



Education Review Office
Te Tari Arotake Mātauranga

Paparoa School
Paparoa, Northland

Confirmed

Education Review Report

Education Review Report

Paparoa School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Paparoa School is a small rural Northland school that provides education for Years 1 to 6 students. The school has a roll of 55 students. Most students are Pākehā, and Māori students make up 16 percent. Students learn in junior, middle and senior multi-levelled classrooms.

ERO's May 2018 review identified several areas for improvement. These included improving the school culture and community engagement, student achievement and aspects of governance and leadership. Significant progress has been made in most of these areas.

The board of trustees appointed a new principal in Term 4, 2018. There have been some changes to the board and teaching staff.

Trustees have been proactive in working with the principal to regain the support of the local community. They have also worked with staff, parents and whānau to refresh the school's vision, values and strategic direction. The principal has demonstrated a commitment to implementing the long-term vision for the school.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

Agreed priorities for school review and development identified from ERO's 2018 report included:

- governance and leadership
- school culture and community engagement
- raising student achievement.

The principal, teachers and trustees have made significant progress in all priority areas.

Documented action plans and regular reporting have helped the board of trustees to gauge progress in relation to the agreed priorities. Leaders and teachers are committed to professional learning and working collaboratively to sustain improvement.

Progress

Governance and leadership

Leadership and governance capability and capacity have been significantly strengthened. Trustees and staff have worked collaboratively to improve areas of governance and management, including:

- developing processes for regularly reviewing and updating policies and procedures
- developing processes for the regular reporting by the principal to the board
- the scrutiny of achievement information to monitor student progress and achievement
- decision making informed by student learning, wellbeing and achievement information.

Trustees have strategically resourced targeted initiatives designed to improve student outcomes. Considerable upgrades and maintenance to the school buildings and environment have enriched learning opportunities for students. The board is well placed to sustain progress made and continue to strengthen governance processes.

Trustees have benefitted from support and guidance provided from the New Zealand Trustees Association (NZSTA) and the principal. They continue to seek relevant external advice and resourcing to maximise their effectiveness. Trustees could now further support the principal to ensure school policies and procedures are coherent and fit for purpose.

Teachers and the principal work collaboratively. Teachers have participated in professional learning focused on accelerating student achievement and strengthening teachers' inquiry practices. The principal has developed strong professional networks. The school is part of the Twin Coast Community of Learning | Kāhui Ako.

School culture and community engagement

Students learn in well-resourced classrooms. They actively engage in activities and can talk about their learning in a purposeful way. Relationships and interactions between students and teachers are respectful. Students with additional needs are well supported. The learning environments are managed in ways that promote student participation and engagement.

Leaders and teachers work together to build and sustain a positive school culture. Children are developing confidence in their culture and identity. A strong focus on reinforcing and embedding the school values and initiatives support positive behaviours for learning.

Students participate in several school and community events that enhance their sense of belonging and connection to the school. The Paparoa community, parents and whānau are regularly involved in school activities and events. Parents and whānau are positively re-engaging with the school.

Raising student achievement

Student achievement information shows that overall, most students are achieving at curriculum expectations in reading and mathematics. The data show that Māori students have made accelerated progress in reading and mathematics over time, and good progress in writing. Boys are making good progress in reading.

The learning and progress of priority learners and students with additional needs are well monitored. Intensive literacy support programmes are having a significant impact on the achievement of those learners who need to make accelerated progress.

Schoolwide approaches to planning and assessment have been developed. The use of standardised assessment tools is informing baseline achievement information. Leaders and teachers have implemented systems and processes to better track and monitor student achievement. Achievement information is informing teachers' planning and the board's achievement targets.

Teachers share and implement effective teaching practices. Learning intentions and goals are visible in classrooms. Constructive and timely feedback is provided to support students' progress. Teachers promote improved learning outcomes for all students. They prioritise students' potential and success across the curriculum.

A progression of learning and progress indicators is helping to build consistency of teacher practice across the school. Teachers are increasingly inquiring into their own practice to support ongoing improvement.

Teachers are designing and delivering a future focused, responsive curriculum. A Paparoa Graduate Profile has been developed in consultation with students, parents and whānau. This profile reflects the school values and is a foundation document to guide curriculum decision making.

3 Sustainable performance and self review

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

Paparoa School is well placed to sustain and continue to improve and review its practice.

Effective leadership is evident. The principal and teachers have developed strong collaborative relationships across the school community. Leaders, teachers and trustees are proactive and highly engaged in professional learning and development.

Staff have worked successfully with the additional support from the Ministry of Education (MoE) to improve teaching practice and raise student achievement. Teachers and leaders continue to strengthen their capability to sustain and improve student achievement through targeted professional learning and collaboration.

Processes have been developed for a sustainable cycle of planning, improvement and internal evaluation. Purposeful internal evaluation enables school leaders to make informed decisions for improvement. Leaders use a range of evidence from evaluation, inquiry and knowledge building activities for the purpose of selecting and developing strategies for improvement.

The school is well supported by the local Paparoa community. Trustees are actively involved in community groups and events. The school roll has grown, and continued roll growth is predicted.

Key next steps

To sustain and build on school improvements, leaders and trustees should continue to:

- build learning partnerships with parents and whānau
- use the teaching as inquiry approach to strengthen teachers' professional practice
- embed internal evaluation processes to inform strategic planning for school improvement.

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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Conclusion

On the basis of the findings of this review, ERO's overall evaluation judgement of Paparoa School's performance in achieving valued outcomes for its students is:

Well placed ERO's Framework: <https://ero.govt.nz/how-ero-reviews/schoolskura-english-medium/school-evaluation-indicators> is available on ERO's website



Steve Tanner
Director Review and Improvement Services (Northern)
Northern Region - Te Tai Raki

20 May 2021

About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)