



# Kua Whakamanahia – Ngā Whakaaturanga o te Aromātai Ngā Kitenga Arotake

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Te Kōpuku High

PN 872

Kei Kirikiriroa

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## 1 He Kupu Arataki

Kua mahi ngātahi Te Tari Arotake Mātauranga, ngā whānau, ngā kaiārahi, ngā kaimahi me ngā hāpori ki te whakawhanake i ngā tirohanga aromātai e whai wāhi nui ai ki te hāpai i te kawenga takohanga me te whakapaitanga, ki te tautuhi i te ahu whakamua, ā, ki te whakapakari ake hoki i te āheinga ki te aromātai. E hāngai ana tēnei pūrongo ki ā rātou pūnaha, ki ā rātou whakaritenga, me ā rātou mahi whakahaere. Ka whakarato ngā pūrongo a Te Tari Arotake Mātauranga i ngā mōhiohio mātuatua mā ngā whānau, ngā hapū, me ngā iwi.

## 2 Te Horopaki

E tū ana a Te Kōpuku High ki Kirikiriroa. Kua tautapaina te kura hei kura āhuatanga motuhake, ā, ka ahu mai tōna ingoa i te nikau, i tētahi rākau māori o Aotearoa. Ko tā te kura tirohanga, he hāpai i ngā wawata o Waikato Tainui, me te whakawhanake i ngā ākongā Māori e taea ana te waihanga ngā huarahi auaha, ngā huarahi toitūtanga, me ngā huarahi angitu mō rātou anō ki anamata. E poipoi ana te kura i ngā ākongā o ngā tau 7 ki te 13. I tēnei wā, e 365 ngā ākongā, ā, ko te tino nuinga o rātou, he uri Māori. Ka whakarato hoki a Te Kōpuku High i te matarea (arā, i te mātauranga reo rua), me te matarau (arā, i te mātauranga rumaki reo) mō rātou ngā whānau e hiahia ana kia ako ā rātou tamariki mā te reo Māori.

## 3 Te Aronga o te Aromātai

*He pēhea rawa te tautoko i ngā ākongā kia eke rātou ki ō rātou tino pūmanawa?*

He whānui ngā tūmomo rautaki auaha e hāpai ana i ngā ākongā ki te rongō i te angitu.

## 4 Ngā Whakaaturanga

Kei te matawhānui te marau, ā, e whai hua ana ki te whakatairanga i te ako me ngā whakatutukitanga a ngā mokopuna. Kua whakaritea te marau ki te āhua o te tupu o te nikau, ā, kua āta waihangatia hei whakatau i te whakapā atu o ngā mokopuna ki te tangongitanga o ngā huarahi mātauranga, huarahi ako hoki e hāngai pū ana ki a rātou, me te putaputa mai o ō rātou matea me ō rātou pūmanawa. He whānui te marau, ā, e whakatakoto ana i ngā whai wāhitanga mō ngā tūmomo rōpū mokopuna, mā ngā hōtaka ki te whakawhānui me te whakatairanga, ngā hōtaka whaikaha, ngā huarahi matarea me te matarau, me ngā kaupapa *STREAM* (arā, te pūtaiao, te tikanga me te hangarau, te reo Māori, te reo Pākehā, te pūkaha, ngā toi, me te pāngarau). Tāpiri atu ki tēnā, e ākina ana te whai wāhi atu a ngā mokopuna ki te hōhonutanga o ngā kaupapa e whakatōpū ana i ngā marau, ā, e āta tautokona ana e ngā kaimahi. E tohu ana ngā paetae o Te Taumata Mātauranga ā-Motu kua Taea i te tokomaha o ngā ākongā e eke angitu ana ki te whiwhi i ngā tohu mātauranga, tae atu ki ngā ākongā o te tau 9 me te 10 e tautokona ana kia riro i a rātou ngā whiwhinga e pā ana ki te reo matatini me te pāngarau.

Ka kitea ki ngā kaiako te kaha o tō rātou ngākau nuitanga ki te kura, ki te ako a ngā mokopuna, ki tō rātou waiora hoki. Kei te mauritau te āhua o ngā akomanga i te nuinga o te wā, ā, ka kitea te whakaute o ngā hononga ki waenga i ngā ākongā me ngā kaiako. He kaha te whakaaro huritao ki te kura. He aronga nui puta noa i te kura ki te mahi ngātahi, te tupu, me te whakapakari i ngā mōhiohio o ngā kaiako ki ngā tikanga ako e whai hua ana, hei whakatairanga i ngā putanga ki ngā mokopuna. Ko te haere tonutanga o ngā whakawhitinga kōrero ngaio e hāpai ana i ngā kaiako ki te whakamahi i aua mōhiohio ki te

whakahāngai ake i ngā hōtaka akoranga hei whakatutuki i ngā matea kanorau o ia ākonga, o ia rōpū ākonga hoki.

Ko te anga whakamua o ngā whakaaro, ko te whakakipakipa anō hoki mā roto i te ārahitanga o te rōpū ārahi me ngā kaimahi matua, e pou here ana i te tirohanga tonutanga ki te whakapai ake i ngā whakaritenga a ngā kaiako me ngā putanga ki ngā ākonga. Ko te kounga kairangi o te ārahitanga, ko te tohatoha hoki i ngā mahi ārahi, e whai wāhi atu ana ki te tū riterite o ngā mahi whakaako puta noa i te kura, ā, ki te papai anō hoki o te taiao ako e hāpai ana i ngā ākonga ki te eke angitu me te eke panuku.

E whakarato ana Te Poumarumarū i ngā mahi kāwana e whai hua ana ki te kura. He mātau ngā kaitiaki poari, ā, ka noho mōhio rātou ki te takotoranga o te marau me ngā paetae ākonga. Ko te whai huatanga o ngā mahi kāwana - tae atu hoki ki te aronga pū ki te arotake whaiaro i te kura – e hāpai ana i te whai kawenga i roto i ngā whakataunga, kia taea ai te whakapai tonutanga te whakaū.

### *Ngā Whakaritenga Matua ka whai ake*

Kei te mātātoa te kura ki te tātari me te aro nui ki ngā tūāhuatanga e pā ana ki ngā matea o ngā mokopuna. E tautoko ana Te Tari Arotake Mātauranga i te aronga atu a te kura ki te:

- whakatika i te tokoiti rawa e taetae mai ana ki te kura, inarā, i ērā o ngā ākonga e tae noa mai ana i te 50-60% o te wā
- whakatakoto i ngā pūnaha e haere tonu ana i ngā wā katoa, ki te tautoko i te whai wāhi atu a ngā ākonga ki ngā hononga ako e whai pūtake ana ki te taha o ngā pakeke, me te
- haere tonutanga o te aromātai i te marau, hei āta whakatau i te whai pānga tonu, i te whakahihi hoki o te marau ki ngā mokopuna katoa.

## 5 Te Whakatau a te Poari ki ngā Wāhanga Tautukunga

I mua i te aromātai, i whakatutukihia e te poari me te tumuaki o te kura he Tauāki Kupu Tūturu a te Poari me tētahi Rārangi Arowhai Tātari Whaiaro. I roto i aua tuhinga i oati rātou i whāia e rātou ngā huarahi whai take hei whakatutuki i ā rātou herenga ā-ture e pā ana ki:

- ngā whakahaere a te poari
- te marautanga
- ngā whakahaere mō te hauora, te haumarū, me te oranga tinana
- ngā whakahaere o ngā kaimahi
- ngā whakahaere o te pūtea
- ngā whakahaere o ngā rawa.

I te wā o te aromātai, i whakamātauhia e Te Tari Arotake Mātauranga ngā āhuatanga i raro iho nei, i te mea he nui te pānga o ēnei ki te haumarū me te waiora o ngā ākonga:

- te haumarū aronganui o ngā ākonga (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaito)
- te haumarū ā-tinana o ngā ākonga
- ngā rēhita a ngā kaiako
- te tukanga whakatū kaimahi
- te whakaunu, te aukati, te pana me te whakarereanga

- te tae ā-tinana atu a ngā ākonga ki te kura
- te whakatutukitanga o ngā kaupapa here o te kura i ngā tikanga o te *Children's Act 2014*.

## 6 Te Taunakitanga

E taunaki ana Te Tari Arotake Mātauranga me te kura kia haere tonu ngā mahi a ngā kaiārahi o te kura ki te tūhura mātātoa me te whakatutuki i ngā whakarerekētanga ki te āhua o te ao mātauranga, kia pai ake ai te whakatairanga ake i ngā putanga e whai hua ana ki ngā mokopuna.



Darcy Te Hau  
Toka ā Nuku  
Te Uepū-a-Motu – Māori Services

24 Pipiri 2024

## 7 Ngā kōrero e pā ana ki te kura

Te tūwāhi	Kei Kirikiriroa
Te tau a te Tāhuhu o te Mātauranga	872
Te tūmomo kura	He kura hiato (Tau 7 – 15)
Te tokomaha o ngā ākonga o te kura	365
Ngā hononga ā-iwi	Māori 97%, Pākehā 3%
Ngā āhuatanga motuhake	Kura Āhuatanga Motuhake
Te wā i te kura te rōpū arotake	Haratua 2024
Te wā o tēnei pūrongo	24 Pipiri 2024
Ngā pūrongo o mua a Te Tari Arotake Mātauranga E wātea ana ki: <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Kāhore he pūrongo o mua a Te Tari Arotake Mātauranga

## 1 Introduction

The Education Review Office (ERO) in collaboration with whānau, leaders, kaimahi and their communities develop evaluation insights that foster accountability and improvement, identify progress and build evaluation capability. This report reflects their systems, operations and management practices. ERO's reports provide important information for whānau, hapū and iwi.

## 2 Context

Te Kōpuku High is situated in Hamilton. The kura is a special character school that takes its name from the nikau palm which is indigenous to Aotearoa. The vision of the kura is to support the aspirations of Waikato/ Tainui and to develop Māori students who can design innovative, sustainable and successful futures for themselves. The kura caters for students from Years 7 to 13. The roll is currently 365 students, of which the significant majority are of Māori descent. Te Kōpuku High also offers immersion matarea (bilingual) and matarau (rumaki) education for those whānau who wish their children to be educated through the medium of te reo Maori.

## 3 Evaluation Focus

*How effectively are students supported to reach their full potential?*

A range of innovative strategies support students to experience success.

## 4 Findings

An extensive curriculum effectively promotes mokopuna learning and achievement. Based on the metaphor of the nikau palm and its various stages of growth, the curriculum is well designed to ensure mokopuna can access a range of academic and personalised learning pathways appropriate to their emerging needs and strengths. The curriculum is broad and provides opportunities for particular groups of mokopuna through extension and enrichment programmes, special needs programmes, matarea and matarau pathways, and STREAM (Science, Tikanga and Technology, Reo, English and Engineering, Arts and Mathematics) courses. In addition, mokopuna are encouraged to participate in a rich range of co-curricular activities that are well supported by staff. Achievement results for *National Certificates in Educational Achievement* (NCEA) show that many students are successful at gaining qualifications including those students in Years 9 and 10 who were supported to gain literacy and numeracy credits.

Teachers demonstrate high levels of commitment to the school and to mokopuna learning and well-being. Classroom environments are generally settled and are characterised by mutually respectful relationships among students and teachers. A culture of reflection prevails the kura. There is a strong emphasis across the school on collaboration and growth and building teacher knowledge of effective pedagogy to raise outcomes for mokopuna. Ongoing professional dialogue has supported teachers to use this knowledge to more effectively differentiate learning programmes that meet the diverse needs of individuals and groups of mokopuna.

The forward thinking and motivational leadership provided by the leadership group and key staff underpins the ongoing focus on improving teacher practice and student outcomes. High-quality distributive

leadership is contributing to consistency of teaching practice across the kura and the positive learning environment where students can succeed and excel.

The poumarumarū provide effective governance for the kura. Trustee members are knowledgeable and well informed about curriculum design and student achievement. Effective governance, including a strong focus on kura self-review, is enabling responsible decision making so that ongoing improvement can be sustained.

### *Key Next Steps*

The school is proactive in analysing and responding to areas of mokopuna need. ERO supports the school's endeavours to:

- address low attendance rates especially for those with 50-60% regular attendance
- create ongoing systems that support students to engage in meaningful learning relationships with adults, and
- the ongoing evaluation of the curriculum to ensure it remains purposeful and engaging for all mokopuna.

## 5 Board Assurance on Legal Requirement

Before the evaluation, the board of trustees and principal completed the 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 evaluation, 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-downs, suspensions, expulsions and exclusions
- attendance
- compliance with the Childrens Act 2014.

## 6 Recommendation

ERO and the kura recommend that kura leaders continue to proactively explore and respond to changes in the education landscape to better promote positive outcomes for mokopuna.



Darcy Te Hau  
Toka-ā-Nuku – Director  
Te Uepū ā-Motu – Māori Review Services

24 June 2024



## 7 Information about the kura

Location	Hamilton
Ministry of Education profile number	872
Kura type	Composite (Years 7-15)
Kura roll	365
Ethnic composition	Māori 97%, Pākehā 3%
Special features	Special Character School
Review team on site	May 2024
Date of this report	24 June 2024
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	No previous ERO reports