

School Report

School Name: Paparore School

Profile Number: 1078

Location: Kaitaia

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.

About the School

Paparore School, just north of Awanui in Te Hiku O Te Ika. The school provides education for learners in Years 1 to 6. The school's kaupapa / vision is '*Inā te tūkaha, te tū maia o ngā kaiarataki mātauranga kei waenganui, kei te manawa o te iwi kainga*' - '*Proud & Passionate Leaders of Learning in the Heart of the Community*.'

The school roll is 165, with Māori learners making up the largest group at 82%, followed by New Zealand European/Pākehā students at 11% and other ethnic groups at 7%.

Part A: Parent Summary

How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?	The school is working towards high levels of success and progress for all learners.
What is the quality of teaching and learning?	Learners benefit from good quality teaching practice that improves progress and achievement in reading, writing and mathematics.
How well does the school curriculum respond to all learners needs?	<p>Learners have rich opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is an increasingly consistent focus on supporting learners to gain foundational skills in literacy and mathematics.</p> <p>Learners with complex needs are well supported to achieve their education goals.</p>

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 reasonably promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	<p>The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.</p> <p>The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.</p>
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Writing	<p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Mathematics	<p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>

Attendance

The school is behind the target of 80% regular attendance.

The school is yet to have a suitable plan to improve attendance.

Regular attendance is not yet improving towards or beyond the target.

Chronic absence is not yet reducing over time.

Assessment

The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.

Teachers are developing assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

Progress

The school has good quality planning to increase the rate of progress for all groups of students.

The school has to some extent 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 making progress towards meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets and is likely to meet them by 2030.

An explanation of the terms used in the Parent Summary can be found here: [Reporting | Education Review Office](#)

Part B: Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

Areas of Strength

Students express a strong sense of belonging and pride in their school that supports their wellbeing and whanaungatanga. The school curriculum increasingly reflects tikanga Māori and te ao Māori values.

Leaders and all staff foster trusting relationships with students and their whānau. A positive school culture continues to be sustained overtime underpinned by school values. Teachers promote respectful learning environments that enable students to be meaningfully engaged in their learning.

Deliberate professional development for teachers aligned to school improvement goals contribute to a continued focus on raising progress and achievement in reading, writing and mathematics.

Schoolwide teaching and learning programmes in reading, writing and mathematics are starting to show increased levels of progress and achievement. Staff collaboratively plan and pursue improvement targets for groups of students that require additional support.

Regular leadership reviews against school strategic goals guides ongoing improvements in student progress, achievement and learning outcomes.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- embed effective structured teaching and learning strategies in reading, writing and mathematics for all learners
- implement effective internal evaluation that measures the impact of strategic initiatives and structured literacy and mathematics programmes to promote improvements in learners' progress and achievement
- develop a suitable attendance plan to improve students' regular attendance.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within three months:

- teachers participate in schoolwide professional learning in reading, writing and mathematics to develop consistent use of effective teaching strategies
- document shared expectations for effective practice in reading, writing and mathematics
- implement a suitable internal evaluation model that supports on going school improvement
- implement a suitable attendance plan to lift regular attendance that involves the school community

Every six months:

- implement, monitor and evaluate teachers' use of effective teaching and learning strategies in reading, writing and mathematics
- use a suitable internal evaluation model to review school improvements in structured mathematics and literacy
- monitor and report on the effectiveness of the school's attendance plan

Annually:

- evaluate the quality of the structured teaching and learning practices to further improve students learning outcomes in reading, writing and mathematics
- assess how well the school's internal evaluation model is supporting improved students' learning
- review and report on the impact of the school's attendance plan in improving students' regular attendance rates.

Actions taken against these next steps are expected to result in:

- consistent schoolwide structured approaches in literacy and mathematics programmes leading to improvement in students' learning outcomes
- strengthened internal evaluation capability to support ongoing school improvements
- increased regular attendance to meet the Government's attendance target.

Part C: Regulatory and Legislative Requirements

Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some 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 has identified the following area of non-compliance during the board assurance process:

- The school undertakes and documents a risk assessment as part of the safety checking for appointing staff [*Children's Act 2014-Workforce Safety Checking*].

The board has since addressed the areas of non-compliance identified.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Report and is due within three 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 (Acting)

25 June 2025

Education Counts

This website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home