

Tauranga Primary School Education Review

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About the School

Location	Tauranga	
Ministry of Education profile number	1991	
School type	Contributing (Years 1 to 6)	
Decile [1]	7	
School roll	442	
Number of international students	11	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	NZ Pākehā 68% NZ Māori 13% Other European 6% Indian 4% Other Asian 4% Chinese 2% Pacific 1% South East Asian 1% Other 1%	
Review team on site	July 2012	
Date of this report	10 September 2012	

Most recent ERO report(s)	Education Review	May 2009
	Education Review	April 2006
	Education Review	July 2002

The Purpose of an ERO 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 for sustaining and continuing improvements.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

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1 Context

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

Tauranga Primary is a long-established school located in close proximity to the inner city, catering for 442 students in Years 1 to 6, of whom 59 identify as Māori. The school has a student population drawn from a range of diverse backgrounds and includes 11 international students. Staffing has remained relatively stable and is led by a long-serving, experienced principal who is ably supported by a knowledgeable and skilled deputy principal.

There is a strong focus on promoting a professional learning community among teachers through regular meetings to share ideas about current theory and professional practice, related to 21st Century learning and teaching.

Learning occurs in attractive, safe, settled environments that are characterised by positive, affirming relationships among students and teachers.

The board and senior leaders have taken appropriate steps to address the findings of the previous ERO report.

2 Learning

How well are students learning – engaging, progressing and achieving?

The school's assessment information shows that, on entry, a clear majority of five-year-olds achieve within the expected range of literacy and mathematical knowledge and skills.

The school's 2011 achievement information in reading and writing shows that the vast majority of students achieve at or above the expected level. In these learning areas, girls are performing better than boys. Most Māori students achieve at or above expected levels. In mathematics the vast majority of all students achieve at or above National Standards.

The school provides effective support for students who are English Speakers of Other Languages. Achievement information indicates that these students make good progress, and over time are able to achieve at the expected levels. The school is able to show progress for groups of students and individuals in reading, writing and mathematics.

While the school has few Pacific students, the school-wide data shows that the spread of achievement for these students is comparable to other groups of learners.

Assessment information is used effectively to identify students who are at risk of not achieving, or who require extension. Extensive, appropriate support programmes are in place to cater for these students, who are assisted by a large team of teacher aides. The senior leadership team is in the process of evaluating the effectiveness of these support programmes in order to accelerate student learning.

3 Curriculum

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

The school has developed a curriculum that is responsive and promotes and supports student learning. The school's curriculum emphasises the key competencies of the New Zealand Curriculum which are central to all teaching and learning programmes across the school. Key competencies encourage students to develop learning behaviours that will assist them to become confident, connected, actively involved learners. This approach is widely known as the Tauranga Primary School Way (TPS Way).

Features of teaching practice in the classrooms sampled by ERO include:

- positive student engagement in a wide range of learning opportunities
- the use of a range of effective teaching strategies and provision of authentic learning contexts that cater for students' interests
- clear evidence that the TPS way is being embedded in all aspects of school life, including curriculum content and assessment practice
- students learning how to learn through research and inquiry approaches
- the effective use of information and communication technologies as tools to assist programme delivery and student learning.

Students are highly motivated learners who are experiencing success in their learning. The school has identified, and ERO agrees, that the school continues to develop approaches where teachers reflect on their teaching practices to further support student learning.

How well does the school promote Māori student success and success as Māori?

The school has high expectations for the achievement of all students including Māori. Since the last ERO review, progress has been made in the enrichment of the school's Māori dimension. This progress and development is evidenced by:

- the appointment of a teacher with leadership responsibility for promoting the school's Māori dimension
- the establishment of school-wide guidelines for te reo Māori programme delivery
- student involvement in a wide range of cultural activities
- a deliberate focus on promoting Māori student leadership roles

- initiating a whānau hui to share ideas and information about whānau hopes and aspirations for children's engagement, progress and achievement.

Agreed priority: ERO and school leaders agree that the principal and senior leaders take appropriate steps to ensure that the school's documented plans for Māori are fully implemented in classrooms across the school. In addition, teachers should continue to receive professional development to strengthen their knowledge and confidence in te reo me ōna tikanga Māori.

4 Sustainable Performance

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

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

- a distributive leadership model that welcomes contributions and skills of all teaching staff
- effective self-review processes that focus on raising student achievement, the quality of the school curriculum and teaching
- the high level of commitment demonstrated by experienced trustees who make well-informed, evidence-based decisions to support teaching and learning
- the provision of a range of opportunities for parents to be involved in the life of the school and activities that support their children's learning.

Provision for international students

The 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 11 international students attending the school.

ERO's investigations confirmed that the school's self-review process for international students is thorough. Self-review processes provide reliable information in all aspects of the provision for international students. Regular review information is used by the board of trustees for decision-making to support the pastoral care, quality of education and student involvement and integration into the community.

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
- 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 three years.

Makere Smith
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10 September 2012