

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.

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

Paparore School is located 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 Pākehā | New Zealand European students at 11% and other ethnic groups at 7%.

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?	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?	Learners have rich opportunities to learn across the breadth and depth of the curriculum. There is an increasingly consistent focus on supporting learners to gain foundational 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 reasonably 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 responds well to a wide range 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 65%	65 to 79%	80 to 90%	Over 90%

Reading	A large majority of learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Writing	A small majority of learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Mathematics	A small majority of learners meet or exceed the expected curriculum level. Results are 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 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

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

- 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

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 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.

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 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. Teachers promote respectful learning environments that enable students to be meaningfully engaged in their learning.
- A positive school culture continues to be sustained overtime underpinned by school values.
- Deliberate professional development for teachers aligned to school improvement goals contributes 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 guide ongoing improvements in student progress, achievement and learning outcomes.

Key priorities

- Improve students' regular attendance.
- Embed effective structured teaching and learning strategies in reading, writing and mathematics for all learners.
- Continue to build on internal evaluation to measure the impact of strategic initiatives and structured literacy and mathematic programmes.

Actions to bring about improvement

Within three months:

- leaders and teachers implement a suitable attendance plan to lift regular attendance that involves the school community
- leaders and teachers document shared expectations for effective practice in reading, writing and mathematics

Within six months:

- teachers participate in schoolwide professional learning in reading, writing and mathematics to develop consistent use of effective teaching strategies
- leaders and teacher establish shared expectations for effective teaching practices in reading, writing, and mathematics in planning and practice
- leaders and teachers review evaluation processes to identify areas to improve reporting on student outcomes to enable ongoing improvements in strategic initiatives and structured literacy and mathematics programmes

Every six months:

- leaders monitor and report on the effectiveness of the school's attendance plan
- leaders review how well teachers are implementing shared expectations for effective teaching practices in reading, writing, and mathematics in their planning and practice

Annually:

- the School Board and leaders review the impact of the school's attendance plan in improving students' regular attendance rates to guide decision making for ongoing improvement
- the School Board and leaders evaluate the quality of structured teaching and learning practices to further improve students learning outcomes in reading, writing and mathematics and plan next steps
- leaders assess how well the school's internal evaluation model is supporting improved students' learning.

Expected outcomes

- Regular attendance increases to meet the Government's attendance target.
- Consistent schoolwide structured approaches in literacy and mathematics programmes.
- Improvement in students' learning outcomes in reading, writing and mathematics.
- Strengthened internal evaluation capability supports ongoing school improvements.

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 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.

The next public report on ERO's website will be a School 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 (Acting)