

Omokoroa School Education Review

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About the School

Location	Plummers Point, Omokoroa, near Tauranga	
Ministry of Education profile number	1863	
School type	Full Primary (Years 1 to 8)	
Decile [<u>1</u>]	10	
School roll	269	
Gender composition	Girls 52% Boys 48%	
Ethnic composition	NZ European/Pākehā	86%
	Other European	8%
	NZ Māori	4%
	Other	2%
Review team on site	October 2011	
Date of this report	21 November 2011	
Most recent ERO report(s)	Education Review	December 2008
	Education Review	January 2006
	Education Review	November 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?

Omokoroa School is a rural school located at Plummers Point between Tauranga and Katikati. The school caters for students in Years 1 to 8 and has a roll of 269 which is predominantly European/Pākehā.

Since the 2008 ERO review, students have continued to benefit from being part of a successful Enviro school, and there has been a positive response by board and leaders to ERO's recommendation that related to fully realising the aspirations expressed in the school's vision and 'No. 1 Learner' model.

The school roll has continued to grow and there has also been a strong focus on self review, including reflective practice as an important component for improving teaching and learning. The school has maintained positive relationships with its local community and marae.

The school is characterised by stable leadership and staffing, and a strong commitment to meeting students' learning needs. There is a major focus on developing the holistic well-being of all students within a caring and supportive community. The principal and teachers have maintained an open-door approach for students and parents. Students benefit from an inclusive, purposeful and positive school culture.

2 Learning

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

Students are well engaged in learning. A significant number achieve at or above National Standards in reading, writing and mathematics. Progress is evident throughout the year and is well reported to trustees and parents. Students working towards National Standards are well targeted and monitored by teachers, senior leaders and the board. Teachers keep very useful and detailed records of planning, goal setting, progress and achievement.

Teachers use assessment information to effectively guide planning and teaching, which caters for the learning needs of all students. Overall teacher judgements about student achievement are informed by day-to-day observations of individual students, and assessments that provide national comparisons.

Students are increasingly aware of their individual achievement and progress. School leaders acknowledge this as an area for continuing review and development.

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

The majority of Māori students are achieving as well as other students in reading, writing and mathematics. Bicultural perspectives are recognised in aspects of the curriculum. The school continues to develop the integration of te reo and tikanga Māori within classroom programmes and school activities.

3 Curriculum

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

The school has effectively documented its local response to The New Zealand Curriculum. Omokoroa School's curriculum successfully promotes and supports student learning. There is an appropriate emphasis on literacy and mathematics in meaningful contexts. An holistic approach underpins a broad curriculum that provides students with a wide range of learning experiences that include sporting, cultural, social and leadership opportunities. School leaders continue to review and develop their curriculum guidelines and expectations.

Teachers are reflective and open to new ideas for teaching practice. They have high expectations for learning and behaviour, and maintain positive, respectful relationships with students. Well-planned and constructive teaching strategies effectively promote students' thinking, inquiry and engagement.

Classrooms are well resourced, stimulating and focused on learning. School values and the agreed learner model are highly visible throughout the school and well understood by students.

4 Sustainable Performance

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

Omokoroa School is very well placed to sustain and improve its performance because:

- there is a positive reporting history with ERO
- capable trustees have complementary skills and are developing a succession plan to ensure continuity of highly effective governance
- well-established and comprehensive self review is guiding continuous improvement
- the experienced and well-informed principal provides responsive and collaborative leadership
- the skilled and knowledgeable senior leaders are focused on improving teaching and learning
- teachers are engaged in meaningful teaching as inquiry to improve student achievement
- there is an established professional learning culture
- parents are actively involved in student learning and the life of the school.

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 four-to-five years.

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21 November 2011