

ERO External Evaluation

Te Papapa School, Onehunga, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Te Papapa School caters for approximately 300 students from Year 1 to 8. Students are predominantly of Māori or Pacific heritage. Those students choosing bilingual education in Te Rito, the Māori class or Le Manumea the Samoan class continue their learning to the end of Year 8.

The school has a strong commitment to the principles of the Treaty of Waitangi and an inclusive culture that celebrates the diversity of families in the local community.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics
- progress towards the school's strategic targets
- Māori, Pacific, and English language learners' progress and achievement
- programmes and interventions designed to support additional learning and behavioural needs
- progress, trends and patterns of achievement for priority students
- student attendance, engagement, and wellbeing.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

Leaders and teachers have a relentless focus on achieving equitable and excellent outcomes for all students. The 2019 achievement data indicate that almost all students achieve at national curriculum expectations in reading, writing and mathematics. Since 2015, the achievement information indicates a consistent pattern of improvement for all Māori and Pacific students in literacy and mathematics.

Over the past four years there has been a trend of continuous improvement for boys in literacy. Girls' high achievement in literacy and mathematics has been sustained. Achievement for students in Te Rito and Le Manumea is comparable to other groups of students.

Students achieve very well in relation to other school valued outcomes.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is highly effective in its response to those Māori and other students who need to make accelerated progress. The achievement data indicates sustained acceleration for students and groups of students who require this. Over the past four years the school has been successful in increasing parity for boys in literacy.

School wide achievement information shows that most children who need to, make accelerated progress in literacy and mathematics. Some students, including English Language learners and transient students enter the school not achieving at expectation. School achievement data show that over time many of these students make accelerated progress in literacy and mathematics.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Leaders promote a positive school culture based on respect and collaboration. They actively promote practices that focus on students' engagement and wellbeing. The value placed on and respect for children's cultural heritage promotes an environment in which both adults and children have a strong sense of place and belonging.

Leaders and teachers have high expectations. Children are empowered to be leaders of their own learning. Leaders and teachers collate meaningful evidence to evaluate students' achievement and progress. They purposefully design a range of targeted interventions and actively promote strategies to accelerate learning. Teachers and leaders continue to build their capability to identify and measure capabilities and competencies of bilingual students.

Teachers plan and deliver a broad and responsive curriculum. They use a variety of teaching strategies to engage and motivate students. Teachers are well supported by school leaders to implement teaching and learning strategies that respond to the learning needs and strengths of individual, and groups of children.

New learners of English receive highly effective support to enable them to make accelerated progress. Teachers scaffold programmes and use appropriate assessment resources to inform their planning.

A coherent approach supports students with additional needs to make progress in relation to their individual goals. These students feel accepted, enjoy positive relationships with their peers and teachers and are active, visible members of the learning community. Students build social and emotional competencies to help them to be successful learners.

Community collaboration and partnerships with whānau and families extend and enrich opportunities for students to become confident and connected learners. Te Reo Māori me ōna tikanga is highly visible throughout the school. Children learn about the dual heritage of Aotearoa

New Zealand through authentic learning experiences. Leaders and teachers are successfully embedding culturally appropriate and responsive approaches.

School leaders, trustees, staff, whānau and families have sustained their focus and effort on achieving equitable outcomes for all children. Decision making is based on the effective use of data and best-practice evidence. Staff regularly participate in meaningful and purposeful professional learning and development. This builds collective capacity and positively impacts on outcomes for children.

The school has committed trustees who actively support the school. Trustees and school leaders focus on initiatives that support equitable and excellent outcomes for all students. Comprehensive and cohesive internal evaluation processes and practices are in place to ensure ongoing improvement.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

The school has the capability, systems and processes to continue working towards achieving equitable outcomes for students.

Senior leaders have identified relevant areas for further school improvement. They will:

- further develop teachers' understanding of bilingual education to maximise learning
- continue to design, plan and implement a curriculum responsive to students and whānau aspirations.

3 Board Assurance on Legal Requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children's Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Te Papapa School's performance in achieving valued outcomes for its students is:

Strong

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.

5 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- highly effective leadership that promotes equity and excellence
- evaluation, inquiry and knowledge building to sustain improvement
- a professional capable and committed teaching staff and culture
- inclusive and responsive environments that supports students' learning and wellbeing
- promoting cultural and linguistic responsiveness
- community collaboration and partnerships.

Next steps

For sustained improvement and future learner success, priorities for further development are in continuing to:

- further develop bilingual education
- extend the curriculum to further reflect community aspirations and students' interests.



Steve Tanner
Director Review and Improvement Services Northern
Northern Region
23 April 2020

About the school

Location	Onehunga, Auckland	
Ministry of Education profile number	1534	
School type	Contributing (Years 1 to 8)	
School roll	306	
Gender composition	Boys	51%
	Girls	49%
Ethnic composition	Māori	30%
	NZ European/Pākehā	2%
	Tongan	28%
	Samoan	15%
	Cook Island Māori	6%
	other Pacific groups	6%
	Chinese	3%
	Indian	3%
	other ethnic groups	7%
Students with Ongoing Resourcing Funding (ORS)	Yes	
Provision of Māori medium education	Yes	
Review team on site	November 2019	
Date of this report	23 April 2020	
Most recent ERO report(s)	Education Review	December 2014
	Education Review	January 2012
	Education Review	November 2008