



# Te Ara Huarau | School Profile Report

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**School Name:** Karapiro School

**Profile Number:** 1764

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## Background

This Profile Report was written within 18 months of the Education Review Office and Karapiro 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](http://www.ero.govt.nz)

## Context

Karapiro School is a rural school located south-east of Cambridge, providing education for Years 1-6 students. Karapiro School's vision statement, *Whakatupu tahi tātou – together we grow*, is underpinned by the school's values of Kotahitanga, Kaitiakitanga, Manaakitanga and Rangatiratanga.

Karapiro School's strategic priorities for improving outcomes for learners are:

- students have agency over their learning and high levels of wellbeing
- stakeholders are invested, engaged and take responsibility for the success of the school
- teachers are engaged in effective and collaborative teaching and learning practices.

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

ERO and the school are working together to evaluate how effectively the school has been in improving the parity of achievement for students that need support in reading, writing and mathematics.

The rationale for selecting this evaluation is:

- student progress and achievement in reading, writing and mathematics over time has identified the disparity in achievement for some groups of students
- leadership is focused on continuing to improve achievement and wellbeing outcomes for all learners and particularly those learners who are at risk of underachievement
- the school recognises the importance of a firm foundation in literacy and numeracy to enable students to access the broader curriculum and further learning.

The school expects to see:

- accelerated progress for targeted learners and groups that is leading to excellence and equity for all
- teachers who are effectively engaged in collaborative teaching practices
- whānau who are engaged in their children's learning.

## Strengths

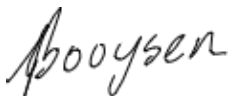
The school can draw from the following strengths to support the school in its goal for parity of achievement for students that need support in reading, writing and mathematics.

- Individual accelerated learning plans that clearly identify target students and are used well to monitor the effectiveness of support interventions.
- An authentic place-based curriculum for students that is developing their skills for life-long learning.
- An inclusive learning climate, including positive community relationships, extends students' opportunities and meaningful experiences of the world around them.

Moving forward, the school will prioritise:

- participating in professional learning and development to strengthen culturally responsive practice
- developing a shared understanding of differentiated and explicit instruction in foundation reading, writing and mathematical skills
- monitoring and reviewing the impact of actions and capturing learnings to inform future planning.

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.



Shelley Booyesen  
Director of Schools

29 April 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)