

Te Ara Huarau | School Profile Report

School Name: Reporoa School

Profile Number: 1923

Background

This Profile Report was written within 14 months of the Education Review Office and Reporoa School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website. www.ero.govt.nz

Context

Reporoa School is located in Reporoa Village, a rural community between Rotorua and Taupō and provides education for students in Years 1 to 6. Reporoa School prioritises a positive and inclusive culture for all that is supported by REPS – the school values of Respectful, Engaged, Positive, Striving.

Reporoa School's strategic priorities for improving outcomes for learners are to:

- focus on high expectations for outcomes of equity and excellence for all learners
- refine collaborative teaching and learning strategies to empower learner agency
- foster a positive and inclusive school environment
- promote active partnership and collaboration with whānau, community and iwi.

You can find a copy of the school's strategic and annual plan on Reporoa School's website.

ERO and the school are working together to evaluate how well school-wide structures, programmes and expectations for teaching and learning empower learner agency, collaboration, and inclusion resulting in outcomes of equity and excellence for all learners.

The rationale for selecting this evaluation is:

- the need to improve outcomes of equity and excellence for all learners
- the opportunity it provides to evaluate and strengthen the effectiveness of collaborative and inclusive teaching and learning practices school-wide
- to strengthen effective use of assessment to respond to learner needs and support learner goal setting and agency.

The school expects to see enhanced and sustainable teaching and learning processes and practices that empower learner agency, inclusion, collaboration and high expectations of equity and excellence for all, particularly in the learning area of literacy.

Strengths

The school can draw from the following strengths to support its goal of enhancing sustainable teaching and learning practices that empower learner agency, inclusion, collaboration and high expectations of equity and excellence for all:

- clear planning for improvement that details actions and outcomes
- externally facilitated professional learning that is supported by internal expertise in the focus area of literacy
- collaborative and committed staff and leaders focused on improving outcomes for all learners.

Where to next?

Moving forward, the school will prioritise outcomes of equity and excellence for all learners through:

- focused staff professional learning in literacy to support identified areas of need for learners
- professional learning to strengthen the use of valid assessment to effectively inform teaching and learning, and to support learner goal setting for improvement
- high expectations for consistent and transitional teaching and learning practices across the school
- continuing to prioritise whānau, community and iwi partnerships to support valued outcomes for all learners.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Phil Cowie
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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. educationcounts.govt.nz/home