



**Waipipi School
Waiuku**

Confirmed

Education Review Report

Education Review Report

Waipipi 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?

Waipipi School is a rural school situated close to Waiuku in South Auckland. The school caters for students in Years 1 to 8. It has experienced significant growth since the 2012 ERO review to reach a current roll of over 150. Considerable property development has accompanied this roll growth, further enhancing the school environment.

The school, which celebrated its 140th anniversary in 2014, benefits from strong community involvement and support. It provides students with a well resourced, welcoming and family-friendly environment. Students enjoy a school culture that celebrates learning and is responsive to their individual aspirations and interests.

The experienced board of trustees, skilful leaders and stable staffing team provide capable leadership. They have developed positive relationships with students and their families and this contributes to a respectful, inclusive school culture. Students are challenged to achieve their potential and show a sense of pride and belonging in the school.

The board and staff have responded well to the 2012 ERO report. At that time ERO noted that students engaged well in learning and were enjoying opportunities to pursue chosen areas of interest as a result of recent changes to curriculum delivery. ERO also identified the need to improve opportunities for students to learn te reo Māori and for teachers to increase the consistency and quality of teaching practices across the school. Significant improvements in both these areas are evident.

2 Learning

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

Teachers at Waipipi School use achievement information effectively to engage students in learning and to help them be successful learners.

Student achievement information shows that students perform very well in relation to the National Standards in reading, writing and mathematics. Many students are making accelerated progress.

Girls, in particular, achieve well above national averages and in comparison to schools in the local area. While many boys are also performing well, some are receiving additional support to increase their achievement, especially in writing.

Teachers work collaboratively to analyse student achievement data and improve teaching and learning across the school. They use digital forums to explore useful strategies, share expertise and knowledge of relevant research. Teachers use a range of assessment tools and are continuing to improve their processes for helping students recognise the progress they are making and how they can further improve their learning and achievement. Teachers are also developing initiatives to further extend the learning of several gifted or talented students who are performing at a high level in a variety of areas.

Since 2010, data analysis undertaken by the school has included an examination of the achievement of students who have only attended Waipipi School. This focus has increased the school's ability to monitor the impact of its teaching and learning programmes on student progress over time. Data gathered from this study shows significant improvement in students' learning over the four year period between 2010 and 2014.

The board uses achievement data to set targets for those students at risk of not achieving the National Standards. These students are supported on an individual basis through specific interventions, differentiated teaching strategies and teacher aide assistance. Comprehensive monitoring systems for these students, and also for those with special learning needs or talents, helps ensure teachers respond promptly to their needs to sustain learning progress.

Teachers provide very good reports for parents that clearly show children's progress against National Standards and their achievement in other curriculum areas. Parents are well informed about how they can help children's learning.

3 Curriculum

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

The school's curriculum is highly effective in engaging students in relevant learning.

Students receive a broad curriculum that successfully connects reading, writing, mathematics and inquiry learning approaches with other learning areas. Teachers make good use of local, national and international contexts to develop topics that provoke students' interest and provide a platform for discussion and research. The curriculum is underpinned by the school's vision and mission statement and strongly reflects the principles and key competencies of *The New Zealand Curriculum*.

Students are highly engaged in their learning. They are confident and articulate and they value the challenging learning opportunities the curriculum provides. Many are increasingly aware of their progress and next steps for learning. Older students, in particular, are independent learners who make choices about their learning, take on leadership roles in the school, and use their expertise to support other students. Positive behaviour management strategies have contributed to strong peer relationships and a growing respect for students' voice in all levels of decision making.

Since 2013 the school has significantly developed the role of information and communication technologies (ICT) in the curriculum. Students use ICT extensively to support their inquiry learning. It is also used well to provide students with feedback from teachers and to involve parents in their child's learning. Teachers increasingly provide opportunities for student-led learning in the digital

media, and their work on embedding the use of ICT in curriculum design and implementation continues.

The curriculum caters well for students' varied learning interests. Inquiry topics are chosen in consultation with students, and they make choices about their strategies for learning and modes of presentation. A Māori perspective is included throughout the curriculum and is supported by focused daily sessions in te reo Māori for all classes. Year 7 and 8 students enjoy technology experiences, both within their classrooms and at a nearby school. The curriculum also caters for their learning about careers and supports individual choices for second language learning.

Parents are consulted about curriculum content and are invited to share their skills and knowledge to support curriculum topics. They also have opportunities to learn about and support their children's learning through attendance at school performances, open days, and parent evenings where students showcase their work, and when conferencing with teachers.

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

The school has a considered and strategic approach to supporting success for Māori, as Māori.

Most Māori students are achieving well in reading, writing and mathematics, and their overall achievement has increased significantly in recent years. A small number of Māori students are amongst those targeted for additional support to help them achieve better in National Standards.

The school has developed a framework that uses whānaungatanga, manaakitanga, kotahitanga and rangatiratanga as cornerstones to promote te reo and tikanga Māori throughout the school. The board's and teachers' commitment to this initiative has resulted in an increasingly bicultural curriculum and learning environment. The lead teachers for Māori have established an ongoing self-review process to monitor the achievement of Māori. They have consulted widely with whānau Māori about their aspirations for their children and have also developed relationships with local iwi and Puna Reo.

Māori students take leadership roles in promoting the school's kawa and tikanga. This includes leading powhiri, kapa haka, waiata and te reo pronunciation.

As the school works towards fulfilling its vision of Māori succeeding as Māori, teachers are beginning to use *Te Aho Arotake Marau* (the curriculum guidelines for teaching and learning te reo Māori in English medium schools). School leaders are also re-establishing Te Kapa Haka Roopu o te Kura o Waipipi, a community and whānau support group to foster Māori students' sense of belonging and wellbeing.

4 Sustainable Performance

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

The school is very well placed to sustain and further improve its performance.

The experienced board of trustees actively engages in setting direction for the school through its vision and strategic goals. Trustees have developed a charter and long-term strategic plan with an emphasis on promoting high quality outcomes for students. Children are encouraged to take increasing responsibility for their own learning and achieve excellence in all that they do. There is a strong commitment to continue actions that promote positive outcomes for Māori.

The principal's leadership is highly effective. She fosters commitment, effort and initiative from staff by distributing leadership responsibilities and supporting teachers to be change leaders in the school. The emphasis placed on maintaining an inclusive culture that promotes participation, a sense of contribution and cooperative interactions between adults and children fosters student learning and wellbeing.

School leaders and teachers value ongoing professional development. The board is responsive to teachers' requests for opportunities to improve teaching and learning. A balance of individual and whole school professional development supports teachers to meet school-wide and personal development goals. Board members also attend training opportunities to support their roles as trustees.

Self-review processes are well established and used effectively to analyse the impact of learning initiatives. They provide opportunities for parent, student and staff views, ensuring that review findings and decisions for change include consideration of all voices.

The board maintains a regular policy review cycle and participates in all significant school reviews. Trustees remain focused on continuing to seek ways to further improve student progress and achievement.

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.

The board has identified the need to upgrade the swimming pool fence and junior playground. It plans to review possible options for these upgrades in the near future.

Conclusion

Waipipi School provides an innovative and challenging learning environment for students. The principal, board and staff have high expectations of students and constantly set goals for improvement. The school's commitment to high quality outcomes is resulting in students who are successful learners and confident communicators who interact positively with others.

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

Dale Bailey

Dale Bailey
Deputy Chief Review Officer Northern

19 June 2015

About the School

Location	Waiuku	
Ministry of Education profile number	1554	
School type	Full Primary (Years 1 to 8)	
School roll	151	
Gender composition	Girls 50% Boys 50%	
Ethnic composition	Māori New Zealand European/Pākehā	19% 81%
Review team on site	May 2015	
Date of this report	19 June 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	February 2012 May 2009 January 2006