



School Evaluation Report

School Name: Reporoa School

Profile Number: 1923

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.

Context

Reporoa School is in Reporoa Village, a rural community between Rotorua and Taupō, and provides education for students in Years 1 to 6. Reporoa School prioritises a positive and inclusive culture that is supported by the 'REPS' values of students being Respectful, Engaged, Positive and Striving.

There are three parts to this report.

Part A: A summary of the findings from the most recent Education Review Office (ERO) report and/or subsequent evaluation.

Part B: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part C: The improvement actions prioritised for the school's next evaluation cycle.

Part A: Previous Improvement Goals

Since the previous ERO report of September 2022, ERO and the school have worked together to evaluate how well school-wide structures, programmes and expectations for teaching and learning empowered student self-management for learning, collaboration, and inclusion resulting in outcomes of equity and excellence for all learners.

Expected Improvements and Findings

The school expected to see:

Improved outcomes of equity and excellence for all learners.

- A structured literacy approach has been implemented schoolwide resulting in improved progress and achievement for students in reading and writing, with a large majority achieving at and above curriculum expectations.
- A large majority of students achieve at and above in mathematics, this level of achievement has been sustained over the course of the evaluation.

Improved quality and consistency of teaching and learning practices.

- Schoolwide structures for the planning and teaching of reading, writing and mathematics are established; shared, high expectations for planning, teaching and consistency have supported improved progress and achievement for students.
- There has been significant progress in reading outcomes for students including higher numbers of students achieving above curriculum expectations.
- Processes for student goal setting and self-management of learning are not yet consistent across the school.

Other Findings

During the evaluation, it was found that the school has strengthened positive relationships with local iwi and mana whenua. This has supported the school to implement a school curriculum, with increased integration of te reo Māori and tikanga Māori, resulting in improved engagement in learning and outcomes for students.

Part B: Current State

The following findings are to inform the school's future priorities for improvement.

Learner Success and Wellbeing

Outcomes are improving for most students.

- A large majority of students are achieving at and above expected curriculum levels in reading, writing and mathematics; addressing disparity for Māori learners and boys continues to be a priority.
- Outcomes for students overall in reading and writing have improved over time.
- Less than half of students attend school regularly; improving attendance to meet the Ministry of Education target is a focus of importance for the school and whānau.

Conditions to support learner success

Leaders foster an inclusive school culture focused on quality teaching and learning.

- Leaders increasingly support and promote leadership opportunities for teachers; this is building leadership capability within the school.
- Professional learning initiatives are informed by student assessment and are increasingly effective in positively impacting student progress and achievement.
- Collaborative networks and responsive support programmes are established, leading to increased opportunities for learning and success, particularly for learners requiring additional assistance.

Teaching is increasingly responsive to the differing needs of students.

- Structured literacy teaching practices have resulted in improved student progress and achievement in reading and writing.
- Strengthened use of assessment information and collective monitoring of student progress, has led to increasingly deliberate teaching and learning practices in response to student needs.
- Established expectations for quality teaching and learning are shared and monitored; this has increased consistency of planning and curriculum implementation across the school.
- Students' engagement and progress in learning is supported through a curriculum connected to its local histories and context.

The school has well established conditions that underpin school improvement.

- Leaders and teachers regularly involve parents, whānau and community in sharing aspirations for their children; this information informs school decision making and provides opportunities to strengthen engagement and positive outcomes for students.
- Outcomes for student wellbeing are regularly reviewed and analysed; established programmes and processes support positive wellbeing.
- Leaders and teachers use information from a range of sources to monitor and evaluate the impact of actions focused on improving outcomes for learners, and to plan for ongoing improvement.

Part C: Where to next?

The agreed next steps for the school are to:

- continue to improve progress and achievement for all students in reading, writing and mathematics, with a focus on accelerating achievement for students not yet at their expected curriculum level
- strengthen and embed effective use of assessment data for teachers and leaders to regularly monitor and evaluate the impact of teaching and learning practices on student progress and achievement
- embed schoolwide consistency in planning and implementation of literacy and mathematics programmes
- monitor and review strategies to improve rates of regular attendance for all learners.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within six months:

- identify teachers' strengths and development needs in assessment practices to inform professional learning requirements
- develop improvement plans for literacy and mathematics that include monitoring and evaluating student progress and next steps for continued improvement
- review and strengthen processes to collectively monitor the impact of teaching, learning and use of assessment information on learner progress and achievement.

Every six months:

- monitor the levels of accelerated progress for students identified as not yet achieving expected outcomes in reading, writing and mathematics
- scrutinise how well assessment information is used to monitor student progress and to guide responsive teaching and learning; use this information to support ongoing improvement
- monitor and report on the impact of strategies used to improve learner attendance.

Annually:

- evaluate learner progress and achievement in reading, writing and mathematics, with a particular focus on improved equity and accelerated progress for students not achieving at expected curriculum levels
- analyse how well teachers and leaders are using assessment information to effectively respond to learner needs; use these findings to clarify strengths and areas for further development
- evaluate schoolwide consistency in the planning and implementation of structured mathematics and literacy learning programmes, to support sustainability of practice and positive learning outcomes
- analyse and report on patterns and improvements in attendance, to inform ongoing development.

Actions taken against these next steps are expected to result in:

- improved engagement, achievement and equitable outcomes for all students in literacy and mathematics
- embedded systems and processes for gathering and using assessment information to guide schoolwide improvement priorities and supporting actions
- robust and sustainable processes for effective monitoring and evaluation of the impact of teaching and learning on students' progress and achievement
- increased rates of regular attendance.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three 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
Acting Director of Schools

13 March 2025

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home