

Te Ara Huarau | School Profile Report

School Name: Andersons Bay School

Profile Number: 3703

Background

This Profile Report was written within 12 months of the Education Review Office and Andersons Bay 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

Andersons Bay School is located in the suburb of Andersons Bay in Dunedin. It provides education for students in Years 1 to 6. In 2021 there was a change in leadership, with an Acting Principal in place for Terms 1 - 3 and a new Principal who started in Term 4.

The school's vision is for staff and students to be "Absolutely Our Best". High expectations are modelled and taught through the school pillars of 'Responsible, Resilient, Reflective and Respectful'. A strong sense of history and community within the school and the partnership with parents is highly valued.

Andersons Bay School's strategic priorities for improving outcomes for learners are:

- to provide a high quality curriculum, based on the *New Zealand Curriculum*, which fosters excellence for all learners
- to raise all learners' achievement in te reo me ōna tikanga.

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

ERO and the school are working together to evaluate the effectiveness of the 'Te Reo me ōna Tikanga: Andersons Bay School Annual Plan' in raising levels of confidence and competence in identity, language and culture for Māori, and all, learners. This is significant because Andersons Bay School's vision is for Māori learners to excel in their education as Māori, and for all learners to flourish in a culturally responsive curriculum.

The rationale for selecting this evaluation is:

- to understand the impact of the school's developing culturally responsive curriculum on learners' achievement outcomes
- to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners
- to support continuous improvement that promotes evaluation, inquiry and knowledge building.

The school expects to see planned developments in curriculum, teacher practice and home-school partnerships resulting in all learners demonstrating improved confidence and capability in te reo, tikanga and mātauranga Māori.

Strengths

The school can draw from the following strengths to support its goal to raise levels of confidence and competence in identity, language and culture for their learners:

- the equitable and excellent outcomes that learners currently experience across the curriculum, and the effective, targeted support that is in place for those learners who need this
- leaders' effective and collaborative commitment to continuous improvement as a culturally responsive school
- leaders' and teachers' proactive engagement with community expertise and wider networks to build relationships and knowledge, and to share their own learning and experiences.

Where to next?

Moving forward, the school will prioritise:

- Supporting teachers to grow their confidence and capability in te reo, tikanga and mātauranga Māori to enrich the curriculum for the benefit of all learners
- strengthening meaningful, educationally significant connections with parents and whānau for greater reciprocity and collaboration on building a culturally responsive curriculum.

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.



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Southern Region | Te Tai Tini

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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