

## **Poroti School: Arotake Paetawhiti**

### **Progress summary**

#### **Context**

Since March 2011, Poroti School has been involved in an Arotake Paetawhiti (longitudinal) review with ERO to support school progress and development. The review has included the development of a plan to guide school progress, visits by ERO to the school and meetings with the principal, chairperson and staff members. Regular milestone reports outlining and evaluating progress made against school development priorities have been prepared by the principal, with the board of trustees. Priorities were identified at the time of ERO's December 2010 review, and agreed with the board of trustees. They are:

1. to increase the board's understanding of governance role and legal obligations
2. to enhance partnerships between teachers, parents and students that support learning.

In November 2011, ERO visited Poroti School to evaluate progress made toward these priorities. This summary outlines progress to date.

In December 2011 the board appointed a new principal who will start at the beginning of the 2012 school year. ERO intends to visit the school again within six months to evaluate continued progress against development priorities.

#### **Progress**

The board has undertaken significant work and training to improve its understanding of governance. Together with the principal trustees have:

- developed governance policies and procedures and a code of conduct for the board
- renewed the school's charter
- clarified responsibilities for personnel management, updated job descriptions and the process for managing the principal's appraisal
- increased their understanding of student achievement to better monitor charter goals and ensure board decisions are focused on improving outcomes for students.

An increased awareness of the board's responsibilities, and regular meetings between the board chairperson and principal, has resulted in the development of a useful framework for school operation. This includes:

- a comprehensive triennial self-review plan
- regular and documented monitoring of progress towards the school's development priorities.

The board's regular communication with the school community is having a positive impact on family/whānau involvement within the school. The wide variety of approaches used by the board, principal and staff to keep families informed and promote whānau engagement include:

- student-led conferences where achievement is discussed and next steps for learning are determined
- clear reports to parents/whānau twice a year about student learning in relation to National Standards
- parent/whānau surveys that are well analysed and used to inform school development and self review
- successful involvement of whānau Māori in charter development and determining school priorities

- responsiveness to the aspirations of whānau Māori for te reo and kapa haka in the school.

The principal and teaching staff have focused on making ongoing improvements to teaching and learning. They are:

- providing a curriculum that is responsive to students interests
- making good use of professional learning and development to improve their practice
- establishing consistent teaching strategies and practices between classes and maximising teaching time.

Students are more involved and are developing a greater understanding about their learning. They:

- are well engaged in classroom programmes
- participate in personal goal setting and evaluation of their progress
- are familiar with National Standards and use these to assess their learning level.

### **Summary**

Significant progress has been made towards the school's development priorities. The board has established comprehensive long term planning to help to ensure it meet its obligations. Consultative self review is identifying areas for further school development.

ERO will visit the school again within the next six months to evaluate on-going progress, in particular the ways in which the board and staff use self-review to inform and sustain on-going school improvement.

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