



Education Review Office
Te Tari Arotake Mātauranga

Onepoto School
Northcote, Auckland

Confirmed

Education Review Report

Education Review Report

Onepoto 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?

Onepoto School is a primary school in Northcote. Currently the school roll is 65, and includes students from diverse cultures, mainly of Pacific and Māori heritage.

The school's charter vision is "empowering our mana to be successful learners", and the core value is manaakitanga. "Whanaungatanga – Developing Relationships" and "Tikanga Ako - Learning to Learn" are the charter's two overarching strategic goals. These goals include relevant key priorities that guide school improvement.

The school has experienced challenges over recent years, as a result of leadership and staff changes, and the development of a major housing project surrounding the school. Some students and their families have had to move out of the neighbourhood while houses were demolished, and new housing is being built.

In May 2018, the Minister of Education announced the decision to rebuild the school in readiness for expected roll increases resulting from the housing project. Currently the school's building project is still at the planning stage. It is forecast that stage one of the project will be completed early in 2021, with 16 new classrooms built.

The 2017 ERO report identified concerns about several aspects of the school's performance. For this reason, ERO decided to continue to monitor the school's progress through a longitudinal evaluation process over two years.

In June 2017 the former principal resigned and left the school at the end of Term 3. An interim principal led the school until the new principal took up her position in Term 4, 2018. In January 2018, the chair of the board resigned and an experienced board chair was co-opted to the role. He has been re-elected as chair for the new board in 2019.

A Limited Statutory Manager (LSM) was appointed by the Ministry of Education (MoE) in July 2017 to oversee employment, curriculum management, and to establish board policies and procedures. This intervention was revoked by the Secretary of Education in September 2019. The school has worked with professional learning support from a MoE Student Achievement Function (SAF) practitioner.

The school is a member of the Northcote Community of Learning | Kāhui Ako.

2 Review and Development

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

Priorities identified for review and development

Onepoto School has been involved in a review with ERO to support school progress and development. Agreed priorities were sourced from the April 2017 ERO report. These are encompassed in four broad areas:

- building leadership capability
- strengthening staff capability
- lifting achievement and accelerating achievement
- strengthening governance and stewardship.

Progress

The board, principal and senior leaders have made good progress across all the improvement priorities identified in the 2017 ERO report. In particular there has been significant progress in growing the school's leadership capacity and capability.

The principal has been instrumental in guiding ongoing improvement of, the school's culture, teaching practices and expectations to support student engagement and success in learning. Developing an inclusive and positive school culture has been a key part of the work to improve student wellbeing and educational outcomes. The principal is a role model for building inclusive relationships with students and their families based on respect and trust.

Good progress has been made in strengthening staff capability. There is now a greater shared understanding of expected effective teaching and learning practices. A major emphasis has been on teachers knowing individual learners well. Current professional learning has focused on developing teaching that supports students' oral language development through reading and writing. Students are now more confident in talking about their learning. Teachers have appreciated the feedback on their practice that the professional learning has provided.

Clear expectations and consequences regarding student behaviour are now well established. Consistent follow up on consequences is resulting in students taking greater responsibility for their attitudes and actions.

Through working collaboratively with students, staff, and families are developed shared understandings and a collective sense of purpose. Teachers report they appreciate being part of a team, and having their perspectives and contributions valued.

There is a greater sense of urgency to support students to make more rapid progress in their learning. Teachers discuss, analyse and evaluate achievement data together each term. This is building teachers' analysis and evaluation capability to support individual student's progress.

School data for 2019 indicate that the majority of students are achieving below expected curriculum level. However, it is notable that there are fewer students achieving well below, and more are achieving at their expected levels. In addition, Year 6 students this year are showing significant positive shifts in their achievement. This aligns well with the school's target to have students ready for their transition to intermediate school next year.

A new school curriculum has been developed that aligns well to the charter vision, value and goals. This document is referenced to the *New Zealand Curriculum (NZC)* and *Te Whāriki*, the early childhood curriculum. Teachers use this curriculum flexibly in response to students' learning needs and interests. The principal plans to continue working with teachers to evaluate and adapt the school's curriculum and teaching practice to provide a responsive, localised curriculum for students.

Key next steps

Leaders plan to continue developing practices to improve student achievement across the school, including:

- ensuring that students have opportunities and the skills to know about and lead their own learning progress
- teacher professional learning to build shared understandings and practices for accelerating learning particularly for students at risk of not achieving
- continuing to grow teachers' understandings of cultural responsiveness to support students' sense of identity in the school
- trialling and learning about approaches to build capability in collaborative teaching and learning practice
- further developing appraisal processes linked to the school's strategic goals and the Teaching Council requirements.

3 Sustainable performance and self review

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

The principal and deputy principal appointments have resulted in significant improvement to the leadership of the school. These leaders are proactive and responsive to the urgent need to support students' engagement and academic success.

The board chair has had a key role in building trustees' understanding and confidence in their governance and stewardship roles. Trustees were fully involved in appointing the new principal. Strong relational trust has been developed with trustees, and the new principal has appreciated the board chair's guidance when needed.

The 2019 charter is relevant to the school's context and stage in its journey of improvement. Good efforts have been made to ensure that planning and evaluation are streamlined to provide coherent direction and targeted focus. The principal has integrated ERO's improvement priorities, and the SAF planning in the school's charter planning which is purposeful and improvement focussed. The principal reports to the board throughout the year about the progress towards strategic and annual goals and aims.

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*.

In order to improve practice, the board of trustees should strengthen processes and records related to education outside the classroom, maintaining a hazard register and the analysis of accidents. The board should also consult with the school's community every two years regarding the delivery of the health curriculum.

Conclusion

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

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



Steve Tanner
Director Review and Improvement Services Northern
Northern Region
18 December 2019

About the School

Location	Northcote, Auckland	
Ministry of Education profile number	1400	
School type	Contributing (Years 1 to 6)	
School roll	65	
Gender composition	Boys	34
	Girls	31
Ethnic composition	Māori	19
	NZ European/Pākehā	7
	Tongan	19
	Niue	5
	other Pacific	5
	other ethnic groups	10
Review team on site	September 2019	
Date of this report	18 December 2019	
Most recent ERO report(s)	Education Review	April 2017
	Education Review	June 2014
	Education Review	June 2009