

School Report

School Name: Lake Rerewhakaaitu School

Profile Number: 1787

Location: Rotorua

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.

About the School

Lake Rerewhakaaitu School is located approximately 40km southeast of Rotorua and provides education for students in Years 1 to 8. The school's roll is maintained at around 55 students; 40 percent of the roll identify as Māori, and 60 percent identify as New Zealand European/Pākehā.

Part A: Parent Summary

How well placed is the school to promote educational success and wellbeing?

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| How well are learners succeeding? | Success and progress for all learners is increasing. |
| What is the quality of teaching and learning? | Learners benefit from good quality teaching practice that improves progress and achievement in reading, writing and mathematics. |
| How well does the school curriculum respond to all learners needs? | <p>Learners have sufficient opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is an increasingly consistent focus on supporting learners to gain skills in literacy and mathematics.</p> <p>Learners with complex needs are well supported to achieve their education goals.</p> |
| How well does school planning and conditions support ongoing improvement? | School planning and conditions to support ongoing improvement to the quality of education for learners are well established. |

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| How well does the school include all learners and promote their engagement and wellbeing? | The school reasonably promotes learners' engagement, wellbeing and inclusion. |
| How well does the school partner with parents, whānau and its community for the benefit of learners? | <p>The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.</p> <p>The school is improving its collection and use of information gathered through community consultation to inform strategic planning and curriculum decisions.</p> |
| Student Health and Safety | The school board is taking reasonable steps to ensure student health and safety. |

Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

| | |
|--------------------------|--|
| Foundation Skills | |
| Reading | <p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p> |
| Writing | <p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p> |
| Mathematics | <p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p> |

Attendance

The school is behind the target of 80% regular attendance.

The school has a suitable plan in place to improve attendance.

Regular attendance is improving towards or beyond the target.

Chronic absence is reducing over time.

Assessment

The school is improving its approach and the reliability of its practices to accurately find out about achievement against the curriculum.

Teachers are developing assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

Progress

The school has good quality planning to increase the rate of progress for all groups of students.

The school has significantly improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making progress towards meeting Government reading, writing and mathematics targets for 2030 and agrees this will need to be a key strategic priority.

Part B: Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

Areas of Strength

- Student achievement in reading, writing and mathematics has increased over time, with significant improvement for Māori learners in these areas.
- A structured learning approach in literacy and mathematics is being implemented in the school.
- Students requiring additional learning assistance are well supported through specialised staff and targeted resourcing.
- Leadership values and prioritises collaborative and inclusive opportunities for parents, whānau and the community to regularly engage in school life and share aspirations for learners.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- progress the achievement of all students in reading, writing and mathematics, with a particular focus on acceleration for those learners not yet meeting curriculum expectations
- strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics
- grow students' confidence and capability in using strategies and tools to guide self-responsibility for their learning
- improve regular attendance for all students to meet Government targets.

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

Within six months:

- identify teachers' strengths and development needs within literacy and mathematics and provide professional learning to support consistency of quality teaching and learning
- review how effectively teachers use student progress and achievement information in literacy and mathematics to respond to learner needs
- review practices and tools used within classrooms that support learners to self-assess their learning and set and self-monitor goals for improvement

Every six months:

- review the consistency of teaching, learning and assessment practices within literacy and mathematics, and the impact on accelerating learners' progress and achievement
- monitor and refine classroom practices that support learners to successfully self-manage and take responsibility for their own learning
- monitor and report on the impact of strategies used to improve regular attendance rates for all learners

Annually:

- evaluate improvements in reading, writing and mathematics outcomes for all learners; identify what is having the most impact for learners and what areas require further strengthening
- analyse how well teachers are using assessment information to plan responsive and engaging opportunities for all learners to succeed
- assess the impact of improved learners' self-management and self-responsibility for learning on learner progress and achievement
- evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing regular rates of attendance.

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

- equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics
- consistent high-quality teaching, learning and assessment practices in literacy and mathematics
- improved outcomes for learners through increased self-management and self-responsibility for learning
- improved rates of regular attendance for all learners.

Part C: Regulatory and Legislative Requirements

Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some regulatory and legislative requirements in the following areas:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

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 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



Sharon Kelly
Director of Schools (Acting)

13 May 2025

Education Counts

This website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home