learning needs and English language learners are well catered for through a personalised approach to planning and targeted support. Effective liaison with a wide range of outside agencies contributes to meeting students' learning and behavioural needs. A strategic approach by leaders and teachers enables positive transitions into and out of the school for students and their families. Trustees make informed decisions about resourcing, and fund learning support programmes that contribute to equitable opportunities and outcomes for students. The school's vision and values are well embedded and promote high levels of student wellbeing and a positive school culture.

Teachers use deliberate strategies to enhance learning. Students at risk are clearly identified through a range of assessment information. Differentiated planning supports their progress and acceleration. Learning is successfully scaffolded for students through questioning, discussion and specific learning intentions. Meaningful tasks support student engagement in the learning process. Respectful and affirming relationships between teachers and students contribute to calm and settled environments.

Immersion classes are highly responsive to the aspirations of Māori students and whānau. Māori students are affirmed in their language, culture and identities through participation in Toitōi Manawa. Innovative approaches to developing high-quality partnerships with whānau and engaging with external expertise supports ongoing school development and improved outcomes for students.

The school actively promotes effective learning-centred partnerships. Many initiatives build positive relationships and encourage parent, family and whānau involvement in the life of the school. Regular and personalised communication strategies contribute to parents being well informed about their children's progress and achievement. Targeted parent education workshops and initiatives enable parents to support their children's learning at home. The collection of parent and whānau voice and aspirations is prioritised to inform further planning and school direction.

Leadership promotes a supportive environment conducive to learning and wellbeing for all. Positive relationships between leaders, teachers, support staff and trustees enable a collaborative approach to school development and improvement. Professional learning is prioritised to build teacher capability. Culturally responsive practices have been strengthened across the school and contribute to a sense of belonging for Māori students. Effective liaison with local iwi enhances school and community connections. Leaders provide strong pastoral care for staff, students and their families. A cohesive team culture enacts the school's vision of kotahitanga.

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

There is need to develop a more strategically aligned approach to accelerate the progress of all students at risk of not achieving. Priority should be given to:

- strengthening the management and use of student achievement information
- developing targeted action that is focused on all students whose learning requires acceleration
- monitoring and reporting on schoolwide rates of progress over time
- inquiring more deeply into what is making a difference for student learning to inform planning and improvement.

There is a need to strengthen the consistency of assessment for learning practices across the school. Leaders and teachers should consider ways to improve feedback and feed forward to students that is aligned to their goals and learning progressions. This should enable greater student ownership and empowerment in the learning process.

To support the ongoing development of Toitō Manawa, teachers should adopt a strategic approach to the implementation of Te Marautanga o Aotearoa in consultation with whānau. This should include:

- fully documenting the local curriculum
- strengthening the quality and specificity of teacher planning to effectively target the identified learning needs of students
- consideration of a coherent curriculum in collaboration with local schools in the Kāhui Ako.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* established under section 238F of the Education Act 1989. The school attested that it complies with all aspects of the Code.

No international students were enrolled at the time of the ERO evaluation.

4 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 Children’s Act 2014.

5 ERO’s Overall Judgement

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

Well placed.

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

6 Going forward

Key strengths of the school

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

- an inclusive culture for learning that enables a sense of belonging and wellbeing for students
- effective relationships and partnerships with parents, families and whānau that support student learning
- distributed leadership that is highly focused on improving outcomes for students.

Next steps

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

- strengthening the use of achievement data for internal evaluation that better identifies what is working well for students’ learning and where improvements are needed
- improving outcomes for students to achieve equity for all groups in the school, especially for Māori students in all areas and boys in literacy
- strengthening the consistency of assessment for learning practices to empower students to take greater ownership of their progress and achievement
- strategically develop and implement Te Marautanga o Aotearoa to further support the aspirations of whānau.



Darcy Te Hau
Acting Director Review and Improvement Services Central
Central Region
16 June 2020

About the school

Location	Te Puke
Ministry of Education profile number	1717
School type	Contributing (Years 1 – 6)
School roll	414
Gender composition	Male 53% Female 47%
Ethnic composition	Māori 34% NZ European/Pākehā 37% Indian 14% Asian 5% Pacific 3% Other ethnic groups 7%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	Yes
Number of Māori medium classes	3
Total number of students in Māori medium (MME)	44
Total number of students in Māori language in English medium (MLE)	0
Number of students in Level 1 MME	15
Number of students in Level 2 MME	29
Review team on site	September 2019
Date of this report	16 June 2020
Most recent ERO report(s)	Education Review October 2016 Education Review June 2013 Education Review May 2010