



**EDUCATION REVIEW OFFICE**  
Te Tari Arotake Mātauranga

**Confirmed Report**

**NEW SCHOOL ASSURANCE REVIEW REPORT**

**Te Kāpehu Whetū (Teina)**

Location: Whangārei, Northland

Ministry of Education profile number: 869

June 2021

# New School Assurance Review Report

## Te Kāpehu Whetū (Teina)

### 1 Introduction

A New School Assurance Review is a review of particular areas of school|kura performance and is undertaken to specific terms of reference.

#### Terms of Reference

This review is based on an evaluation of the performance of Te Kāpehu Whetū (Teina). The terms of reference for the review are to provide assurance to the community:

- that the kura is operating in accordance with the vision articulated by the board of trustees
- that the kura is well placed to provide for ākonga|students.

### 2 Context

Te Kāpehu Whetū (Teina) opened in Term 1, 2019 as a Designated Character School (DCS). Prior to this, it had operated as a Partnership School|Kura Hourua since 2015.

Its sister kura, Te Kāpehu Whetū (Tuakana), caters for rangatahi in Years 9 to 13. The kura operate on separate sites, however tamariki in Years 7 and 8 are based at Te Kāpehu Whetū (Tuakana), located by the Hātea River, in the business district of Whangārei.

### 3 Background

*E kore ahau e ngaro, he kākano i ruia mai i Rangiatea.*

The vision of Te Kāpehu Whetū (Teina) is to provide an education where being Māori is the 'norm' and the expectations are that all ākonga will achieve: *kia Māori*|to be Māori; *kia Mātau*|to be educated; *me kia tū rangatira ai*|to be rangatira. These expectations align to a pou which are the structures for success. Adults' different roles and responsibilities are connected to ngā pou.

Pouako|teachers deliver a well-considered and localised curriculum through full immersion, te reo Māori. Teaching and learning practice is guided by *Te Marautanga o Aotearoa*.

Kura Teina provides education for ākonga in Years 1 to 6 (Whare Paenuku) and Years 7 and 8 (Whare Paetata). The board has considered bringing Teina and Tuakana together as one kura on the same site. Doing this could provide a more seamless education experience for ākonga as they progress from Year 1 to 13. Currently, an acting pouhere|principal has responsibility for leading both kura.

The establishment board (EBOT) has organised the kura to be governed by an Alternative Constitution for Boards of Trustees (ACB). This arrangement, approved by the Minister of Education, is designed to maintain the special character of the kura by recognising its partnership with He Puna Mārama Trust and the kaupapa it actively promotes. It also allows the board to provide governance for both Kura Teina and Kura Tuakana.

The board has established policies and processes to guide kura operations and makes good use of external agencies to support governance and management.

## 4 Findings

The kura is operating in accordance with the board's vision. Governance, leadership, and teaching practices reflect and put into action the vision, values, and principles of the kura. The name of the kura refers to the use of the stars to navigate Māori futures. This name was given to the kura because of the belief that successful outcomes for tamariki Māori can be achieved by Māori having the opportunity to innovate and deliver education to meet Māori needs and aspirations.

Ākonga and whānau benefit from the inclusive and supportive environment of the kura. Tamariki show the attributes outlined in graduate profiles for Paenuku and Paetata. They use te reo Māori in everyday conversation and involve themselves in ngā tikanga o Ngāpuhi. Tamariki confidently access resources, including information technologies, to support their learning and wellbeing.

The transition of the kura to being a DCS was successful and timely because of the preparatory work of the establishment board (EBOT) and pouhere, guided by the governance facilitator. The ACB provides good governance, including identifying areas for development. The board's well-considered strategic plan outlines the vision, goals, and expectations to achieve valued ākonga outcomes. Trustees and pouhere have identified that evaluating how well strategic goals have progressed would be a worthwhile next step. The findings of an independent review commissioned by the board in 2019 could contribute to this evaluation and provide insights about how successes can be built on and areas for development addressed.

The kura is well placed to provide for ākonga. It is staffed appropriately and most teachers' practising certificates are current. Pouwhakahere|leaders have developed good processes for identifying, evaluating, and reporting trends and patterns in achievement information. This keeps the board informed about ākonga progress and helps pouwhakahere prioritise professional development needs, and source external expertise and advice. Pouwhakahere and pouako increasingly network with other kura and professional organisations. This enables them to share their successes and find ways to enhance teaching practices.

The board is in the process of considering the role of pouhere for both the Teina and Tuakana Kura. A decision is yet to be made whether the two kura have one pouhere or not. This situation will become clearer as the board undertakes its strategic planning.

Consultation with whānau is mainly on an individual basis. It is focused on learning progress and wellbeing of tamariki. The board could consider ways to consult with whānau about how positive learning experiences of ākonga in Years 1 to 8 can be built on and strengthened as they progress through to the next phase of their education.

In developing systems and practices to meet legal requirements, trustees, pouhere, pouwhakahere and pouako should ensure that all areas of compliance are met. Trustees, with support from administration staff, have a 2021 schedule for updating the child protection, and physical restraint and seclusion policies. The complaints procedure is also being updated to make it clearer and more transparent. At the time of this review one teacher's practising certificate was not current. This non-compliance must be addressed immediately.

## **5 Board assurance on legal requirements**

Before the review, the board and principal of the kura 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:

- kura management and reporting
- 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 ākonga achievement:

- emotional safety of ākonga (including prevention of bullying and sexual harassment)
- physical safety of ākonga
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

To improve practice, the pouhere, pouwhakahere and trustees need to address the following areas of non-compliance:

- All aspects of safety checking of staff members are completed, and records kept for the period of time they are employed by the board [Children's Act 2014].
- Develop an Inclusivity Policy that prohibits discrimination, harassment, and bullying [Children's Act 2014].
- Ensure completed EOTC risk assessment and supervision forms are relevant to each EOTC experience [NAG 5 – with reference to EOTC Guidelines 2016, updated April 2018].

Since the onsite visit the kura has provided ERO with evidence that shows it has addressed the following non-compliance:

- Registered teachers have a current practising certificate [Section 92(2) Education and Training Act 2020].

## 6 Conclusion

The transition of the kura to being a DCS was successful and timely because of the preparatory work of the establishment board (EBOT) and pouhere, guided by the governance facilitator. Good management continues, and the kura is well placed to support the learning and wellbeing of ākonga. The vision, values, and principles of the kura are evident in the inclusive, supportive environment that recognises and builds on the strengths of whānau and tamariki – to live and succeed as Māori.

The kura will transition to ERO's *Schools: Evaluation for Improvement* process in due course.



Phil Cowie  
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Northern Region - Te Tai Raki

5 November 2021

## About the Kura

Location	Whangārei, Northland
Ministry of Education profile number	869
Kura type	Full Primary (Years 1 to 8)
Kura roll	142
Ethnic composition	Māori 142
Review team on site	June 2021
Date of this report	5 November 2021