

# Ranui School Education Review

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## About the School

Location	Ranui, Auckland	
Ministry of Education profile number	1458	
School type	Contributing Primary (Years 1 to 6)	
School roll	359	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	Māori	42%
	NZ European/Pākehā	4%
	Samoan	20%
	Tuvaluan	13%
	Tongan	8%
	Indian	3%
	African	2%
	Cook Island Māori	2%
	Filipino	1%
	South East Asian	2%
	Other Asian	1%
	Other European	1%
	Other Pacific	1%
Special Features	Bilingual Unit Whakatipu Kakano (three classes)	
	Attached Social Worker in Schools	
Review team on site	July 2013	

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Date of this report	23 September 2013	
Most recent ERO report(s)	Education Review	March 2012
	Education Review	June 2008
	Education Review	April 2005

## The Purpose of an Arotake Paetawhiti Report

ERO's review process takes into account each school's context, performance and self-review capacity. ERO differentiates between schools that are having difficulties, schools that are performing well, and schools that are high performing and have well-developed self review. Arotake Paetawhiti reviews are designed to support schools that are experiencing difficulties. These reviews involve ERO providing 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 Arotake Paetawhiti 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.

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# 1 Background and Context

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

Ranui School in West Auckland caters for students in Years 1 to 6. At the time of ERO's education review in November 2011, the culture of the school was not sufficiently focused on providing for the learning requirements of students. This was the main reason for ERO's decision to monitor the school's development through an Arotake Paetawhiti review process.

The board, working with ERO and Student Achievement Function (SAF) practitioners, identified priorities for school improvement and formed an action plan to guide development in these areas. The principal and the board of trustees have been very receptive to support from the Ministry of Education (MoE) focused on addressing areas for development and review identified in the 2012 ERO report. There have been regular communications about the school's progress between ERO, MoE, members of the SAF change committee and school senior leaders.

A limited statutory manager (LSM), appointed by the MoE in September 2011, has supported the board with school operations, focusing on financial and personnel matters. The Minister of Education revoked this intervention in July 2013. Due to the positive developments in the school that included new systems and processes the MoE was confident that the board was better placed to govern the school.

## 2 Review and Development

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

Priorities identified for review and development

The agreed priorities for review and development were:

- developing culturally responsive and inclusive teaching programmes and practices
- embedding evidence-based quality teaching practice
- embedding formative assessment and data analysis for quality teaching
- strengthening relationships and engagement with parents, families and whānau
- strengthening and linking assurance systems, processes and practices.

Progress

Positive school developments since the 2012 ERO report indicate that the board, senior leaders and staff are committed to improving outcomes for students.

The school has used the agreed priorities as a basis for its ongoing development and self review. The board receives increasingly good quality student achievement information from senior leaders. As a result, the board has been able to make strategic decisions that are focused on positive student outcomes.

Students are more confident in talking about what they are learning and how they can improve their learning. They understand the purpose of lessons and have opportunities to express their ideas more freely. Records of students' ideas, evident in wall displays and student work, show the value teachers place on student voice.

Senior leaders and teachers lead school improvement with more clearly defined roles and responsibilities. Staff are more assured in their contribution to raising student achievement. Teachers have responded positively to professional learning and development by modifying teaching practice so that it is focused on enhancing student learning. They have developed worthwhile classroom strategies to support students to lead their own learning. Teacher aides are supported to work alongside groups of students and individuals in various learning contexts. As a result of these positive developments staff are more certain about ways they can contribute to raising student achievement.

School-wide professional learning and development focuses on teaching practices that meet

the needs of diverse learners. Teachers are aware of the importance of planning and delivering programmes that build on students' different capabilities. They are guided by a school curriculum that reflects the principles of The New Zealand Curriculum and recognises students' different languages, cultures and identities. Inquiry learning supports students to make links between what they already know and new information. Teachers are committed to providing a balanced curriculum that successfully supports students' social, emotional and academic development.

There is a greater sense of unity in the school. Ako (learning relationships) are increasingly evident. The placement of bicultural features in the environment and stronger links between the bilingual classrooms and the rest of the school has contributed to an improved, inclusive school tone that benefits Maori students. They actively engage in their learning, and are progressing and succeeding as Maori.

Student achievement levels are gradually improving and teachers are able to demonstrate how they have supported students' progress. Noteworthy, is the significant progress made by students with special learning needs. While there has been improvement in overall student achievement, senior leaders acknowledge that there is still work to do to accelerate the progress of students who achieve below the National Standards.

### 3 Sustainable performance and self review

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

Priorities identified for review and development

The school has developed its self-review and reporting processes to sustain and continue to improve its performance.

Progress

The school is addressing the areas for review and development well. Team leaders are enthusiastic about the next phase of the school's development and ways they can contribute to school direction. Since the 2012 ERO review, more consistent teaching and learning practice is evident school-wide as a result of good monitoring by team leaders and targeted professional learning and development. The principal's leadership has had a positive impact on the professional confidence of teachers and the improved morale in the school.

The board has developed its capability to govern the school and has supported the principal and teachers in their work. Trustees value parent contributions and have developed trusting relationships with families, whanau and aiga. In 2013, a new group of trustees, some of whom have had a long association with the school, were appointed through board elections. The recently appointed board chairperson and principal expect that the successful structures and systems implemented since the 2012 ERO report will be continued and built upon. The new board and senior managers are committed to continue working with teachers and students to improve school-wide student achievement.

Trustees, leaders and teachers have a stronger focus on improving student progress and achievement. School involvement in the Ministry of Education's Student Achievement Function (SAF) initiative has provided the school with opportunities to strengthen internal capability to implement a sustainable cycle of planning focused on continuous school improvement.

Senior leaders have implemented increasingly robust systems for assessing and moderating student achievement. Trustees have a greater understanding of how student achievement information helps to guide their decision-making. As a result of these developments, the board and senior leadership team reflect, plan, act and report to the school community on overall student achievement. This is now possible due to the intensive work that has been done by external support people, senior leaders and teachers to improve the quality of student achievement information that is collected in the school

The board and senior leaders have developed review processes to identify areas for school development. ERO and the board agree that there is still a need to strengthen financial management systems in order to deal with unexpected contingencies.

### 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.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.

Dale Bailey  
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Northern Region

23 September 2013