



# School Evaluation Report

**School Name:** Orakei School

**Profile Number:** 1402

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

## Context

Orakei School near Tāmaki Drive in Auckland has a historical connection to Ngāti Whātua o Ōrākei. The school's values, including creativity and self-belief, underpin the curriculum. The school provides a Māori immersion learning pathway for tamariki in the rumaki classes.

There are two parts to this report.

Part A: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part B: The improvement actions prioritised for the school's next evaluation cycle.

## Part A: Current State

The following findings are to inform the school's future priorities for improvement.

### Learner Success and Wellbeing

Outcomes for learners show increasing equity in reading, writing and mathematics.

- The large majority of learners are achieving at or above expected curriculum levels in reading, writing and mathematics; the school is yet to have equitable achievement outcomes for Māori and Pacific learners in these areas.
- Learners actively participate in te reo Māori, and tikanga Māori; this supports their sense of wellbeing and belonging.
- The school is not yet meeting national Ministry of Education targets for regular attendance.

## Conditions to support learner success

Leadership sets appropriate goals for teaching and learning.

- Leaders support each other and use their strengths to actively work to pursue the school's vision for learner success.
- The principal is strengthening relational trust with whānau, staff and students to improve learner engagement.
- Leaders provide clear guidelines to support teacher effectiveness, including using assessment to inform teaching practice; embedding these expectations is a priority.

Teachers are taking steps to improve their teaching practice and provide a responsive curriculum.

- Teachers are beginning to discuss student achievement information to support their teaching practice and outcomes for learners; continuing to formalise regular discussions in professional learning groups is a key priority.
- Learners with additional needs are identified and teachers provide tailored programmes that effectively meet their needs and improve outcomes.

Positive partnerships support school improvement.

- The board regularly seek the aspirations of whānau and the community to inform strategic decisions and forward planning.
- The board resources strategically so that professional development is relevant to meeting school goals including resourcing a wide range of learning opportunities for learners.
- Leaders and the board use the strengths of Ngāti Whātua o Ōrākei to support learner outcomes and successful partnerships.
- Representatives from Ngāti Whātua o Ōrākei support staff to develop the school curriculum and reflect the history and aspirations of the local iwi.

## Rumaki/Bilingual Outcomes and Condition to Support Learners

### Tamariki outcomes

- Tamariki confidently reflect Ngāti Whātua knowledge through the recitation of karakia, pepeha, and whakapapa.
- Tamariki are motivated and enthusiastic to participate in learning discussions using te reo Māori.
- Tamariki are intentionally exposed to te reo and tikanga of Ngāti Whātua.

### Conditions to support learners

- Modelling of quality te reo and tikanga Māori strengthens tamariki understanding of te ao Māori.
- Kaiako intentionally use a range of inclusive practices that respond to tamariki needs
- Iwi resources and partnerships ensure tamariki can engage with wider community events and people.

## Priorities for Improvement

- Develop te reo Māori oral language through structured reading and writing vocabulary, fluency, and comprehension.
- Implement strategies to develop te reo Māori vocabulary and language structures.
- Develop robust assessment practices and tracking and monitoring of achievement data.

## Part B: Where to next?

The agreed next steps for the school are to:

- leaders develop a clear, realistic timeline to introduce and implement each initiative
- accelerate the achievement of learners who need this most, including Māori and Pacific learners
- document the school curriculum for all learning areas as a guide for teaching and learning to help embed effective teaching practice
- increase and sustain high levels of regular student attendance
- continue building and strengthening reciprocal relationships with Ngāti Whātua o Ōrākei to support tamariki learning.

The agreed actions for the next improvement cycle and timeframes are as follows.

*Within three months:*

- teachers will analyse midyear data, to further identify target students and develop action plans that identify next steps for each learner
- leaders and teachers formalise teams to enable staff to regularly discuss assessment information and achievement to determine what to do next for target students
- leaders and teachers begin documenting the school curriculum
- leaders develop a clear, realistic timeline for the introduction and implementation of each of the initiatives.

*Every six months:*

- continue to collaboratively work with iwi to build mutually beneficial relationships that support outcomes for tamariki
- student achievement data is analysed to identify students' progress and achievement, particularly for Māori and Pacific learners
- leaders and teachers review relevant learning progressions in reading, writing and mathematics
- leaders establish a system for classroom observations and feedback to teachers
- leaders plan for professional development to be aligned with and support the direction of change.

*Annually:*

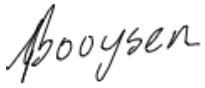
- leaders and teachers review student achievement data and evaluate the impact of professional learning in mathematics; report these findings to the board to determine ongoing actions
- leaders and teachers evaluate the curriculum and continue to develop long term plans for embedding effective teaching practice
- monitor the rates of student attendance and report trends and patterns to the board
- leaders and teachers develop a school evaluation cycle to support the school's improvement journey.

Actions taken against these next steps are expected to result in:

- improved attendance and learning opportunities to support achievement outcomes for tamariki
- equitable achievement outcomes for Māori and Pacific learner in literacy and mathematics
- a school curriculum document, that has learning progressions in all learning areas, and is used by teachers to improve outcomes for learners
- effective teaching practice across the school that improves 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. The next public report on ERO's website will be a School Evaluation Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki  
Let's continue to work together for the greater good of all children



Shelley Booyesen  
Director of Schools

20 September 2024

## 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](https://educationcounts.govt.nz/home)