

# Paparangi School Education Review

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## Disclaimer

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This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

## About The School

Location	Newlands, Wellington
Ministry of Education profile number	2947
School type	Contributing Primary (Years 1-6)
Decile rating	9
Teaching staff:	8.30
Roll generated entitlement	1.74
Other	9
Number of teachers	
School roll	148
Gender composition	Girls 52% Boys 48%
Ethnic composition	New Zealand European/Pākehā 57% Māori 16% Sri Lankan 6% Indian 6% Samoan 3% Other European 3% Chinese 2% Tongan 2% Other ethnic groups 5%
Special features	Resource Teacher: Literacy
Review team on site	May 2007
Date of this report	22 June 2007
Previous ERO reports	Education Review December 2004  Accountability Review June 2001  Effectiveness Review May 1997

Assurance Audit June 1995

Review May 1992

## The Education Review Office (ero) Evaluation

Paparangi School is a multi-ethnic state school in Newlands, just north of Wellington City catering for students in years 1 to 6. It is located on a hillside overlooking a bushy area of council reserve. Two syndicates are situated on split levels, each with their own play areas. Since the 2004 ERO review, the school has been fully networked for information and communication technologies and parts of the library and five classrooms have been refurbished. A new assistant principal was appointed in 2004, and an office manager and three teachers have been recently employed. At the time of this review, the deputy principal was on leave.

In 2006, following the resignation of the Board of Trustees, a commissioner was appointed. He consulted parents and staff through meetings and a survey, and led a series of three meetings for those interested in understanding more about governance and trusteeship. A new board was elected in April 2007. A professional development programme is scheduled to support board members in their new positions. With the election of trustees, the commissioner role has ceased and a statutory advisor to the board appointed. The previous commissioner has been appointed to this position.

The school places emphasis on caring for the environment and is an accredited enviroschool. Partnership with the local council has led to several shared activities in the neighbouring reserve. Students tend selected school gardens, look after a wormery and are enthusiastic about opportunities to join a group known as the "garden gang". Fruit brought for interval and lunchtime is cut up and shared in order to minimise waste.

Progress on the recommendations in the 2004 ERO review indicates that significant improvements to planning and assessing written language have occurred as a result of professional development and altered school processes. Some special needs programmes are well monitored and the identification of those at risk of not achieving has improved. The principal's meetings with the commissioner include discussions about student achievement information.

This education review evaluates the quality of the school's collection and use of assessment information, engagement with parents, whānau and communities, achievement of Māori students and compliance areas relating to health and safety and other legislation, including the school's planned preparedness for a pandemic. Procedures clearly stating how the school will meet the needs of gifted and talented students are not established.

The strategic planning cycle is well organised and useful in guiding ongoing improvement in student achievement outcomes. An overarching rationale and sound procedures provide clear direction for teachers to systematically implement assessments throughout the year. The 2007 assessment schedule includes an appropriate blend of standardised and locally

designed literacy and numeracy tests. School-wide information is well analysed to identify specific year groups and individuals who require attention and provides helpful evidence for decision making. Information about student achievement in other curriculum areas is limited.

Suitable classroom planning and assessment systems are available for staff use. Where these processes are used well, effective teaching practices such as sharing learning intentions and success criteria, giving clear explanations and checking for student understanding, are apparent. Some high quality models are evident where students are focused, engaged learners who understand the purpose of set tasks and can articulate what they are striving to achieve.

The school has some useful mechanisms for reporting and celebrating student achievement. Parents appreciate the welcoming manner of teachers when discussing students' interactions and learning. Students are polite and helpful, and spoke confidently with ERO about their enjoyment of school.

As a result of this evaluation it was identified that it is timely to review school policy and procedures to extend assessment practices across the curriculum, improve written reporting to parents, refine student goal setting, further develop and document provision for gifted and talented students and strengthen quality assurance practices to monitor the consistent implementation of school expectations.

### Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

## The Focus Of The Review

### Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall. Paparangi School collects and analyses information on literacy and mathematics.

#### Literacy

Diagnostic assessment carried out at six years of age indicates that 75% of students who were tested between the beginning of the school year in 2006 and May 2007 achieve a suitable level. Letter identification and hearing sounds in words are particular strengths. Supplementary Tests of Achievement in Reading in 2007, for those in years 3 to 6, show that 86% of all students and 89% of Māori achieve stanine 4 or above. The national norm for this test is 77%. No Māori students are represented as being critically at risk in stanines 1 and 2. Overall, students achieve well in reading.

School-based benchmarks for achievement in spelling are established and measured from years 2 to 6. School-wide, year level achievement against benchmarks in 2006 ranged from 56% to 80% of students achieving the benchmark. Students not achieving mastery by term 3 are identified.

Results for 2006 written language assessments, using national exemplars in years 1 to 3 and Assessment Tools for Teaching and Learning in years 4 to 6, indicate that students' strengths vary considerably depending on the style of writing assessed. Overall, achievement is higher in procedural writing with year levels ranging from 53% to 87% meeting expectations for their age and lower for persuasive writing with a range of 23% to 61%. Data on procedural writing were not recorded for years 1 and 5 or for persuasive writing in year 1 to inform the school-wide picture of achievement. Year levels not meeting expectations have been identified in the 2007 annual targets.

Baseline data collected in 2007 for writing recounts prior to instruction, demonstrate that achievement is below expectations for the test, in years 4 to 6. The school plans to reassess student progress at the end of term 3, 2007. Students in these year groups indicate positive attitudes towards writing. Data for years 1 to 3 have not been adjusted against benchmarks for 2007, so are not included in this report.

#### Mathematics

School-based tests in basic facts for 2006 show that by the time students reach year 6 80 to 95% have reached mastery.

Progressive Achievement Tests in mathematics demonstrate that by term 3, 95% to 100% of students in years 4 to 6 achieve at or above stanine 4. Progress is notable between terms 1 and 3. Overall achievement is above expectations for this test.

Teachers have just begun professional development in numeracy. The Numeracy Project diagnostic assessment has been implemented for all students and the information used to inform teaching practice. As yet this has not been analysed for school-wide trends.

### Individual Education Plans (IEPs)

Students with high needs are provided with regular and detailed IEPs. These include achievement data, next steps, teaching strategies, allocated responsibilities and a review date. Written evaluations are not always completed.

A school-wide picture of achievement in other essential learning areas is not yet evident.

### School Specific Priorities

Before the review, the board of Paparangi School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Paparangi School.

ERO and the board have agreed on the following focus area for the review:

- the collection and use of assessment information.

ERO's findings in this area are set out below.

### The Collection and Use of Assessment Information

#### Background

The school negotiated writing as a focus for the 2004 ERO review and has participated in two years of professional development since. Teachers have also taken part in improving teaching practice in physical education and activity and have just begun involvement in a numeracy contract. While some staff turnover has occurred, those teachers who were at the school in

2003 received training in using appropriate assessment techniques. Staff development sessions have continued to include aspects of assessment including attendance of all staff at a full day seminar. When establishing a focus for this review the principal and commissioner were interested in gaining an external view on how well assessment practices were informing student learning and influencing teacher practice, particularly in literacy and numeracy. ERO agreed that the collection and use of assessment information would be a suitable focus.

Since the initial meeting to establish the review focus a board of elected parents has been re-established. With newly elected trustees the role of commissioner ceased and has been replaced by a statutory advisor to the board for a period of 12 months. An investigative plan and information about ERO's review process was shared with newly appointed trustees. They agreed that an evaluation on the collection and use of assessment information would be useful. This review includes observation of classroom practice, reading documentation and discussions with board, staff, parents and students.

### Areas of good performance

- Student achievement targets for writing and numeracy are clearly stated in the annual plan. Assessment information is well analysed to identify specific year groups and individuals who require ongoing attention. The process is well documented and effectively links the charter goals, annual plan, analysis of variance and professional development. This strategic planning cycle is useful in sustaining ongoing improvement in student achievement outcomes.
- An overarching rationale and sound procedures provide direction for teachers to systematically implement useful assessments throughout the year. External professional development and an emphasis in staff and syndicate meetings on assessment practices are increasing shared understandings and approaches. As a result, teachers reflect on their practice and, as a staff, make changes to school processes.
- The 2007 assessment schedule includes an appropriate blend of standardised and schooldesigned tests for literacy and numeracy. The use of several assessment tools for reading, spelling and aspects of mathematics increases the reliability of results. Teachers, in syndicates, effectively moderate judgements about student achievement in writing. The collection and analysis of relevant and accurate data from nationally-referenced tests are used to track progress and indicate trends and patterns of achievement over time for year, gender and some ethnic groups.
- School-wide benchmarks for achievement are established in literacy and numeracy. Achievement information is well used to identify students who are high achievers and those at risk of not achieving. Teachers respond to the data by grouping for instruction. Extra provision is made for students who are underachieving. Those with high needs have regular, targeted individual education plans and teacher-aide support.



- There are clear expectations for teachers to use formative assessment practices with students, for example sharing the purpose of learning and discussing what success looks like. This is supporting them in making judgements about their learning, thinking about achievement and considering what they will need to do to improve.
- Suitable classroom planning and assessment systems are available for staff use, for instance shared theme unit plans and useful templates to manage and teach the essential learning areas. Where processes are used well, effective teaching practice includes:
  - planning for more than one curriculum level and adapting syndicate plans for classroom use;
  - using weekly evaluations to inform the teaching programme;
  - meeting the needs of individual students through flexible and responsive grouping;
  - reviewing established prior knowledge and previous learning;
  - sharing learning intentions and success criteria, giving clear explanations and checking for understanding;
  - implementing a range of inclusive practices;
  - recapping lessons to identify next learning steps;
  - teaching students how to self and peer assess;
  - giving positive, focused oral feedback; and
  - recognising and responding appropriately to students' ethnicity and culture.

Where a number of these practices are well established, students are focused, engaged learners who understand the purpose of set tasks and can articulate what they are striving to achieve.

- Students are beginning to use what they know about their learning to self assess their levels of achievement, personal responsibility and interactions. They also provide feedback to their peers. The use and understanding of self assessment are strengthened when the teacher contributes to the process. Students are becoming familiar with assessment vocabulary and are starting to use this with confidence to describe their achievement.
- Performance management systems are of good quality. They incorporate a school-wide focus related to charter goals and professional development. The school has begun to use information on student achievement to gauge and monitor the effectiveness of teaching through targeted classroom observation and appraisals. Teachers receive constructive feedback that affirms good practice and identifies areas for development.
- The school has some useful mechanisms for reporting and celebrating student

achievement. The parent community receives a report showing the analysis of variance, stating how well annual achievement targets are met. Three way interviews, led by students, are valued by parents and facilitate the setting of learning goals. Portfolios, sent home three times a year, provide opportunities for parents to view and comment on their children's work. Achievement is celebrated in newsletters, at assemblies and through special activities. Parents appreciate the welcoming manner of teachers when approached to discuss students' interactions and learning.

## Areas for improvement

- The documentation and implementation of the planning, assessment and evaluation cycle of some teachers are inconsistent. This negatively impacts on aspects of teaching and learning programmes such as:
  - development of different learning intentions for groups working independently;
  - provision of written feedback with associated next learning steps;
  - classroom management; and
  - balanced guided reading programmes.
- While sound assessment practices are established for literacy and mathematics these do not extend to all essential learning areas. Therefore, the board cannot be assured that achievement and progress are evaluated across the curriculum.
- Procedures and programmes to identify and challenge gifted and talented students are not well established or shared with parents. There is some confusion about how the needs of this group of students are being met.
- The principal and staff acknowledge that reporting to parents requires review, in particular, the quality of the content of written reports at the end of the school year.
- Many students are unaware of their achievement outcomes from schoolwide assessments. This inhibits their ability to understand their accomplishments and then develop suitable learning goals. When establishing writing goals, a balance between surface and deeper features needs to be closely monitored by teachers.
- The principal does not yet have a signed performance agreement for 2007. While the first official meeting of the board did not occur until May 2007, and the commissioner was keen for trustees to be highly involved in the process, the first quarter of the year transpired without the process being fully in place.

## Areas Of National Interest

### Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Paparangi School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

### The Achievement of Māori Students: Progress

In this review, ERO evaluated the progress the school has made since the 2004 ERO review in improving the achievement of Māori students and in initiatives designed to promote improved achievement. There has been an increase in the number of Māori attending Paparangi School from 11% in 2004 to 23 students representing 16% of the roll in 2007.

### Areas of progress

- The school has maintained its good performance from the 2004 ERO review in the following areas:
- the school charter clearly recognises New Zealand's cultural diversity;
- Māori parents are consulted through community surveys and parent teacher interviews; and
- aspects of te reo and tikanga Māori are appropriately integrated into some unit planning.
- Further progress has been made in the quality of systems to analyse and monitor student achievement data for Māori students. This now covers literacy and mathematics. Ethnicity is also recognised at class level. Templates indicate the school's expectation that Māori students are identified.
- Classroom environments, use of te reo Māori and inclusion of tikanga are developing an atmosphere where students spoken with by ERO state they feel confident about sharing their culture and enjoy learning. Time is allocated in the class day to teach te reo Māori.

- Internal and external professional development and the effective classroom practices identified in section 3 of this report have improved teaching strategies that are benefiting Māori students.

### Areas for further improvement

The school provides few facilitated opportunities for parents and whānau to meet together and discuss ways of contributing to schooling improvement. While parent teacher interviews, goal setting and surveys provide information for the school, these do not assist parents and whānau to interact and represent their views collectively.

### Pandemic Planning

In all school reviews ERO is currently evaluating the extent to which schools have planned for a potential influenza pandemic in terms of the guidelines provided by the Ministry of Education.

In ERO's view Paparangi School is well prepared for such a pandemic.

### School Engagement with Parents, Whānau and Communities

As part of this review, ERO evaluated the extent to which school practices contribute to meaningful and respectful relationships with parents and whānau that have a positive impact on students' learning, achievement and well-being.

The school is developing practices to achieve the above.

The most useful school practices for engaging parents/whānau are:

- facilitating special celebrations, such as Paparangi days and theme assemblies, when families join their children at school;
- organising annual three-way student led conferences involving parents and teachers that contribute to the setting of individual learning goals;
- providing regular school and syndicate newsletters with a useful balance of general school activities and community news;
- the commissioner convening meetings to provide opportunities for parents to share their views and provide feedback on a subsequent survey; and
- re-establishing the home and school committee.

The benefits and value of parent/whānau engagement in this school include:

providing opportunities for parents to meet each other and their children's teachers in formal and informal settings.

The challenges to parent/whānau engagement in this school include:

- creating more opportunities for parents to be involved in school life, such as activities outside the classroom. Parents and students stated they would value increased exploration of, and learning in, the wider Wellington region;
- increasing information sharing with parents about key learning events and scheduled assessment;
- continuing to raise the positive profile of the school in the community; and
- improving communication systems to meet community needs, especially for those working full time, through greater use of emails, the school website, parents evenings and other opportunities for interactions.

### Recommendation

To develop or strengthen parent/whānau engagement at Paparangi School, ERO recommends that the new board review the school's internal and external communication systems and digital network to provide more opportunities for parents' involvement in their children's learning and share successes with the local community.

## Board Assurance On Compliance Areas

### Overview

Before the review, the board of trustees and principal of Paparangi School completed an ERO Board Assurance Statement and Self-Audit Checklist. 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; and
- asset management.

The Commissioner and principal stated in the board assurance statement the need to report to the board when teacher appraisal and attestation against professional standards has been completed.

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

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

Each school needs to acknowledge that bullying is a risk to be managed. In this school staff became aware of some parent concerns and acted promptly to address these. Students were surveyed and the results analysed to determine their perceptions and acknowledge the type and severity of any bullying. The main issue was verbal comments and name calling.

In 2006, the school initiated professional development for staff in the use of student peer mediation. In 2007, students are being trained as peer mediators. There is a whole-school emphasis on the virtues programme that includes interpersonal relationships. Teachers reinforce positive interactions. The principal celebrates students caring for each other and

formally recognises good behaviour at assemblies, through newsletters and in special morning teas.

The school has a very positive and productive tone with students demonstrating good manners and cooperative, appropriate interactions in the playground. Instances of bullying have decreased. Students spoken with during the ERO review are aware that some bullying exists. They stated they feel safe and happy at school.

## Compliance

During the course of the review ERO identified areas of non-compliance. The school has not developed appropriate procedures for the identification of gifted and talented students or provided suitable programmes. In addition, not all regular contracted staff have been police vetted.

In order to address these the board of trustees must ensure that:

5.1 Gifted and talented students are identified and provided with appropriate programmes.

[National Administration Guideline 1 (iii a, b and c) and (iv), National Education Guidelines]

5.2 Police vets for regular contracted staff are obtained.

[Section 78CA Education Act 1989]

In order to improve current practice, the board of trustees should:

require the principal to report on attendance trends and patterns.

## Recommendations

ERO and the board of trustees have developed the following recommendations, that:

- 6.1 The board will support the principal and staff to review school policies and procedures to:
  - extend assessment practices across the curriculum;
  - improve the process for reporting to parents, including the development of student goals; and
  - develop and share identification processes and programmes for gifted and talented students.
- 6.2 The principal and senior management will strengthen quality assurance practices to monitor the implementation of the clearly communicated school expectations.

## Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

signed

Lennane Kent

Acting Area Manager

for Chief Review Officer

22 June 2007

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To the Parents and Community of Paparangi School

These are the findings of the Education Review Office's latest report on Paparangi School.



## Community Page

Paparangi School is a multi-ethnic state school in Newlands, just north of Wellington City catering for students in years 1 to 6. It is located on a hillside overlooking a bushy area of council reserve. Two syndicates are situated on split levels, each with their own play areas. Since the 2004 ERO review, the school has been fully networked for information and communication technologies and parts of the library and five classrooms have been refurbished. A new assistant principal was appointed in 2004, and an office manager and three teachers have been recently employed. At the time of this review, the deputy principal was on leave.

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### Future Action

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ERO will review the school again as part of the regular review cycle.

### Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

signed

Lennane Kent

Acting Area Manager

for Chief Review Officer

## GENERAL INFORMATION ABOUT REVIEWS

### About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

### About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

### Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

### Review Coverage

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achievement and useful to this school.

## Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.