

**Tapanui School**  
**Tapanui**

**Confirmed**

**Education Review Report**

# Education Review Report

## Tapanui School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

## Findings

### 1 Context

#### **What are the important features of this school that have an impact on student learning?**

Tapanui School is a small rural school for students in Years 1 to 6. It continues to provide a positive and safe learning environment for students.

There has been a small increase in the school roll and few changes to the staff. The school values the ready support it receives from its parent and wider community.

The school's vision is for children to leave Tapanui School as confident, connected, actively involved, life-long learners.

The principal and teachers have continued to develop their knowledge and skills of current best teaching and learning practices. In 2015 the teaching staff, with the support of the principal and board of trustees, are implementing a curriculum that embraces these new approaches. The school is now organised into two learning areas, junior and senior. Teachers collaborate to plan for and monitor the learning of all students in their respective areas. Parents are being kept well informed and consulted about these changes.

In 2014 most students were achieving well in reading and mathematics. Achievement in writing was slightly lower.

Since the 2012 ERO review, the school has made significant progress in teachers reviewing their own practice and school-wide evaluation. The principal, board and teachers acknowledges that more work is required in building aspects of bi-culturalism within the school curriculum.

### 2 Learning

#### **How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?**

Teachers and school leaders very effectively use achievement information to make positive changes to students' learning.

### **Findings to support this judgement**

Teachers and leaders have comprehensive information about students' achievement in literacy and mathematics. They are becoming better placed to gather information about other aspects of students' learning, in particular achievement in relation to the school's vision and learner qualities. (See key next step.)

Students know about their achievements against expectations. They know what the intended learning is in different curriculum areas and what they need to do next to improve.

Teachers know their students well as individuals and learners. Together, teachers use achievement information well to:

- identify students' learning needs and abilities
- guide their planning and teaching
- evaluate the impact of teaching programmes.

This collaborative approach is building teachers' confidence in making assessments more reliable and enabling the teaching group to have shared responsibility for all students in their area.

School leaders carry out comprehensive analysis of school-wide and cohort data. This leads to:

- identifying areas of need and setting targets to address these areas
- purposeful performance management systems, including relevant professional learning and development (PLD) and teachers' appraisal goals
- informative reports to the board.

The trustees use the provided information to make decisions about additional staffing and PLD. The principal and trustees need to ensure that additional staffing is being prioritised to meet the areas of greatest need.

## **3 Curriculum**

### **How effectively does this school's curriculum promote and support student learning?**

Students' learning is well promoted and supported by the school's curriculum and responsive teaching.

### **Findings to support this judgement**

The school-based curriculum is well designed. This is a result of community input, teacher knowledge and on-going revision. It has a clear vision and the values are well developed. It is strongly aligned to the New Zealand Curriculum.

Students experience learning across a broad range of subjects and activities within and beyond the school. They are carefully supported to develop independent learning skills and other qualities as expressed in the school's vision.

The benefits for students of the reorganised junior and senior areas include more frequent opportunities for:

- targeted teaching of identified students
- small group instruction
- student choice for a range of activities to reinforce and practice new learning
- students to choose where and how they learn best.

Teachers use a range of ways, including increasing use of ICT, to build learning-centred relationships with parents. ERO saw examples of purposeful information given to parents to better help them support their children's learning at home.

#### **How effectively does the school promote educational success for Māori, as Māori?**

A significant number (14%) of students at the school identify as Māori. Māori students achieved very well in reading, writing and mathematics in 2014.

Māori students are seeing and hearing aspects of their culture within school programmes and practices. This is evident in the school culture of tuakana-teina/older students supporting younger students and ako/everyone seen as a learner. All students have regular te reo Māori lessons and take part in waiata sessions.

The school held a hui to gather Māori whānau perspectives and aspirations in 2012. Some broad goals were established. Action plans need to be developed to ensure that these goals are achieved. The outcomes of these goals need to be evaluated and reported to whānau at the next hui planned for 2015.

## **4 Sustainable Performance**

#### **How well placed is the school to sustain and improve its performance?**

The school is well placed to sustain and improve its performance. There is a strong alignment between governance, leadership, teaching, the curriculum and student learning.

#### **Findings to support this judgement**

The school's charter includes useful strategic and annual planning. Teaching staff and trustees worked together to develop the direction, goals, priorities and targets. This has led to extensive and focused PLD for teachers and trustees, especially in the development of the new teaching approaches. Currently the goals do not make strong enough connections to the desired student outcomes as expressed in the school's vision. Planning concentrates on what is to be done rather than what is to be achieved. (See key next step.)

The principal has embedded a culture of reflection and improvement. He leads effective on-going evaluation of teaching and learning programmes. Evaluations are based on student achievement and progress, and how well PLD is being implemented and sustained.

The trustees and principal seek and respond appropriately, and in a timely manner, to the opinions and perspectives of students, parents and staff.

The trustees have high expectations that all students will achieve well. They value and support the professionalism of their teaching staff.

### Key next step

Trustees, leaders and teachers need to continue developing a strong focus on all desired student outcomes as expressed in the school vision. This needs to happen at all levels, including for individual and groups of students, and across the whole school. Evaluations need to show how well these desired outcomes have been met.

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school 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:

- board administration
- 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 student achievement:

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

### Conclusion

Students enjoy learning across a broad range of subjects and activities within and beyond the school. Teachers know their students well as individuals and learners. New approaches to teaching are giving students increased responsibility to know about and manage their own learning. The trustees have high expectations that all students will achieve well.

ERO is likely to carry out the next review in three years.



Chris Rowe  
Deputy Chief Review Officer Southern (Acting)

4 August 2015

## About the School

Location	Tapanui	
Ministry of Education profile number	3842	
School type	Contributing (Years 1 to 6)	
School roll	111	
Gender composition	Boys: 53% Girls: 47%	
Ethnic composition	NZ European/Pākehā Māori Asian Other	78% 14% 3% 5%
Review team on site	June 2015	
Date of this report	4 August 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2012 October 2008 August 2005