EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Report – Taipa Area School 2

About the school

Taipa Area School is in Doubtless Bay, Te Tai Tokerau and provides education for students in Years 1 to 13. Most students are of Māori heritage who whakapapa to the local hapū and iwi of Ngāti Kahu. The school's vision is *Kia ngātahi te hoe, Kia whakatere te waka ki uta: Navigate together for success.*

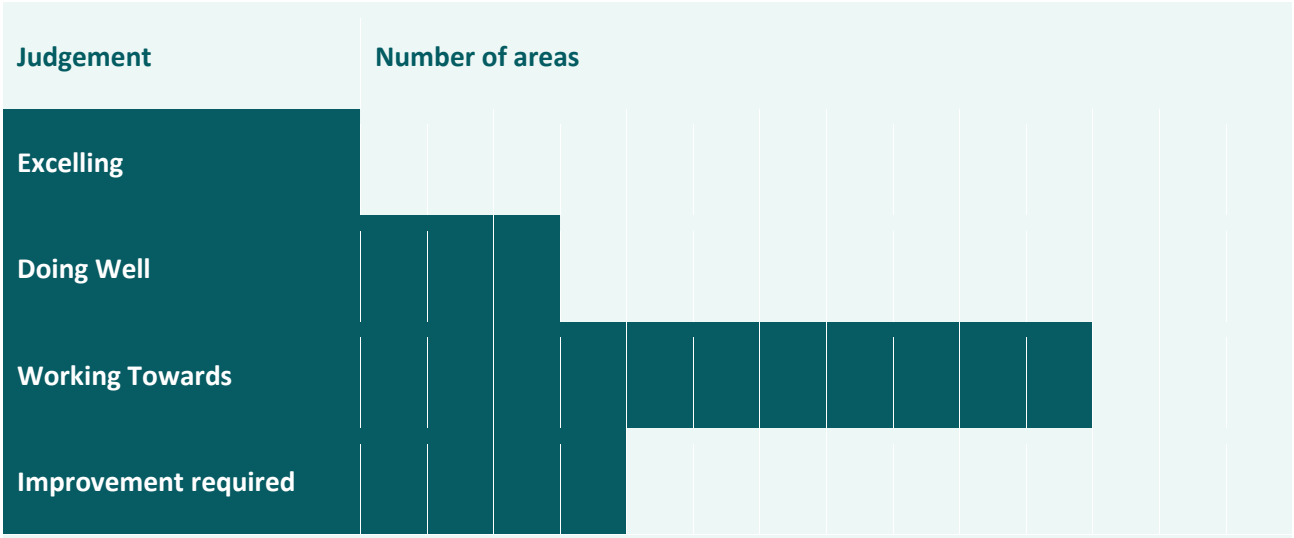
Ngaru Iti is Taipa Area School's Māori medium unit, where some ākonga in Years 1–6 learn through full immersion in te reo Māori, guided by Te Marautanga o Aotearoa.

A new principal began in Term 2 2025.

Taipa Area School: Snapshot

ERO makes judgements on 16 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgements are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

For Taipa Area School ERO have reported on more than 16 areas because outcomes in the Māori medium unit are reported separately.



Student health and safety	**Meets expectation.** Taipa Area School is taking reasonable steps to ensure student health and safety.

Taipa Area School: Overview

The Overview below shows for each of the 16 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

For Taipa Area School ERO have reported on more than 16 areas because outcomes in the Māori medium unit are reported separately.

School conditions for success

Leadership	**Working towards**	Leaders are beginning to build a culture of quality teaching and shared responsibility for lifting rates of progress and achievement.
Teaching	**Working towards**	Teaching practice is becoming more consistent, with effective strategies increasingly supporting learner progress and engagement.
Curriculum	**Working towards**	Curriculum developments are improving learner engagement and participation, although the consistency of outcomes across pathways remains variable.
Assessment	**Working towards**	Assessment practices are becoming more consistent and are increasingly used to support learner progress and achievement.
Provision for students with additional needs	**Working towards**	The school is strengthening its systems to identify and support students with additional needs to better support success, progress and wellbeing for all learners.
School improvement	**Working towards**	The school is establishing planning and conditions that support improvements in the quality of education for learners.
Governance and the school board	**Working towards**	Governance systems are developing but not yet consistently applied across the school. Improvement is needed to ensure rumaki provision is well supported, resourced and aligned with the school's strategic priorities.

Outcomes for students

Reading	**Doing well**	A large majority of students in Years 1-10 meet or exceed curriculum expectations for their year level.
Foundational literacy and numeracy	**Doing well**	A large majority of students achieve literacy and numeracy requirements for NCEA by the end of Year 11.
Mathematics	**Doing well**	A large majority of students in Years 1-10 meet or exceed curriculum expectations for their year level.

Student achievement	**Working towards**	Achievement and progress remain variable across English-medium and rumaki pathways.
Student progress	**Working towards**	The school is working towards accelerated improvement so that all learners, including those in the rumaki setting, experience success and progress in their learning.
Writing	**Working towards**	A small majority of students in Years 1-10 meet or exceed curriculum expectations for their year level.
Equity	**Working towards**	Outcomes for learners are becoming more equitable, although variability remains across pathways.
Pānui and Tuhituhi	**Improvement required**	Achievement outcomes in pānui remain below expectations. The school does not yet have sufficiently reliable achievement information to accurately determine levels of student achievement in tuhituhi.
Pāngarau	**Improvement required**	Achievement outcomes across in pāngarau remain below expectations.
Attendance	**Improvement required**	Less than half of students attend school regularly. Further action is needed to improve attendance.
Engagement and belonging	**Improvement required**	Improvements are required to strengthen engagement and belonging and respond to wellbeing needs of all learners.

Taipa Area School: Full Report

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

Doing Well

Achievement in reading, mathematics, literacy and numeracy

A large majority of students in Years 1-10 meet or exceed curriculum expectations in reading and mathematics. National Certification of Educational Achievement (NCEA) Level 1 literacy and numeracy achievement is above comparable equity index group results, and a large majority of students achieve literacy and numeracy requirements by the end of Year 11. The school is strengthening structured literacy, numeracy support, assessment practices and achievement monitoring. These responses improve opportunities for students to develop foundational skills, participate successfully in learning and access future pathways.

Working towards

Achievement

Student achievement is variable across the school. A large majority of students achieve expected curriculum levels in reading and mathematics, while a smaller majority achieve expected levels in writing. Senior achievement outcomes remain below national levels in several National Certificate of Educational Achievement (NCEA) measures, particularly at Level 3 and University Entrance. Literacy and numeracy achievement is improving and remains above comparable equity index group results, although achievement is not yet equitable for all students.

Disparities remain between Māori, Pacific and NZ European learners, and between some groups of male and female students. School responses, including structured literacy, literacy support across learning areas, targeted numeracy programmes and strengthened achievement monitoring, are improving access to learning and supporting stronger outcomes for many students.

Progress

The school is strengthening assessment systems, goal setting, targeted interventions and data use. These actions increasingly support teachers to identify learning needs, adjust teaching and monitor student progress, although the impact is not yet consistent across the school. Many students make progress across curriculum levels; however, rates of accelerated progress remain inconsistent across year levels and learning areas.

Progress is stronger where assessment information informs teaching and targeted interventions. Variability in the use of assessment, tracking and monitoring limits the school's ability to ensure accelerated progress for all students, including those requiring additional support.

Achievement in writing

A small majority of students achieve expected curriculum levels in writing. Achievement outcomes are variable across year levels, with stronger outcomes evident where structured approaches to literacy and targeted teaching strategies are consistently implemented. While many learners demonstrate progress in developing writing skills, achievement is not yet equitable for all groups of students.

Equity

Equitable achievement outcomes are not yet consistently achieved across the school. Some equitable outcomes are evident, but disparities remain between Māori, Pacific and NZ European learners in literacy, numeracy, NCEA Level 1, NCEA Level 3 and University Entrance outcomes. Gender disparities are also evident in some achievement measures, and retention outcomes are lower for Māori learners and males.

The school has strengthened learning support, attendance interventions, pastoral care and culturally responsive practices to improve outcomes for students at risk of underachievement.

Leadership

Leaders are strengthening a shared strategic focus on attendance, engagement, wellbeing, literacy, numeracy and achievement. Strategic planning, professional learning and organisational changes are building greater coherence and supporting more consistent approaches to teaching and learning.

Leaders increasingly use achievement, attendance and wellbeing information to identify priorities and monitor progress. However, evaluative and monitoring practices are not yet consistently embedded across the school. This limits leaders' ability to determine the impact of improvement initiatives and ensure accelerated progress and equitable outcomes for all students.

Teaching

Teaching practice is becoming more consistent, and teachers increasingly use assessment information to respond to learner needs. Many teachers establish positive learning environments that support student engagement, wellbeing and participation. Structured literacy, increased attention to literacy across learning areas, and a stronger focus on numeracy are improving opportunities for learners to build foundational skills.

Effective differentiation, evidence-informed practice and the use of achievement information remain variable. This contributes to uneven rates of progress and achievement, particularly for students requiring accelerated support.

Curriculum

The curriculum increasingly reflects local contexts, culture and identity, supporting student engagement, belonging and participation. A strengthened focus on literacy, numeracy and future pathways is helping students connect with their learning and experience success.

Curriculum coherence is stronger in the primary and intermediate years than in the secondary school. Variability in curriculum design, implementation and transitions between learning pathways limits equitable opportunities for progress and achievement. Recent developments are improving engagement, but consistent impacts on achievement are not yet evident across the school.

Assessment

The school is strengthening assessment systems to better support learner progress and achievement. Assessment tools, including structured literacy assessments, *Student Monitoring, Assessment and Reporting Tool (SMART)*, curriculum progress measures and NCEA achievement information, provide useful information about student performance.

Teachers and leaders increasingly use assessment information to inform teaching, reporting and target setting. However, assessment practices, analysis and monitoring remain inconsistent across learning areas and year levels. This limits the school's ability to reliably identify accelerated progress and evaluate the effectiveness of teaching and intervention strategies.

Provision for students with additional needs

The school has established processes to identify and support students with additional learning, behavioural and wellbeing needs. Targeted support from the Special Educational Needs Coordinator (SENCo), teacher aides, Resource Teacher: Learning and Behaviour (RTLB) and external agencies promotes participation, inclusion and access to learning.

Many learners with additional needs receive appropriate support that strengthens engagement and wellbeing. Systems for recording, sharing and monitoring student progress could be further developed to provide a measure of effectiveness of intervention programmes.

Governance

Board members provide strategic oversight through the development of a clear vision, improvement priorities and resourcing decisions focused on student success. Governance attention to attendance, wellbeing, literacy, numeracy and achievement supports the school's improvement focus.

The board increasingly uses school information to support decision-making and monitor progress. However, the quality and consistency of evaluative information available to the Board limit their ability to fully evaluate outcomes, monitor improvement and hold the school accountable for strategic priorities. Strengthening evidence-informed governance will better support sustained improvement and equitable learner outcomes.

Improvement required

Achievement in pānui, tuhituhi and pāngarau

Achievement outcomes across pānui, tuhituhi and pāngarau remain below expectations. In pānui and pāngarau, fewer than a third of ākonga are achieving at the expected curriculum level. Achievement data indicates improving equity in pānui and equitable outcomes for boys and girls in pāngarau. Reliable achievement information for tuhituhi is not yet available, limiting the school's ability to determine achievement patterns and target improvement effectively.

A strength is the culturally responsive learning environment, where te reo Māori, culture and identity are affirmed. Positive relationships, purposeful use of te reo Māori, and differentiated learning approaches provide a foundation for strengthening achievement and ākonga success.

Attendance

Attendance is beginning to improve, with more students attending regularly and fewer experiencing chronic absence. Attendance remains well below the Government target for regular attendance. Attendance disparities remain; Māori learners, male students and some year levels experience higher levels of chronic absence than their peers.

The school has implemented targeted attendance support for learners at greatest risk of disengagement through whānau engagement, mentoring, attendance planning and interagency support. Early evidence indicates these actions are contributing to improved attendance for targeted students and reduced chronic absence across the school.

Engagement and belonging

Many students experience positive relationships, support and a growing sense of belonging at Taipa Area School. Increased visibility of Te Reo Māori, tikanga Māori and mātauranga Māori is strengthening learner identity, inclusion and connection. However, experiences of safety and belonging are not yet consistent across the school and impact on wellbeing and engagement for some students.

The school has strengthened its pastoral care, counselling support and learning support systems and has improved monitoring of student wellbeing. These actions are establishing stronger foundations for improvement, although positive outcomes are not yet consistently experienced by all students.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Action within three months	Actions within six months	Every six months / annually	Expected outcomes
Increase consistency of teaching practices to improve achievement outcomes and engagement for all students.	Establish a clear shared approach to effective teaching across classrooms to strengthen students' understanding of their learning and next steps.	Leaders provide staff with professional learning to enhance schoolwide teaching, learning and assessment practices.	Leaders and the Board monitor the consistency and effectiveness of teaching practices to improve and sustain student engagement and achievement outcomes.	Consistent, effective teaching that is improving achievement outcomes and engagement for all students.

Strengthen schoolwide systems, processes and leadership practices to improve student engagement, wellbeing, and achievement outcomes.	Leaders clarify and embed consistent schoolwide systems, high expectations, and leadership practices to accelerate student engagement, wellbeing and achievement.	Leaders monitor and review the consistency and effectiveness of systems, expectations and leadership practices.	Leaders and the Board evaluate the impact of school systems, processes and leadership practices on improved equitable outcomes and adjust priorities accordingly.	Effective schoolwide practices lead to improved student outcomes.
Develop and implement a strategic plan for Ngaru Iti, that identifies key actions aligned to Te Marautanga o Aotearoa curriculum development.	Leaders access professional learning for Kaiako to improve teaching, learning and assessment capabilities aligned to Te Marautanga o Aotearoa.	Leaders extend data analysis to monitor and report achievement and progress rates of ākonga in Ngaru Iti.	Leaders and teachers evaluate the effectiveness of strategies, programmes and interventions on ākonga outcomes to refine strategic targets and inform resourcing decisions.	Improved engagement, achievement, progress and equitable outcomes for ākonga in Ngaru Iti.

Improvement priority	Actions within six months	Every six months / annually	Expected outcomes
Increase regular attendance to meet government targets.	Leaders monitor, review, and refine the attendance management plan to improve regular attendance.	Leaders and the Board evaluate the attendance plan to ensure initiatives continue to improve regular attendance and adjust accordingly.	Increased rates of regular attendance that meet government targets.

Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

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

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Actions for compliance

ERO has identified the following areas of non-compliance during the board assurance process:

- the Board must authorise in writing and train any staff members who are not teachers who may be required to use physical restraint
  [s 99 Education and Training Act 2020]
- the Board must ensure that all staff receive child protection training in accordance with the school's child protection policy
  [s 18 and 19 Children's Act 2024].
- the Board must ensure the school has an approved evacuation scheme
  [Fire and Emergency New Zealand Act 2017, Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018]

The Taipa Area School Board has since addressed the area of non-compliance identified.

School improvement

ERO has some confidence in Taipa Area School's capacity to make the improvements identified in this report with external support. The school continues to face challenges in improving foundational school conditions, student attendance and achievement outcomes. As a next step to support sustained improvement, ERO recommends that the Secretary for Education consider requiring an action plan as listed in section 171(1) of the Education and Training Act 2020 in the following areas: student engagement, wellbeing, attendance, and achievement outcomes.

ERO will revisit to review progress six monthly and the next public report on ERO's website will be within 18 months.

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



Sharee Hemingway
Director Ākonga Māori

28 October 2026

Further information about the school

Types of school	Composite school Co-educational
Year levels	Years 1 to 13
School roll	434
Student population *Students can identify with more than one ethnicity.*	Māori 80%, NZ European/Pākehā 27%, Pacific 6%.
Equity Index (EQI)	This school's EQI is 530 which places it in the highest range. This means almost all students at this school face more socio-economic barriers to achievement than average.
Immersion & Bilingual Education	Taipa Area School offers the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report, February 2023

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones Education Counts Home | Education Counts.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, an overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics.
- **Engagement** and belonging.
- **Equity**.
- **Attendance**.
- **Leadership** and school improvement.
- The **curriculum** and **quality of teaching**.
- **Assessment**.
- Provision for students with **additional needs**.
- **Governance** and the school board.
- **Health and safety**.

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance; aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

How do we report percentages?



Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90 %	Over 90%