



Education Review Office
Te Tari Arotake Mātauranga

Aorangi School (Rotorua)
Rotorua

Confirmed

Education Review Report

Education Review Report

Aorangi School (Rotorua)

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Aorangi School (Rotorua) is contributing primary school from Years 1 to 6 located in the western suburbs of Rotorua. The current roll is 93 students of which 90% identify as Māori (most whakapapa to Ngati Whakaue/Te Arawa). An experienced principal continues to lead the school. There are five classrooms and there has been little staff turnover in recent years. School leaders and the board have worked hard to maintain a pleasant learning environment with a number of upgrades enhancing the school environment.

The school has opted into the government donation scheme to relieve some financial pressure on families. In addition, Aorangi School (Rotorua) is part of the Government's lunches-in-schools programme and this helped reduce some of the barriers that a number of students had been experiencing previously.

The school's vision focuses on students having high aspirations, positive relationships, being continuously curious, innovative and resilient. Māori students' tikanga is valued, enacted and visible.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

As part of the longitudinal process a number of key priorities were identified. The key areas for further development are identified below.

The management and use of achievement information needs to be strengthened by leaders:

- developing school-wide targets that are inclusive of all at-risk learners, and report to the board on the rates of progress of these students
- collating and analysing student achievement data to evaluate the impact and effectiveness of classroom teaching, programmes and interventions.

Professional learning and development is needed to:

- strengthen teacher understanding of assessment for learning practices to specifically meet the needs of at-risk learners, enabling these students to know about and understand their progress and next learning steps
- build teacher capability to raise and accelerate achievement of at-risk learners.

Progress

Management and use of student achievement information

There are improved systems and process for leaders and teachers to track and monitor students' achievement and rates of progress. Annual student achievement targets have been refined to better include all students at risk of not achieving. To support the school's reporting progress towards these targets, there is mid-year and end-of-year analysis with appropriate commentary provided for trustees. Student achievement discussions occur at a syndicate level and this supports the analysis and reporting.

Teachers can clearly show target students within their class, achievement levels and rates of progress. A range of assessment tools is used to triangulate and validate student achievement information. A centralised system allows teachers to collate data, provide details of specific interventions that have been put in place and analyse the impact of these interventions.

There has been a specific focus on improving student outcomes in writing. Targeted, external professional learning and development (PLD) has supported teachers. There are clear shifts in teacher practice, and this has seen improved outcomes in students' writing. Teachers can discuss the impact of PLD on their practice and there is clear evidence of this in student work.

Teachers know their students well and are focused on building their professional capability to meet the student needs. Teachers and students have warm, positive and caring relationships and an holistic approach provides a well-managed and calm learning environment. Additional PLD has been provided to help students with additional learning and behaviour needs. This PLD has contributed to improved engagement from students and allowed them to better access opportunities in the curriculum.

3 Sustainable performance and self review

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

Aorangi School (Rotorua) is well placed to sustain and continue to improve and review its performance.

The school has made a number of shifts in practice. Student achievement is more closely monitored, and this data is shared collectively with the staff and reported to the board. A professional learning model is embedded, and leaders and teachers are seeing the benefits to this approach. A clear PLD programme is in place to support mathematics teaching and learning for 2021.

Key next steps

ERO and the school agree that in order to sustain the progress that has been made and further improve student outcomes, leaders and teachers need to focus on:

- continuing to build and sustain the current focus on writing PLD
- simplifying school-wide targets to allow trends and patterns of student achievement to be more easily analysed over time
- engaging with and evaluating the impact of planned mathematics PLD for 2021.

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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Conclusion

Aorangi School (Rotorua) has made good progress towards the areas identified and is now well placed to sustain and improve its performance. There is a cohesive approach to change between the board, leaders and teachers. Effective PLD has strengthened teacher practice and improved student outcomes, particularly in writing.

The school will transition into ERO's Evaluation for Improvement process.



Shelley Booyesen

Acting Director Review and Improvement Services (Central)

Central Region - Te Tai Pūtahi Nui

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About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)