

Tēna koutou katoa,

We are super excited to share verbal feedback we took away from meeting with the Education Review Office On June 4th. The focus for their review was on teaching and learning. In summary, here's what ERO said, and how we were rated. Please note: This is not the Formal Report.

**Children know their TIKA values. They are engaged and they know what the values are, and understand them.**

**There's a good vibe in the school, children are happy, they know what inclusiveness is and how to include others.**

**Every class we went to, we met lovely children, children who were able to articulate what they were learning. They were respectful and kind.**

**We saw really high quality teaching and lovely warm relationships between teachers & children.**

**We were impressed with purposeful learning, all children participating.**

**Children can see a reflection of themselves in the classroom.**

**Time & time again, we saw teachers uplifting the mana of children.**

**There are high expectations for learning. We saw wonderful structured literacy and mathematics implemented.**

**Most learners progress and achieve well in core subjects (80-90+ %). Clear expectations guide teaching learning and explicit teaching.**

**There is real consistency of teaching and learning across classrooms.**

**School leaders are future focussed, and improvement driven.**

**Leaders promote a collaborative, reflective culture that supports teachers to inquire into their practice. Along with the SENCO, they are outcome focussed.**

**Consistency and engagement in learning in all classes was strong.**

**These classes are diverse, but you wouldn't have known that, the teachers' ability to manage programs inclusively was evident.**

**The Positive Behaviour For Learning (PB4L) program promotes well being an inclusion.**

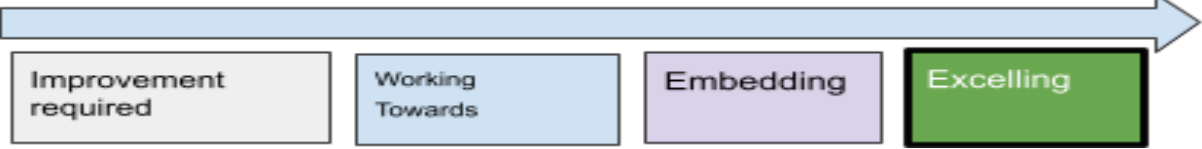
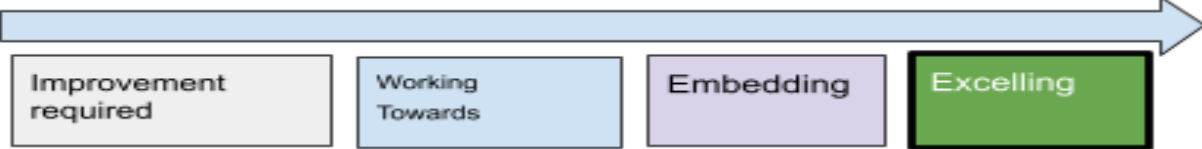
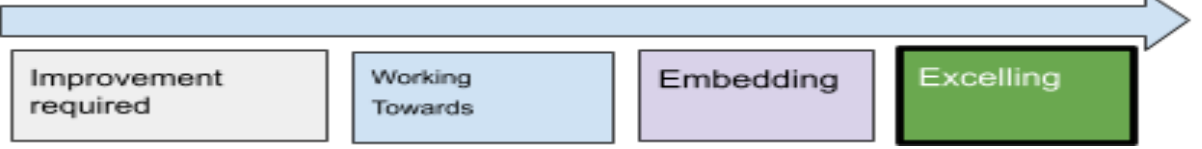
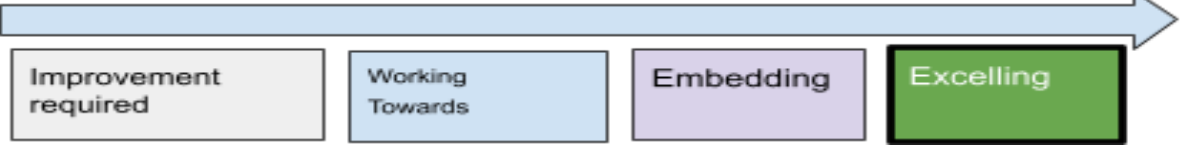
**The school's curriculum is rich and broad, it offers a wide range of learning opportunities, and it strengthens reciprocal relationships between whānau and the school.**

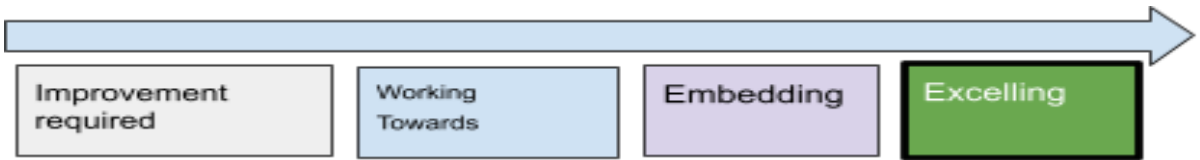
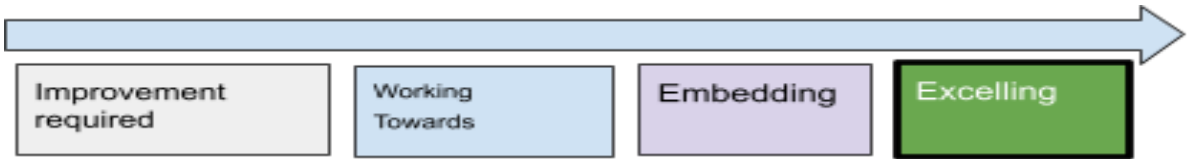
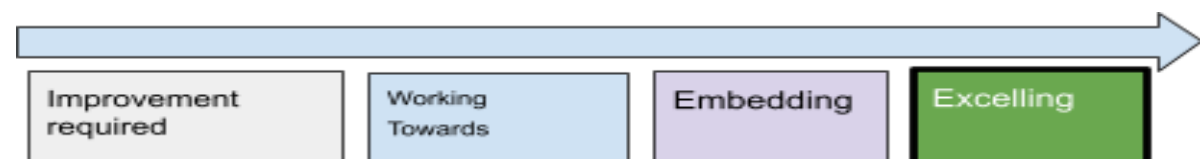
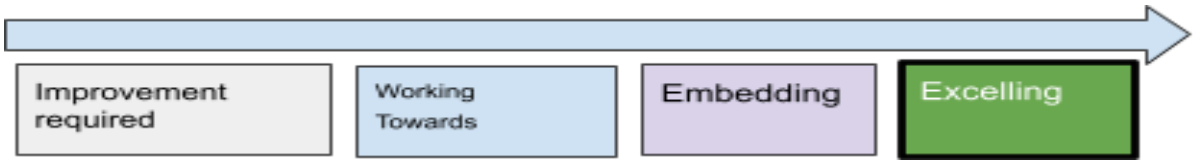
## The School Improvement Framework

ERO assesses schools based on the criteria from the [School Improvement Framework](#) which is shared before the visit. Whilst we shared evidence and evaluated our practices accordingly, ERO looks for related evidence whilst onsite, it then has the final say on where we are placed on the continuum according to ERO's criteria, we have added verbal feedback where appropriate. Please note: This is an internal document which ERO keeps on record and is used in very brief summary points, for the actual report. We thought we would give you a fuller picture of the Review and the feedback during the visit. So, how did we rate? Bold black boxes signify where we were placed on the continuum.

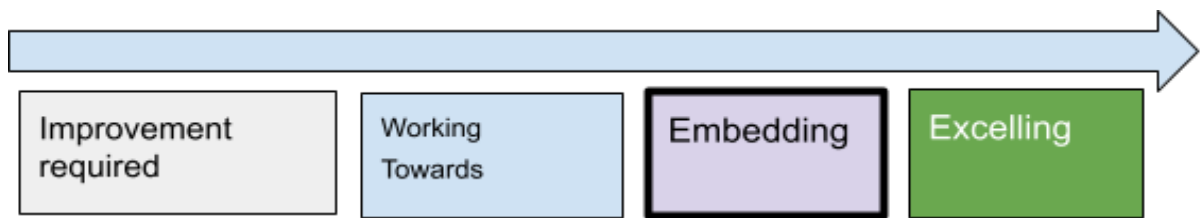
<b>Inclusiveness &amp; Wellbeing</b>	
	<p>The school cultivates an inclusive and supportive environment where student wellbeing is at the core of practices. Leaders and teachers recognise, affirm, value and cater for the diverse identities, languages and cultures of learners, parents, whānau and the community. Children see a reflection of themselves in the classroom.</p> <p>Target students are identified, tracked &amp; and well supported with making accelerated progress.</p> <p><u>Supporting students with additional needs- Verbal feedback:</u></p> <p>‘There is a well considered transition approach, which supports parents who have children with additional needs. Transition is seen as a process and not just an event. Needs are clearly identified by the SENCO and Individual Plans are outcome focussed. The SENCO supports teachers and teacher aides which is a challenging job. We acknowledge the work of the SENCO.’</p> <p>The school regularly and systematically gathers, analyses, acts on and monitors learners’ wellbeing data at a cohort and school level to ensure learners are free from harm and their experiences are mana enhancing.</p> <p>The school provides a physically and emotionally safe and inclusive environment, free from racism, discrimination and bullying, for all learners.</p>

<b>Learning Environment</b>	
	<ul style="list-style-type: none"> <li>• Lessons follow a clear structure, with purposeful routines and clear transitions.</li> <li>• Learners appear settled and attentive. Learning time is maximised and learners are supported to stay on task.</li> <li>• Respectful, responsive and reciprocal teacher-learner and learner-learner relationships are observed.</li> <li>• Teachers interact with learners throughout the classroom.</li> <li>• Teachers create a safe, respectful and inclusive physical, social and emotional environment that encourages participation and collaboration for successful learning.</li> <li>• Learners can see their identity, culture and community represented in the classroom, learning materials and lessons.</li> </ul>

<p>Clear Expectations</p>	 <ul style="list-style-type: none"> <li>• Lessons have a clear learning intention, shared with learners.</li> <li>• Learning tasks are specific and unambiguous. Learners know what they are expected to understand, know and do (success criteria).</li> <li>• High expectations for learners are evident<sup>^</sup>, and it is clear how students can demonstrate progress and achievement.</li> </ul>
<p>Explicit Teaching</p>	 <p>Teachers introduce and model skills, and provide clear, explicit instructions on how to achieve mastery.</p> <ul style="list-style-type: none"> <li>• Teachers provide exemplars that unpack the learning process / intended learning and ‘think alouds’ to demonstrate new skills.</li> <li>• Teachers summarise learning, ‘tying it all together’ at the end of the lesson.</li> <li>• Learners are provided with time to practise new skills and are able to focus on understanding the steps needed to complete the task / solve the problem.</li> </ul>
<p>Differentiated Learning</p>	 <ul style="list-style-type: none"> <li>• Teachers know their learners and the ways they learn best. Teachers understand learner readiness, progress and need for extension.</li> <li>• Teachers differentiate learning ‘in the moment’ to meet the needs of learners individually and as a group.</li> <li>• There are opportunities for all learners to learn and experience challenge and success, with individualised interventions and support as required.</li> </ul>
<p>Engagement in Learning</p>	 <ul style="list-style-type: none"> <li>• Teaching is relational, affirming, culturally responsive and mana enhancing, enabling inclusive participation.</li> <li>• Learners appear engaged in meaningful work, appropriately challenged and encouraged to take risks with their learning.</li> <li>• Lessons incorporate knowledge of learners’ interests, questions, experiences, cultures, languages and background.</li> <li>• Learners with a first language other than English, or with different needs or abilities, receive relevant individualised support to access learning.</li> <li>• Teachers understand and value the importance of learners’ identities, languages and cultures. Teaching draws on the cultural knowledge, languages, experiences, perspectives and skills of all learners to enhance engagement and belonging.</li> </ul>

<p>Collaborative Learning</p>	 <p>Opportunities for student-led collaborative learning, including peer, small group and mixed ability grouping.</p> <ul style="list-style-type: none"> <li>• All learners participate in meaningful tasks and know what they are doing / their role in a group.</li> <li>• Teaching encourages inquiry, active learning, problem-solving, collaboration and dialogue.</li> </ul>
<p>Questioning &amp; Feedback</p>	 <ul style="list-style-type: none"> <li>• Questioning is open and improvement focused, used to check for understanding, stimulate thinking and discussion, and to focus attention.</li> <li>• Feedback is specific, timely, strengths-based and interactive. Learners are encouraged to reflect on their learning and progress.</li> <li>• Formal and informal feedback provides opportunities for immediate correction and improvement, and emphasises opportunities to learn and self/ peer assess (formative) as well as to reflect on mastery (summative).</li> </ul>
<p>Scaffolding, managing cognitive load</p>	 <p>Teaching is intentionally sequenced and connects to / builds upon previous knowledge and learning.</p> <ul style="list-style-type: none"> <li>• Learners are provided with individualised scaffolding, teaching responds to learner interests, questions and insights.</li> <li>• Learners receive multiple exposures to new skills / knowledge and numerous opportunities to practise, demonstrate understanding and apply new learning.</li> <li>• Teachers help learners to see continuity of learning over time and growing capability, and consider learners' cognitive load when introducing new concepts.</li> </ul>
<p>Learner agency &amp; metacognition (Thinking about my thinking)</p>	 <ul style="list-style-type: none"> <li>• Teaching helps build learner agency and self-efficacy, supporting learners to talk about how they learn best, and consciously build learners' self-regulation, goal setting, motivation and study skills.</li> <li>• Teaching fosters learner beliefs in their own capabilities to learn successfully and consider how to best approach learning tasks / solve problems.</li> <li>• Learners can talk about how they learn best and have opportunities to plan, monitor and evaluate their own progress and comprehension through self-reflection and classroom discussion.</li> </ul>

## Culturally Responsive pedagogies for Māori learners



- Teachers know and specifically support the aspirations of Māori learners to achieve educational success as Māori. Cultural competencies of Tātaiako can be observed in teaching practice.
- Whanaungatanga: Teachers actively engage in respectful working relationships with Māori learners. Invitational, respectful, reciprocal relationships with Māori learners is evident
- Manaakitanga: Teachers show integrity, sincerity and respect towards Māori beliefs, language and culture. Te reo Māori and tikanga Māori is visible and normalised by the teacher and learners.
- Tangata Whenuatanga: Teaching affirms Māori learners as Māori and provides contexts for learning where the language, identity and culture of Māori learners & their whānau is affirmed. Relevant curriculum connections are made to the environment, local marae, te ao Māori and mātauranga Māori.
- Ako Teachers take responsibility for their own learning and that of Māori learners. High expectations for Māori learners is evident. Māori learner agency and self-efficacy is evident.

## Leadership



Verbal Feedback:

Leadership is collaborative and reflective. The team is future focussed, improvement driven, and outcome oriented.

Shared leadership is a key component of the school's culture, this makes initiatives sustainable.

There are clear roles and responsibilities, leaders are open to learning & changes, the children are at the heart of the decisions.

Continuous self review is a feature of their drive towards improvement.

School leaders promote a collaborative, reflective culture that supports teachers to inquire into their practice that supports positive student outcomes.

### Next steps:

Along with ERO, the school sees the following as the next steps in their development. The school holds the capability to do this.

1. Although most children achieve in the 80% - 90%+ range, there's a need to accelerate reading/maths/writing for particular cohorts of learners so that there is equity amongst all cohorts of students.
2. Increase regular attendance working towards the government's target of 90%.
3. Continue to embed new curriculum changes.
4. Continue to refine & hone our skills in neurodiversity.

