



**Tauranga Primary School
Tauranga**

Confirmed

Education Review Report

Education Review Report

Tauranga Primary 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?

Tauranga Primary School is located in Tauranga City and provides high quality education for students in Years 1 to 6. Since the 2012 ERO review, a new principal and deputy principal have been appointed and a new board of trustees elected. The school roll has continued to grow and is currently 476 students, including 80 students who identify as Māori. There are 13 International students from Korea enrolled at the school. The technology centre caters for Years 7 and 8 students from local primary schools. A Reading Recovery tutor, Group Special Education speech clinic and itinerant teacher of the deaf are located on site.

Effective leadership, staffing and a strong commitment to improving students' learning are features of the school. There is a strong focus on developing collaborative teaching practices where teachers have a collective responsibility for learners.

The school has responded successfully to the agreed priority in the 2012 ERO report to strengthen te reo and tikanga Māori practices throughout the school. The school's vision 'Together, we are learning to go places - Akongia tātou, ngā haere ki wāhi kē' permeates all aspects of school organisation, management and school life.

Parents and students appreciate the approachability and openness of school leaders and teachers. Students benefit from an inclusive, purposeful and positive school culture.

The school has a positive ERO reporting history.

2 Learning

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

School leaders and teachers use achievement information very well to make positive changes to learners' engagement, progress and achievement. This information is gathered, analysed and used by teachers and leaders, to improve outcomes for learners. Student achievement information is also used to set specific school-wide, class and individual learning targets, and identify and provide appropriate programmes for students needing support or extension. Teachers use this information

to effectively guide planning and teaching that caters for the learning needs of all students. Overall teacher judgements about student achievement are informed by day-to-day observations of individual students, and assessments that provide national comparisons. Students are well engaged and motivated to learn.

Nearly all students, including Māori students, achieve at and above National Standards in reading, writing and mathematics. Progress is evident throughout the year and well reported to trustees and parents. Senior students are aware of their progress and achievement, and share this information in conferences with their parents and whānau.

School assessment processes and practices enable professional learning conversations and a collective approach to enhance learner outcomes. Teachers build positive and culturally responsive relationships with students that promote confident and connected life-long learners. Staff professional learning is focused on enhancing teacher capability and accelerating student achievement.

The Tauranga Primary School learning model is clearly evident and underpinned by collaborative and reflective practices that align to the school vision, values, goals and priorities. The learning community has established a culture of high expectations and a focus on continual improvement. Parents are valued as partners in learning and have many opportunities to engage in their children's learning.

3 Curriculum

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

The school's curriculum effectively promotes and supports student learning. This student centred curriculum is future focused, responsive, holistic and inclusive. The school is effectively reviewing its curriculum to ensure it meets the needs of 21st Century learners. High quality teaching practice and innovative learning environments are informed by current educational research and best practice.

Knowledgeable school leaders work well as a team and are leading curriculum development. They articulate high expectations for student learning and achievement, and for teachers as professionals. There is a school-wide focus on literacy and mathematics. Teachers successfully support students to develop skills, learning strategies and positive attitudes.

Skilled teachers confidently use their professional knowledge to provide programmes of learning that motivate and engage students. Information and communication technologies are used as a tool to facilitate communication with the school community and wider world to support and enhance learning. Students benefit from meaningful learning opportunities within the local and wider community.

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

Māori student identity, language and culture is affirmed. This promotes educational success for Māori, as Māori. The principal has taken a strategic approach to ensure that Māori students and their families are connected and actively involved in the life of the school. Māori students are experiencing success in their learning, and are achieving as well as their peers in reading, writing and mathematics.

Key staff have leadership responsibility for providing support for teachers to implement school-wide guidelines for the delivery of te reo Māori programmes and cultural activities. Teachers have created culturally appropriate learning environments where te reo Māori is modelled, spoken by the students, and visible throughout the school. Students participate in historical and cultural experiences of significance to Māori in Tauranga Moana.

The concept of whanaungatanga is strongly evident within the school. Extended whānau relationships and interactions support and engage Māori students in their learning.

4 Sustainable Performance

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

Tauranga Primary School is well placed to sustain and improve its performance because:

- the board of trustees have experienced extensive governance training and place the learner at the centre of decision making
- trustees use student achievement information to improve student outcomes
- relationships between trustees and professional leaders are based on trust, integrity and openness
- the knowledgeable principal demonstrates strong professional, collaborative leadership and is focused on student well-being and achievement
- the highly effective senior leadership team work well together and make good use of individual skills
- skilled teachers view themselves as learners and are focused on continual improvement
- highly effective self-review processes are well developed
- Māori students are actively engaged in their learning and have high levels of achievement in relation to National Standards
- the school's values, culture and community engagement and relationships provide a strong foundation for sustaining and improving student learning
- the school places high priority on the importance of a safe and inclusive school learning environment.

ERO and the board agree that the next step is to strengthen the collaborative Tauranga Primary School teaching and learning model, and to continue to build capability and knowledge for ongoing improvement and innovation.

Provision for international students

Tauranga Primary School is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989. At the time of this ERO review there were thirteen international students attending the school. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough.

The school provides its international students with a very good standard of education and support, including access to regular English language tuition where appropriate. International students enjoy many opportunities to participate in school activities. Classroom teachers offer high quality pastoral care for international students. Information and relevant guiding documents relating to international students are well organised and up to date.

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 principal, leadership team, teachers and trustees are focused on inspiring students to realise their potential as learners. Students are well engaged and experience success in a wide range of academic, sporting and cultural activities. An effective partnership with parents and the school's community supports a positive learning environment.

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



Graham Randell
Deputy Chief Review Officer Northern (Acting)

11 September 2015

About the School

Location	Tauranga	
Ministry of Education profile number	1991	
School type	Contributing (Years 1 to 6)	
School roll	476	
Number of international students	13	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	NZ European/Pākehā NZ Māori Other Asian Other European Indian Chinese South East Asian Other	62% 17% 7% 5% 3% 2% 1% 3%
Special Features	Technology Centre	
Review team on site	July 2015	
Date of this report	11 September 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	September 2012 May 2009 April 2006