

School Report

School Name: Tikokino School

Profile Number: 2704

Location: Central Hawke's Bay

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for learners and what needs to be improved.

About the School

Tikokino School, located in rural Central Hawke's Bay, provides education for learners in Years 1 to 8 and has a roll of 75. Pākehā | New Zealand European make up the largest proportion of all learners (91%), and 18% identify as Māori. The school's values are *Respect, Determination, Pride* and *Responsibility*.

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones. educationcounts.govt.nz/home

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

What we know about learner success

This section provides a summary of learner success and wellbeing. The judgments are based on the ERO School Improvement Framework and the evidence provided to ERO during the evaluation.

How well are learners succeeding?	Success and progress for all learners is increasing.
What is the quality of teaching and learning?	Learners benefit from high quality teaching practice that improves progress and achievement in reading, writing and mathematics.
How well does the school curriculum respond to all learners needs?	Learners have rich opportunities to learn across the breadth and depth of the curriculum. There is a consistent focus on supporting learners to gain skills in literacy and mathematics. Learners with complex needs are well supported to achieve their education goals.
How well does school planning and conditions support ongoing improvement?	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
How well does the school include all learners and promote their engagement and wellbeing?	The school successfully promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress. The school is improving its collection and use of information gathered through community consultation to inform strategic planning and curriculum decisions.
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

Achievement in Years 0 to 8

This section is about learner achievement. It outlines how well learners across the school meet or exceed the expected curriculum level of The New Zealand Curriculum in foundational skills.

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Reading	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Writing	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Mathematics	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.

Attendance

This section is about school attendance and the progress the school is making towards meeting the Government target of 80% regular attendance.

- The large majority of learners attend school regularly.
- The school is approaching the target of 80% regular attendance.
- The school is developing a suitable plan to improve attendance.
- Regular attendance is improving towards or beyond the target.

Assessment

This section is about how the school assesses learner progress and achievement.

- The school is improving its approach and the reliability of its practices to accurately find out about achievement against the curriculum.
- Assessment information is used well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

Progress

This section is about how well the school supports all learners to make sufficient progress.

- The school has good quality planning to increase the rate of progress for all groups of students.
- The school has significantly improved achievement and progress for those learners most at risk of not achieving since the previous review.
- The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.
- The school is meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets set for 2030.

Next steps for improvement

This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It outlines what the school is doing well and identifies actions for improvement.

Areas of Strength

- Students learn in an inclusive environment. Students engage in their learning and a strong sense of belonging and wellbeing is evident. The school values are consistently upheld within the school and with the community.
- Students benefit from staff professional learning in structured teaching practices in reading, writing and mathematics.
- Teachers design programmes that prioritise these foundational and adjust their approaches to meet students' needs.
- The school curriculum is well embedded, and teachers are guided to provide authentic, hands-on and meaningful learning.
- Leadership and stewardship drive the school's strategic direction, continually strengthening conditions to support student success and wellbeing. The School Board makes strategic resourcing decisions to support programmes to accelerate student progress.
- The school builds learning partnerships with parents and whānau and parents contribute their time and skills to enhance learning opportunities.

Key priorities

- Improve regular student attendance.
- Further strengthen and evaluate the use of achievement and assessment data to inform practice in reading, writing and mathematics across the school for equitable outcomes.
- Increase te reo Māori, tikanga Māori and te ao Māori within the curriculum.

Action to bring about improvement

Within three months

- leaders and teachers identify specific actions in annual planning to improve attendance
- leaders and teachers accurately record and report on student attendance

Within six months:

- leaders and teachers review achievement information review learner achievement in reading, writing and mathematics and identify ways to improve the equity of achievement for all learners

Every six months:

- leaders and teachers will report to the School Board on attendance, noting the impact of actions to improve outcomes and next steps
- leaders and teachers will use data to review learner achievement in reading, writing and mathematics and progress against the plan to improve the equity of achievement for all learners

Annually:

- the School Board and leaders review progress towards achieving the Government's attendance target of 80% to decide next steps
- leaders review and report to the Board on the progress made towards equitable outcomes for all learners in reading, writing and mathematics to guide decision making for improvement
- the Board and leaders review progress of increasing in the curriculum te reo Māori, tikanga Māori and te ao Māori, and plan for further development.

Expected outcomes:

- All students regularly attend school.
- Learner outcomes in reading, writing and mathematics improve and become equitable.
- Te reo Māori, tikanga Māori and te ao Māori are evident in learning across the school.

Regulatory and Legislative Requirements

This section of the report is about how the school meets regulatory and legislative requirements.

Board Assurance with Regulatory and Legislative Requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

Actions for Compliance

ERO and the board have identified the following area of non-compliance during the Board assurance process:

- keeping of in-committee meeting minutes.

[Local Government Official Information and Meetings Act 1987, Section 48]

The Board has since addressed the area of non-compliance identified.

The next public report on ERO's website will be a School Evaluation Report and is due within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki

Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

10 October 2025