

Te Ranga School Education Review

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About the School

Location	Te Puke, Bay of Plenty	
Ministry of Education profile number	2019	
School type	Full Primary (Years 1 to 8)	
School roll	106	
Gender composition	Boys 63% Girls 37%	
Ethnic composition	Māori	30%
	NZ European/Pākehā	62%
	Pacific	3%
	Other	5%
Review team on site	November 2013	
Date of this report	16 December 2013	
Most recent ERO report(s)	Education Review	October 2009
	Education Review	September 2006
	Education Review	June 2003

The Purpose of an Arotake Paehiranga 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, especially self review for sustaining and continuing improvements.

Arotake Paehiranga is an evaluation of a school that was found, in its previous ERO review, to have the capability to effectively use self review to sustain its high performance to improve outcomes for students.

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1 Context

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

Te Ranga School continues to provide high-quality, holistic education where students experience success in their learning. It is a family orientated full primary school with a roll of 106 students. The growing school roll includes Māori students who whakapapa to a range of iwi, including local iwi of Tapuika and Waitaha descent. The school is well maintained and situated in an attractive rural setting near Te Puke. Many students travel daily by bus or alternatively the school van.

The school has a positive ERO reporting history. This ERO report identifies high-quality professional leadership and a curriculum that is very effective in promoting students success in their learning. Robust self-review processes ensure the school is able to monitor and evaluate the quality of the education provided for students.

The school has continued with upgrades to school buildings and grounds in consultation with students and the community. The school continues to benefit from the strong support of its local and wider community. A recent initiative has been the partnership between the school and the community in upgrading and extending the community hall. This is situated next to the school and used regularly by students. Friends of the school organise fundraising events and give the board generous financial assistance to resource school operations, including funding of an additional teacher and teacher aide.

The board of trustees has many new members, and some have attended relevant training to support their roles as governors of the school. They continue to support teacher's participation in professional development. Teachers have been focused on embedding teaching as inquiry practices, where teachers reflect on their own practice and develop strategies and programmes to support student learning. The principal continues to provide high-quality professional leadership and management. Since the last ERO review two new teachers have been appointed to the senior classes. They are receiving good support through induction programmes about school wide practices.

2 Learning

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

Student achievement information shows that the vast majority of students are achieving at or above National Standards in reading, writing and mathematics. Many students are achieving well above expectations. Students requiring support are given priority and provided with well-considered and effective programmes. School data shows that many of these students make good or accelerated progress in their learning. The school holds high expectations for all students' success in learning. Māori students are achieving success in their learning with a majority achieving at or above National Standards in reading, writing and mathematics.

The school places high importance on developing positive relationships and fostering children's sense of belonging and emotional wellbeing. A well-planned approach to welcome children and families into the school contributes to positive outcomes for them.

As a result of professional development, teachers manage students' behaviour using constructive and positive strategies that build students self esteem and confidence. This is evident in the calm and settled atmosphere for learning prevalent within classrooms.

Teachers are increasingly reflecting on their practice with a view to enhancing students' engagement achievement and progress. Extensive and effective self-review continually contributes to improvements in curriculum and teaching practices. This is particularly beneficial for the school's identified priority learners. Self-review practices include multiple perspectives and views of the school community, students, and families, board of trustees, school leadership and teachers.

Teachers use student achievement information to plan relevant programmes for students. School leaders and board of trustees also use this information to develop goals and targets monitored by action plans that are focused on supporting and raising students' achievement and progress.

The school has identified areas for ongoing review and refinement, which includes making more effective use of high-quality teaching practices already in the school to enhance all teachers' professional practice.

3 Curriculum

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

The school's curriculum is well designed, equitable and highly effective in promoting and supporting student's learning and engagement. The schools mission, vision and curriculum reflect the ideas of its school community. The school aims to support its students to develop learning values of 'Honesty, Excellence, Accountability, Respect and Teamwork'. A feature of the curriculum is the real life experiences students' gain through the use of the local and wider outdoor environment and agriculture. The local community generously share their strengths and skills to enhance learning programmes. Aspects of conservation, science, technology and creativity are integrated through an inquiry project approach. The school continues to build on developing information and communication and technology resources for student learning. Students experience a safe and inclusive culture. Teachers, school staff and volunteers are positive role models for students. They know students well and value their unique individuality and life experiences.

Strong partnerships with families and whānau are strengthened by a wide range of formal and informal communication processes. The use of social media, student achievement reports and individual work sample books keep parents well informed about their children's learning and progress in all curriculum areas. Parents shared with ERO their appreciation for the approachability of school leaders and teachers and staff. There are many opportunities for parents to make meaningful contributions to decision making and be included in the life of the school.

Teachers have access to relevant professional development courses that keep them up to date with current theory and practice in education. The shared leadership approach of the principal enables teachers to use their strengths and grow their leadership skills and capabilities.

Teaching practices that contribute positively to students' success and achievement include:

- teachers' knowledge and use of students interests, life and home experiences to make learning meaningful
- timely feedback and feed forward to students about their learning and next steps
- sharing the purpose of learning and developing success criteria
- effective interactions and deliberate acts of teaching that add complexity to students learning.

Students have many opportunities to develop their leadership skills and voice their ideas

which are valued. Older students take responsibility to care for themselves and others, particularly younger and new children to the school. Students have a wide variety of social, cultural, artistic and sporting experiences to enrich their learning.

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

The school demonstrates its commitment to promoting the success of Māori students through self review, policies, strategic plans and curriculum design. Students from the student council expressed to ERO their appreciation for the warm relationships they have with teachers and other adults, the friendships amongst students and the whānau connections within the school.

The new entrant teacher and two other teachers have undertaken recent professional learning which has strengthened their ability to identify appropriate transition practices for Māori students. ERO and the school agree that there would be benefit in refining the school curriculum in order to better respond to the contexts, history and whakapapa of students.

Aspects that support Māori students to feel valued and confident in their culture include:

- participation in kapa haka led by two experienced kaiako, teachers of Māori song and dance
- tuakana-teina relationships where older students take responsibility for the wellbeing and coaching of younger students
- opportunities to engage with Papatuanuku and learn within the natural environment
- the schools responsiveness to parent/whānau aspirations for their children
- noho marae experiences as a regular event at Makahae Marae.

The school has recognised through its self review and strategic planning the need to develop and enhance the partnership and consultation with local iwi in culturally appropriate settings. School leaders would like to increase the participation of kaumātua and kuia from the local iwi to access their wisdom and expertise in supporting Māori students to experience success. Teachers acknowledge they need to continue to build their confidence and knowledge of Māori preferred ways of learning, and implement a sequential te reo Māori programme that will better respond to what students already know.

4 Sustainable Performance

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

The school is very well placed to continue to sustain and improve its performance. Factors that contribute to this include:

- the high-quality professional leadership of the principal, who is well supported by a very capable senior leadership team and board of trustees
- a collegial and professional teaching team
- a focus on a shared leadership approach which contributes to sustainable practices
- strong community and family partnerships and involvement
- dedicated trustees committed to bringing valuable knowledge and experiences to their roles and continuing to provide sound governance. Trustees receive extensive information to enable them to make effective decisions and allocate resources
- well-documented frameworks that provide clear guidelines for school-wide practices
- comprehensive, robust and reliable self-review practices.

The school continues to build a community of highly reflective learners within a learning community, where student achievement is valued.

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.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in four-to-five years.

Dale Bailey
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Northern Region

16 December 2013