

School Report

School Name: Paparoa School

Profile Number: 1077

Location: Kaipara

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

Paparoa School is a small rural school in the Kaipara district north of Auckland. The school provides education for 44 learners in Years 1 to 6. Most learners are European/Pākehā and learners who identify as Māori make up 16% of the school roll. The school values *striving for the highest standards, and achieving goals*, while supporting learners to be challenged and enriched.

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?	Success and progress for all learners is increasing.
What is the quality of teaching and learning?	Learners benefit from high 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 a 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 high quality education for learners are driving excellent school performance.
How well does the school include all learners and promote their engagement and wellbeing?	The school successfully 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 becoming more equitable for all groups of learners.		
Writing				A large majority of learners meet or exceed the expected curriculum level.		
				Results are becoming more equitable for all groups of learners.		
Mathematics				A large 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 large majority of learners attend school regularly.
- The school is approaching the target of 80% regular attendance.
- The school has a suitable plan in place to improve attendance.
- Regular attendance is improving towards or beyond the target.
- Chronic absence is 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.
- Assessment information is used well 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 meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets set for 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

- Paparoa School's rich curriculum, based on environmental sustainability, guardianship, and Māori values, permeates every aspect of school life.
- Strong leadership has created a safe and positive school culture, and high expectations for teaching and learning. The school is in a small rural community which supports a family-like environment, and high levels of inclusion.
- The broad curriculum, incorporating structured reading, writing and mathematics programmes, provides high interest learning opportunities which reflect the aspirations of the local community. The school environment is well maintained and resourced.

Key priorities

- Ensure improved attendance levels are sustained.
- Further embed structured reading, writing, and mathematics teaching and learning programmes.
- Sustain positive outcomes for all learners.
- Further develop connections with local iwi, to ensure that the school curriculum increases positive outcomes for all learners, particularly Māori learners.

Actions to bring about improvement

Every six months:

- leaders and teachers collect, monitor and analyse attendance information, to ensure improved levels of attendance are sustained
- teachers complete professional development in structured reading, writing, and mathematics, and implement these teaching and learning programmes to improve progress and achievement
- leaders and the School Board review connections with hāpu and local iwi, to further develop relationships to strengthen the school's curriculum to support improved outcomes for Māori learners and partnerships with whānau

Annually:

- leaders and the School Board evaluate the impact of attendance initiatives on attendance, to ensure planning and actions for high attendance continues
- leaders and teachers evaluate the implementation and impact on student outcomes of structured reading, writing, and mathematics teaching and learning programmes
- leaders, teachers, and the board evaluate relationships with parents, hāpu, whānau and local iwi to further strengthen the school's curriculum including working with local iwi education plans for Māori learners.

Expected outcomes

- Enhanced progress and achievement outcomes for all learners.
- Sustained high levels of student attendance.
- Well targeted planning and actions support ongoing improvement.
- Structured reading, writing, and mathematics programmes are embedded.
- Strengthened relationships with local hāpu and iwi, Ngati Whatua, to strengthen the school's curriculum and how it supports iwi education plans for Māori learners based on the aspirations of whānau Māori.

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

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

30 September 2025