



Te Ara Huarau | School Profile Report

School Name: Goldfields School (Cromwell)

Profile Number: 3741

Background

This Profile Report was written within 18 months of the Education Review Office and Goldfields School (Cromwell) 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

Context

Goldfields School is a contributing primary school located in the township of Cromwell in the Central Otago Lakes area. Its vision is 'Learning and growing together' and 'Poipoia te kākano kia puāwai - Nurture the seed and it will blossom'.

Goldfields School (Cromwell)'s strategic priorities for improving outcomes for learners are to:

- embed Te Huarahi Tipuranga, the Goldfields' learner profile and pathways, into everyday use for planning and assessment
- develop a consistent, coherent language of learning based on the Goldfields learner profile and pathways
- strengthen engagement with the school's community through the development of a community engagement plan.

You can find a copy of the school's strategic and annual plan on Goldfields School (Cromwell)'s website.

ERO and the school are working together to evaluate the integration of Te Huarahi Tipuranga into classroom practice.

The rationale for selecting this evaluation is:

- Te Huarahi Tipuranga is the culmination of three years' worth of work to identify what the Goldfields community wants for their tamariki by the time they leave the school
- the pathways take the elements of the school's learners' profiles and describes the learning at each stage of the school
- the pathways have been mapped to the *New Zealand Curriculum Key Competencies, New Pedagogies for Deep Learning Global Competencies (21st Century Skills)* and *Tātaiako Cultural Competencies*.

The school expects to see the work integrated as the school's local curriculum for planning, assessment, and reporting in the competencies. The pathways developed as Goldfield's local curriculum will help staff with achievement of excellence, ensuring that their practice is culturally responsive and addressing the competencies.

Strengths

The school can draw from the following strengths to support the school in its goal to integrate Te Huarahi Tipuranga into classroom practice:

- strong leadership and teaching teams that work collaboratively for schoolwide improvement
- a clear and visible learning framework that sits at the heart of high-quality learning at Goldfields
- a highly effective cycle of evaluation that is embedded, aligned and informs the school's strategic direction and priorities
- well considered professional development that empowers quality teaching and learning.

Where to next?

Moving forward, the school will prioritise:

- developing a consistent and coherent language of learning based on Te Huarahi Tipuranga building planning and assessment tools for use with the learner pathways
- extending the learner profile to include all ākonga (students and staff), so that a common language of learning is used throughout the school to promote whanaungatanga and mahi tahi.

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.



Dr Lesley Patterson
Director Review and Improvement Services (Southern)
Southern Region | Te Tai Tini

6 December 2022

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