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**Karapiro  
School**  
Whakatupu tahi tātou

9 March 2020

Dear parents and caregivers,

Our 2019 Education Review is now complete. The purpose of ERO's external evaluations is to give parents, whānau and the wider school community, assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement.

Key findings in our report:

- Schoolwide achievement data gathered at the end of 2018 for Science shows that the majority of students achieved at or above expected curriculum levels
- Karapiro School has a school curriculum that includes meaningful learning opportunities for all students
- Learning for students with additional needs is well managed. The special education needs coordinator (SENCO) and leaders have developed systems to identify, track and monitor progress for these students
- Students experience a wide range of learning opportunities. They are engaged in authentic and current contexts for learning and have a range of leadership opportunities across the school. The curriculum includes a variety of academic, cultural and sporting experiences and education outside the classroom opportunities
- Aspects of te ao Māori are naturally integrated into daily classroom programmes.
- A specialist teacher has been employed to provide support and interventions in literacy, oral language and social skills. A wide range of appropriate services is accessed for students with additional learning or social needs
- The school has established effective education and care networks with external agencies and within the community
- The school has evidence to show that some individual students are making accelerated progress in reading, writing and mathematics
- Teachers implement a useful range of strategies to engage students in the curriculum. They use appropriate assessment tools and practices to guide teaching and learning programmes
- In 2018, most students achieved expected levels in reading and mathematics and the large majority in writing. Māori students achieved at slightly higher levels than Pākehā in reading. There is significant disparity between Māori and Pākehā in writing and mathematics

- Girls and boys achieve at comparable levels in reading. In writing and mathematics girls achieve at significantly higher levels than boys

Next steps for Karāpiro School to ensure sustained improvement and future learner success are:

- Improving school practices to accelerate learning for at-risk students, and to reduce disparity between Māori and Pākehā learners
- Establishing a new Board of Trustees to ensure governance for the school

What should parents look for in this report? The major factor is student achievement as this is the primary purpose of the school. While parents know about the progress of their own children, it is helpful to see what ERO thinks as their officers visit many schools. A number of comments are made above that indicate clearly that teaching and learning at Karāpiro is in good shape. The teachers provide both challenges and support for all and are able to extend those students who will benefit most from it. There is an acknowledgement that the Science programme has been a success and, importantly, that those pupils with additional learning needs are getting the help that they require. This progress sits inside a national curriculum that is being delivered in a rural setting that enhances the opportunities for practical learning. Certainly the school is meeting its student achievement priority.

ERO indicates a disparity for Māori students. This is acknowledged. It should also be seen in a national context as many schools report a similar disparity. The ERO comment also wanted to draw the school's attention to its recording of the progress of its target students, something that is really a tracking format rather than a teaching approach.

It is important to explain the ERO overall judgement about the school as needing development. This does not refer to the teaching and learning at Karāpiro but rather to the fact that it has not had a board of trustees since the end of 2018. Once a Ministry of Education intervention is established, (the Commissioner) a school is always likely to be viewed as needing development because there is no community governance function in place. Once a new board is properly established, work towards removing this rating can begin.

Robert Naumann, Commissioner

Tina-Maree Thatcher, Principal