



**EDUCATION REVIEW OFFICE**  
Te Tari Arotake Mātauranga

**Ngutunui School**  
**Ōtorōhanga District**

**Confirmed**

**Education Review Report**

# Education Review Report

## Ngutunui 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?

Ngutunui School is a rural Year 1 to 8 school, located south of Pirongia and between Te Awamutu and Ōtorōhanga. Since the 2021 ERO report a new principal has been appointed and there have been staff changes. Two classes currently operate for 42 learners, 15 of whom identify as Māori.

School resources include a swimming pool, community hall and tennis courts, that are well supported by families and the wider community. The school aims to provide a foundation for students to achieve success and develop lifelong skills and competencies.

Ngutunui School has been involved in a longitudinal review process with ERO to support progress needed to address the priorities for review and development identified in the 2021 ERO report. ERO evaluations of progress have involved meetings with the principal, board of trustees and teachers.

### 2 Review and Development

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

#### Priorities identified for review and development

- strengthening school governance and leadership to support better outcomes for students
- building teacher capability to more effectively use achievement information
- improving relationships between the school, whānau and wider community.

#### Progress

- strengthened school governance through relevant board training
- improved teacher capability through a more consistent approach to teaching and learning, and more effective use of student achievement information
- improved relationships, communication, and engagement between the school, whānau and wider community.

## Key next steps

Key areas that remain for the school to improve outcomes for learners are to:

- review and refine the school's strategic and annual plans
- establish regular consultation processes with all school stakeholders
- continue to develop and implement processes for consultation with Māori parents and whānau
- review and redefine the school's local curriculum in consultation with all relevant stakeholders.

## 3 Sustainable performance and self review

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

Ngutunui School is in a good position to sustain and continue to improve and review its performance. The school has worked well to prioritise and address the areas for development identified by ERO. The board, new principal and teachers are developing a range of useful strategies to support future developments.

### 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 meet legislative requirements, the board of trustees must:

1. fully implement a robust appointment process including the sighting of required documentation and background checks  
*[Children's Act 2014, and regulations 5 – 8 of the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015]*
2. ensure the school implements policy guidelines in regard to Police Vetting for employees  
*[Children's Act 2014, and regulations 5 – 8 of the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015]*
3. ensure there are processes and practices in place to identify, minimise, eliminate and report about risks to safety in the environment.  
*[Health and Safety At Work Act 2015]*

### **Conclusion**

Ngutunui School will transition into ERO's Te Ara Huarau Evaluation process.



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## About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)