

**Oropi School
Oropi, near Tauranga**

Confirmed

Education Review Report

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Oropi 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?

Oropi School is located in a spacious, attractive rural setting close to Tauranga City. It caters for students in Years 1 to 8 from Oropi village and surrounding areas. Since the 2011 ERO review there has been substantial roll growth and the school now has 184 students and operates 8 classrooms. The increasing roll has led to plans for major developments in property in 2015. The board of trustees is liaising with the Ministry of Education to establish an enrolment scheme to manage roll growth.

A feature of the school is the close and reciprocal relationship maintained over many years with the local early childhood service. This positive partnership contributes to well-planned and seamless transition to school for children who begin in the new entrant class.

Students have the opportunity to learn Mandarin, Spanish and Māori through systematic and sequential programmes of instruction. A group of students is undertaking a trip to China to further enrich their understanding of Chinese language and culture.

The school has a positive reporting history with ERO. Good progress has been made with the agreed priority in the 2011 ERO report related to strengthening aspects of student learning. Students have developed a range of skills that enables them to talk confidently about the purpose of their learning and share with teachers in decisions about their next learning steps.

The school's vision is highly evident. This vision is to provide a 'place where children can be children, take considered risks, explore their ideas and have a sense of excitement about their own life-long learning.'

2 Learning

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

The school gathers information about student achievement using a wide range of appropriate standardised assessment tools. This information is used very well to make decisions about student achievement in relation to the National Standards (NS) in reading, writing and mathematics. Data

shows that a significant majority of students are achieving at or above NS in reading, writing and mathematics. Māori students are achieving above national comparisons in writing and at similar levels in reading and mathematics. The school is making good progress towards the Ministry of Education goal to have 85% of students achieving at and above NS by 2017.

School leaders have established robust and well-managed processes to accelerate student achievement. The special education needs coordinator (SENCO) is providing strong and effective professional leadership for teachers, and support for children with identified special needs and abilities. The SENCO makes highly effective use of achievement data to provide targeted interventions that address the individual needs of each student achieving below expected levels. The progress of these students is closely monitored and data collected by the school shows that many of these students make accelerated progress to reach the standard required.

The board of trustees makes very good use of the extensive achievement data regularly shared by the principal and senior leaders. They set relevant long-term, strategic goals and targets based on carefully analysed achievement information. This information is also used to make appropriate and purposeful decisions about school resourcing, personnel and professional learning and development for teachers.

The principal is providing skilled and effective leadership. His strong understanding of self review is resulting in significant school development and improvement. He has established positive, transparent and highly professional working relationships with senior leaders, teachers, students and families. School leadership places priority on positive community engagement and improving learning outcomes for students.

Teachers are a collegial team that share a commitment to realising the school's vision. They are enthusiastic about professional learning and implementing innovative programmes founded on current best-practice and theories of teaching and learning. Students demonstrate high levels of understanding in managing their learning, particularly in the senior school. They benefit from teaching practices and positive relationships that affirm, extend and challenge their ideas, language and learning.

The school has established a shared and coherent set of sound beliefs and values about teaching and learning. Leaders and teachers are now in a good position to further develop and integrate a school wide, cohesive language of learning and assessment. This is likely to further enhance the understanding of the learning process amongst teachers, students and their families.

Parents have many opportunities to be well informed about their child's achievement, progress and successes while at school. They make many valuable contributions to the life of the school.

3 Curriculum

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

The school's curriculum is well designed and highly effective in promoting students as capable, confident, self-managing learners. Aspects of the curriculum that contribute to student success are:

- a focus on integrating literacy and mathematical learning with all curriculum areas
- rich and coherent programmes that prepare students well for further education and learning
- contextually relevant programmes with close links to the historic and local environment
- ready access to a range of computer technology for teachers and students to extend learning and research

- learning environments that celebrate student success and reflect the value the school places on high-quality learning outcomes
- student participation in sporting, academic, artistic and cultural activities in the wider community.

Students have many opportunities to take responsibility and build on their leadership skills. Teachers have fostered high levels of trust with students as they progress through the school. Senior students share their skills and act as mentors for younger students. Positive and respectful relationships are evident both in classrooms and as students enjoy their play times.

The school provides a familiar, play-based learning context for new entrants. This experiential approach is centred on children's identified strengths and interests and enhances their growing understanding of literacy and mathematical learning in meaningful contexts. Planned transitions promote a strong sense of wellbeing and belonging for the new entrants. Teachers need to consider how to further include children in planning to add complexity and purpose to their learning and play in the primary school context.

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

The school has a strategic and planned approach to integrating Māori cultural values in the life of the school. Māori protocols are being established for welcoming visitors. A kaiāwhina with skills and knowledge about local Māori heritage and culture is providing leadership for teachers and students as they learn te reo Māori and participate in kapa haka.

Data gathered by the school shows that Māori students are achieving well. The school has a positive partnership with whānau who support school initiatives and share their knowledge about Māori culture and celebrations. The school has made progress towards strengthening connections with Ngāti Ranginui, the local iwi. ERO observed Māori students contributing, confidently engaging in learning and enjoying leadership opportunities alongside their peers. Some classroom displays and environments place high value on Māori cultural identity. The school is making good use of Ministry of Education guidelines *Ka Hikitia* to sustain their focus on accelerating success for Māori as Māori.

School leaders and teachers are committed to continuing to build their understanding of cultural competencies that promote success for Māori learners. An important next step is to continue to build teacher competencies to consistently integrate and model te reo Māori as a normal part of everyday conversations with students.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance because:

- trustees and school leaders set high expectations and have a very good understanding of self-review processes and practices
- students learn skills to keep themselves safe in an inclusive country-school environment
- leadership is highly effective at all levels of the school
- high-quality appraisal promotes teaching practices that contribute to student success and enjoyment of learning
- Māori students experience success in culturally appropriate contexts
- there is strong partnership between the school, parents and wider community.

Trustees and school leaders are in the process of establishing a longer term approach to strategic planning to accommodate and prepare for an increasing roll and major property developments.

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

The board and senior leaders provide highly-effective governance and leadership for learning. The well-designed curriculum promotes student engagement, progress and success through a comprehensive range of learning experiences. Māori language, culture and identity are valued and visible in the school. A strong home and school partnership promotes success for students.

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



Dale Bailey
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Northern Region

21 October 2014

About the School

Location	Oropi, near Tauranga	
Ministry of Education profile number	1870	
School type	Full Primary (Years 1 to 8)	
School roll	184	
Gender composition	Girls 53% Boys 47%	
Ethnic composition	NZ European/Pākehā Māori Other European Pacific Island Other	77% 11% 9% 1% 2%
Review team on site	September 2014	
Date of this report	21 October 2014	
Most recent ERO report(s)	Education Review Education Review Education Review	November 2011 February 2009 July 2006