

# Tapanui School Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance

## About the School

Location	Tapanui, West Otago	
Ministry of Education profile number	3842	
School type	Contributing (Years 1 to 6)	
Decile [1]	7	
School roll	99	
Gender composition	Boys 63 Girls 36	
Ethnic composition	NZ European/Pākehā	79
	Māori	13
	Other	7
Review team on site	February 2012	
Date of this report	28 May 2012	
Most recent ERO report(s)	Education Review	October 2008
	Education Review	August 2005
	Education Review	March 2003

## The Purpose of an ERO Report

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.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

### Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

# 1 Context

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

Tapanui School is a small country school that provides a positive and safe learning environment for students. There is a culture of respect for others and this helps students to settle easily into the school life. Students work and play well together.

There is a strong focus on student involvement in sport and physical activity. Students benefit from the high involvement of parents and community in school events and activities. The school is well resourced with learning equipment, grounds and facilities.

Over the last two years the school has undergone significant change. A new principal, appointed in 2010, has led some positive developments for teaching and learning. This includes providing for the increased cultural diversity in the school's local community.

## 2 Learning

How well are students learning – engaging, progressing and achieving?

Students are effectively engaged in the learning and make good progress.

The school's information shows that, in 2011, over 80% of students achieved at or above the National Standards in reading, writing and mathematics. The majority of students made the expected progress for their age during the year, with the most significant shifts being made in their writing.

### Areas of Strength

Student-centred learning. Students are encouraged to take increasing responsibility for their learning. They know the purpose of their learning and set goals for future learning. They have opportunities to assess their own work and that of their peers. Their teachers know them and their families well. Students' work is regularly shared and celebrated.

Use of achievement information. The board, principal and teachers use assessment information well to improve opportunities for students' learning. The information is reliable and aligned to the National Standards. It is well analysed and presented, showing progress for groups of students over time. The information is well used to set targets focused on identified learning needs.

Learning support. The board and staff have strengthened support for students who are not achieving as well as they should. Students at risk of not succeeding in their learning are now more systematically identified. Teacher aides are better informed and guided in their work. The resources are more efficiently allocated to programmes. This has led to students with specific needs making significant progress.

Developing teaching practices. The principal and teachers have used professional development well to extend the range of effective teaching practices they use. They have developed shared beliefs about the best ways to deliver the school curriculum. Students are actively involved in their learning.

How well does the school promote Māori student success and success as Māori?

In 2011, as a likely result of school-wide development, Māori students' writing achievement overall was comparable to that of their school peers. It is now timely for the school to review the effectiveness of teaching and learning in reading and mathematics in raising the overall level of Māori student achievement in these learning areas.

## Area for Review and Development

Teacher inquiry. Teachers regularly reflect on the achievement of students and their next steps for learning. They could now increase the focus on the effectiveness of their teaching practices and programmes, including for Māori students.

### 3 Curriculum

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

This school's curriculum is well designed to support student learning.

#### Areas of Strength

The school curriculum gives clear priority to the school's vision, values and beliefs about teaching and learning. It is closely linked with the New Zealand Curriculum. The views of teachers, parents and students are included. The integrated nature of the school curriculum highlights important knowledge and concepts for learning. Teachers have worked well together to provide school-wide consistency.

Students enjoy the broad opportunities they have to learn in a variety of subjects and interesting contexts. These include sports, physical activity and practical learning. Students have opportunities to learn about New Zealand's bicultural heritage. This has included whole-school participation in kapa haka and regular lessons in te reo and tikanga Māori.

#### Area for Review and Development

Use of ICT. The school completed a three-year professional development ICT programme in 2009. Since then, the board has funded ongoing purchases of new ICT technologies. It is timely to review the range of ways teachers are using ICT so that they increase its effectiveness in supporting classroom learning.

## 4 Sustainable Performance

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

The board, principal and staff are well placed to maintain ongoing school improvement in teaching and learning.

### Areas of Strength

Strategic direction. Trustees provide a clear and cohesive direction for school development. The school's strategic priorities, planning and operation are well defined with a strong focus on students' learning. The board seeks and receives comprehensive information about students' learning. Self review is effectively used to inform decision making.

Communication. The board actively seeks community involvement and input to school development. Staff, students and parents are surveyed on a variety of topics. Information about governance, leadership and students' learning is frequently shared. Parents have many opportunities to meet and talk with teachers about their child's learning.

Professional leadership. The principal has worked collaboratively to achieve considerable school-wide development and change. He has fostered clear expectations for best practice in teaching and learning with the teachers. He has improved the quality of information provided to inform decision-making. It is now timely for the board and staff to consolidate the gains that have been made.

### Areas for Review and Development

Strengthening self review. The board and teachers could now make further use of the information they are collecting to monitor the progress that they are making in achieving the board's key focus areas and community goals. For example, extend current reporting processes to also show how teaching and programmes are achieving the board's strategic aims and goals.

Building bicultural competencies. The board's next step in meeting its community goals is to build teacher confidence in using use te reo and tikanga Māori in the daily programmes.

### 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 students' achievement:

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

When is ERO likely to review the school again?

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

Graham Randell  
National Manager Review Services  
Southern Region

28 May 2012