

Paparangi School Education Review

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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report:Paparangi School

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

Paparangi School is located in the North Wellington suburb of Paparangi. A sense of student, staff and community pride for the school is highly evident.

Students know about their learning and progress through ongoing and effective conversations with staff and peers. They set specific, useful learning goals with their teacher and family. These goals are monitored, tracked and reset as appropriate. Students get useful feedback to help them work towards their next learning step. Students affirm their peers support them and celebrate their successes.

Students participate in activities in and out of class that supports their learning and feeling of self worth as confident, competent learners. The school environment is conducive to giving students positive experiences. The environment for sustainability programmes are shared across the school, with all ages involved.

Teachers thoroughly plan, prepare and implement programmes tailored to the needs of the individual student. Students engage with learning through effective teaching, especially in smaller group, guided lessons where teachers spend uninterrupted, focused time with them.

A sense of belonging to the school community is evident. Families are invited to attend school-based social, sporting, cultural and academic events. These occasions are well attended. Managers and staff, as part of self review, are planning to consider further ways to extend, collate and analyse the outcomes of consultation practices, including engaging with whānau Māori.

The management team, with the school community, value and support staff. Teachers are building a shared ownership and understanding to improve teaching and learning through appropriately selected professional development and learning. An area identified for further review and development to further enhance learning outcomes for students, is deeper analysis, interpretation and use of student achievement information by the teaching team.

The board of trustees gets sufficient data from the principal that identifies achievement, progress, trends and patterns for resourcing and decision making purposes. Decisions made are improvement focused. The board, with the principal, continues to allocate resources so students engage, progress and achieve while at Paparangi School.

Future Action

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

2 Paparangi School's Curriculum

How effectively does the curriculum of Paparangi School promote student learning - engagement, progress and achievement?

School context and self review

Staff and the school community have fostered a positive culture for learning and improvement. The board and staff are focused on the academic and social wellbeing of students.

The teaching staff participate in appropriate professional development, extending their involvement in a learning community both within and outside the school. New learning from the resilience, numeracy, literacy and information and communication technologies (ICT) contracts has been sustained. Ensuring that each individual student experiences success in literacy and numeracy is a schoolwide priority. Most students at this school are achieving in reading and numeracy at age appropriate levels, including Māori and Pacific students. In writing, achievement is variable.

Self review is an ongoing practice and staff challenge themselves to improve and evaluate how that practice impacts on students.

Students expect to progress and achieve with direction provided by teachers.

The school curriculum has been developed through a consultative process which weaves together the principles, key competencies, values and vision that are central to this school's culture. Ongoing professional discussion continues to shape the Paparangi Curriculum focused on students achieving their potential to become life-long learners.

A deliberate strategy, strengthening the relationship with the adjacent kindergarten to assist transition to school, is evident. An impact of this has been the opportunity for school and kindergarten families and children to engage in exploring aspects of te ao Māori.

Areas of strength

Student engagement

Students know about their own learning and progress through ongoing and effective learning conversations with staff and peers.

Students across the school:

- have confidence to ask and answer questions about their activities and make choices in

learning;

- get regular and appropriate feedback that enables them to work towards their next learning step;
- access prompts, use ICT and attractively presented resources available in the classrooms as tools for learning;
- experience differentiated group teaching that caters for their individual needs, interests and strengths in reading and mathematics;
- respect and work towards enhancing and sustaining their environment through planned programmes;
- participate in opportunities that develop leadership, independence and self management skills across the curriculum, including leadership for Māori students in kapa haka;
- are supported if they are underachieving by well considered intervention programmes; and
- experience an inclusive environment where each students culture and background is affirmed and celebrated.

Student engagement and sense of belonging is evident. They are provided with a range of experiences that are meaningful, relevant and motivating.

Reflective teachers

Teachers are highly reflective practitioners with an improvement focus. Professional learning and development undertaken is clearly evident in classroom practices.

Examples of effective practices include:

- using skilled questioning to extend students' understanding;
- reflecting on prior experiences, helping students make connections and identify patterns in learning;
- having a collaborative team approach to support students' health, well being and academic progress;
- responding to the immediate learning and social needs of students providing focused teaching and support;
- identifying a group of target students as a focus for deliberate acts of teaching, tracking and monitoring;
- providing well organised routines and clear expectations that foster students confidence

and independence;

- modelling respectful relationships at all levels;
- providing inviting environments that reflect the students perspective;
- using professional knowledge and formal assessments to group students and determine next steps in learning;
- facilitating good quality guided lessons that demonstrate a range of effective strategies;
- well paced purposeful learning for students; and
- well annotated portfolios and strong written feedback accessed and discussed by students.

Teachers know their students well.

Community involvement

Families participate in a wide range of school activities. This participation includes the well established practice of three way conferences. Families, students and teachers work together identifying the next personal learning goal for the child. These goals are monitored regularly for ongoing progress. New goals are set in response to students' developing skills and knowledge. Families are invited to attend school-based discussions about learning. They are consulted by surveys, face-to- face interviews and formal meetings, informing school direction.

Leadership

Managers value the teaching team and support staff. They collaborate to create shared ownership and understanding of teaching and learning. The principal is the leading learner, actively seeking to improve teaching and learning. The processes of change and improvement are well managed. Appraisal goals are focused on school wide priorities. The impact on students of staff development is positive.

Board use of achievement information

Trustees receive usefully analysed data that identifies achievement and progress, for resourcing and decision making purposes. Decisions are improvement focused. Trustees have clear guidelines for their roles and responsibilities. They are committed to enhancing outcomes for all students.

Areas for development and review

The principal places high value on partnership with the school community. ERO agrees that it is timely for managers to lead staff to consider further ways to strengthen consultation practices, including engaging with whānau Māori.

Managers collate and analyse student data to provide a picture of achievement. As the result of self review and discussion with ERO, school mangers plan to develop teachers' skills for more thorough analysis, interpretation and use student achievement information at classroom level.

3 Recommendation

ERO and the board of trustees agree that the next stages of school development should focus on improving the use of planned self review to give priority to initiatives that impact positively on students' learning.

4 Board Assurance on Legal Requirements

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 legal obligations related to:

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

During the review, ERO checked policies, procedures and practices about compliance in the following areas (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.

5 Future Action

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

Kathleen Atkins
National Manager Review Services
Central Region

26 August 2010

About The School

Location	Paparangi, Wellington
Ministry of Education profile number	2947
School type	Contributing (Year 1-6)
Decile <u>[1]</u>	9
School roll	115
Gender composition	Female 54%, Male 46%
Ethnic composition	New Zealand European/Pākehā 57% Maori 17% Asian 14% Pacific 8% Other ethnic groups 4%
Review team on site	June 2010
Date of this report	26 August 2010
Previous three ERO reports	Education Review June 2007 Education Review December 2004 Accountability Review June 2001

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

Community Page

26 August 2010

To the Parents and Community of Paparangi School

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

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Students participate in activities in and out of class that supports their learning and feeling of self worth as confident, competent learners. The school environment is conducive to giving students positive experiences. The environment for sustainability programmes are shared across the school, with all ages involved.

Teachers thoroughly plan, prepare and implement programmes tailored to the needs of the individual student. Students engage with learning through effective teaching, especially in smaller group, guided lessons where teachers spend uninterrupted, focused time with them.

A sense of belonging to the school community is evident. Families are invited to attend school-based social, sporting, cultural and academic events. These occasions are well attended. Managers and staff, as part of self review, are planning to consider further ways to extend, collate and analyse the outcomes of consultation practices, including engaging with whānau Māori.

The management team, with the school community, value and support staff. Teachers are building a shared ownership and understanding to improve teaching and learning through appropriately selected professional development and learning. An area identified for further review and development to further enhance learning outcomes for students, is deeper analysis, interpretation and use of student achievement information by the teaching team.

The board of trustees gets sufficient data from the principal that identifies achievement, progress, trends and patterns for resourcing and decision making purposes. Decisions made are improvement focused. The board, with the principal, continues to allocate resources so

students engage, progress and achieve while at Paparangi School.

Future Action

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

Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

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

Kathleen Atkins
National Manager Review Services
Central Region

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 integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.