

# Paparangi School Education Review

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## About the School

Location	Paparangi	
Ministry of Education profile number	2947	
School type	Contributing (Years 1 to 6)	
School roll	149	
Gender composition	Male 52%, Female 48%	
Ethnic composition	Māori	15%
	NZ European/Pākehā	50%
	Asian	12%
	Pacific	4%
	Other ethnic groups	19%
Review team on site	September 2013	
Date of this report	5 November 2013	
Most recent ERO report(s)	Education Review	August 2010
	Education Review	June 2007
	Education Review	December 2004

## The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student

learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

#### Disclaimer

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## 1 Context

What are the important features of this school that have an impact on student learning?

Paparangi School is located in the north Wellington suburb of Paparangi. It caters for students in Years 1 to 6 and promotes a strong sense of family. Community involvement and participation in school events and activities are high.

Staffing has remained constant and the school roll has increased since the August 2010 ERO report. A buddy system promotes caring and respectful interactions among students of all age groups and with teachers.

The school is strongly committed to sustainable education. Students enjoy a range of opportunities to participate in learning that connects them with the local community and experiences, with an environmental focus.

Strong partnerships with the kindergarten and local intermediate school support students' transitions.

## 2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Students actively engage in purposeful learning. Teachers know students well and have high expectations for them as learners.

School leaders collect and analyse data from a range of assessment tools and classroom information. In 2012, data reported to the board showed that most students achieved at or above National Standard expectations in writing, reading and mathematics. Māori and Pacific students are achieving well. Assessment information is used to identify strengths and needs. Appropriate programmes are in place for those students requiring additional support and progress and achievement are closely monitored.

Reports to parents and whānau provide clear information about students' progress and achievement over time in relation to the National Standards. Student-led workshops support home and school partnerships for learning.

Students with special needs learn alongside their peers. They are well supported by a team of specialists. The team works collaboratively to identify appropriate learning goals for students.

### 3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The curriculum is aligned with the principles of The New Zealand Curriculum and the school's charter. There is a strong focus on reading, writing, mathematics, the key competencies and the school's values. Students have a wide variety of learning opportunities. It is timely to review the curriculum to ensure that parents and whānau aspirations are included.

Students have opportunities to work with each other in a variety of ways. Lessons are well paced. Attractive room environments celebrate student achievement. Effective questioning by teachers and access to a wide range of resources supports learning. Teachers should continue to empower students to have a better understanding of their learning levels and next steps.

Teachers work collaboratively to share ideas and reflect on their practice. They engage in regular professional learning and development. Individuals are encouraged to inquire into the effectiveness of their teaching. Understanding of this process is developing. There is a collective responsibility for student progress and achievement.

How effectively does the school promote educational success for Māori, as Māori?

Māori students achieve as well as their peers. They have opportunities to take on leadership roles. A sense of belonging and identity is promoted by participation in kapa haka and other cultural experiences. Teachers understand the importance of Māori students' identity as Māori and are committed to building strong relationships with whānau and the local marae.

The board has recently consulted with whānau and is keen to increase whānau voice in the school's strategic decision-making and resourcing. The leadership team is involved in initial professional learning and development about Tātaiako: Cultural Competencies for Teachers of Māori Students. They are looking at ways to incorporate the competencies into staff appraisal.

The principal acknowledges that te ao Māori should be more evident in the school environment and curriculum. Teachers should continue to develop their knowledge and use of te reo Māori and integrate the language into the daily programme.

## 4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Board members have a range of experience and skills. They are improvement focused and committed to developing their knowledge and understanding of governance. Trustees are well informed about student progress and achievement and school development.

The charter provides clear strategic direction for the school. The principal identifies the need for trustees to review the strategic plan in consultation with parents and whānau.

Staff appraisal is a well documented process which identifies goals and provides some useful feedback for teachers to develop their practice. More robust feedback would strengthen the process. Teachers should inquire more thoroughly into the impact of their teaching on students' progress.

There is a regular cycle of policy and procedure review. Self review of teaching and learning practice in relation to student achievement is developing. Strengthening the process with indicators and evidence for effectiveness should maintain the focus on improvement.

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the ERO Board Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration

- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.

Joyce Gebbie  
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Central Region (Acting)

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