

Papakura South School Education Review

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About the School

Location	Papakura	
Ministry of Education profile number	1424	
School type	Full Primary (Years 1 to 8)	
Decile [1]	1	
School roll	92	
Gender composition	Girls 41 Boys 51	
Ethnic composition	Māori	74
	NZ Pākehā/European	3
	Cook Island Māori	5
	Samoan	3
	other ethnicities	7
Special Features	Immersion Class	
Review team on site	November 2011	
Date of this report	27 February 2012	
Most recent ERO report(s)	Supplementary Review	June 2008
	Education Review	March 2007
	Supplementary Review	June 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.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic 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

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1 Context

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

Papakura South Primary School caters for students from Years 1 to 8. Most students at the school are Maori. A Māori immersion class provides an option for parents/whānau who prefer their tamariki to be taught through the medium of te reo Māori.

The experienced principal provides direction and continuity for the school. He is supported by a board that is committed to ensuring positive outcomes for students. Trustees have overseen property improvements that are focused on developing inviting learning spaces. Such improvements will contribute to plans to raise the profile of the school in the community.

As a result of an improved school tone, teaching and learning have become more focused for students and teachers. Students know the purpose of lessons and appreciate the extra-curricular opportunities offered to them.

The board and principal have responded positively to the recommendations of the 2008 ERO report. Teachers are involved in a local schools' initiative that is focused on developing teachers' skills in using achievement information to improve student learning.

2 Learning

How well are students learning – engaging, progressing and achieving?

Students are generally focused on and engaged in learning. Their relationships with teachers are positive and respectful. Students with specific needs are being well catered for.

Since the last ERO review in 2008 there has been significant progress in students' achievement in reading, as a result of teacher professional development in this curriculum area. No specific data is available about student achievement in writing and students have made limited progress in mathematics. However, numeracy results are beginning to show an improvement. The focus for teachers' professional development in 2012 will be on the teaching of mathematics and writing.

Over the last two years, teachers have benefited from professional development focused on using achievement information to meet student learning needs. Teachers and senior managers recognise the need for teachers to better understand the purpose of different assessment tools when making overall judgements on students' achievement in relation to the National Standards.

The principal, with support from the board, is currently exploring different strategies and resources to support teachers to raise levels of student achievement to meet National Standards in reading, writing and mathematics. The board and senior leaders should further develop a framework for assessment that meets requirements for the National Standards and Nga Whanaketanga, the National Standards for Māori medium education settings.

Senior staff should report to the board on student progress and achievement in relation to the National Standards and Nga Whanaketanga.

Teachers should ensure that reports to parents about children's achievement in relation to the National Standards and Nga Whanaketanga are expressed more clearly and in plain language.

How well does the school promote Māori student success and success as Māori?

The board is committed to promoting the Māori language, culture and identity in the school through:

- the provision of an immersion class in which the learning environment is based on Te Ao Māori learning contexts
- enabling students to learn to be confident speakers of te reo Māori, participate in

tikanga and actively engage in culturally appropriate learning programmes

- giving students in mainstream classes opportunities to participate in some aspects of tikanga and te reo Māori
- providing boys with opportunities to develop their capabilities and interests outside the classroom. Teachers could now consider how to give Māori girls opportunities to participate in similar learning opportunities.

Senior leaders, the board, teachers and whānau should continue to develop their understanding of Te Marautanga o Aotearoa and Nga Whanaketanga to support their decision making related to teaching and learning for Māori students in the school.

3 Curriculum

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

The school's curriculum is partially successful in promoting and supporting students' learning. The school curriculum document, *Whare Matauranga o Papakura ki Te Tonga*, provides a framework for implementing The New Zealand Curriculum and *Te Marautanga o Aotearoa*, the curriculum for students in a Māori medium educational setting. Teachers use the broad guidelines outlined in the school curriculum document to support their planning and assessment.

The principal and senior leaders recognise that further development of the school curriculum framework is necessary to cover the different learning areas and key competencies. The principles of The New Zealand Curriculum and *Te Marautanga o Aotearoa* are not yet fully understood and implemented by teachers.

The principal's considered approach to professional learning and development has resulted in significant improvement in teaching and learning since the 2008 ERO review. The principal is aware of the need to ensure consistency of teaching practice. External support from knowledgeable educators provides teachers with opportunities to reflect on their teaching and make improvements to their practice, particularly in the teaching of reading. The challenge for the principal and teachers is to transfer the good practices used in teaching reading to the teaching of writing, mathematics, and other learning areas of The New Zealand Curriculum and *Te Marautanga o Aotearoa*.

The following agreed priorities would help to improve the school curriculum:

- developing the school's curriculum so that it is more meaningful to learners and their families/whānau, and is focused on improving student achievement
- embedding effective teaching and learning practices across all learning areas
- using achievement information to differentiate teaching practices to meet students' learning needs.

4 Sustainable Performance

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

The school should be able to sustain and improve its performance through the implementation of its strategic and annual plans. These plans identify strategies to achieve successful student outcomes. The board and staff are committed to supporting children and their learning, progress and achievement.

In order to address a recent decrease in roll, the board and principal plan to engage with the local kohanga reo so that parents/whānau are aware that the school offers opportunities for children to continue their education in Te Marautanga o Aotearoa.

The board, principal and teachers are committed to increasing leadership skills across the school. Teachers, some of whom have leadership responsibilities, are developing a greater awareness of the contribution they can make to ensuring that school goals are met.

The principal and senior leaders should explore ways of further developing effective leadership across the school. Areas that require leadership include:

- staff professional learning and development
- developing teachers' reflective practice
- the use of achievement information to improve students' learning
- further developing self-review processes across all areas of school operations.

The board and staff should refine the school's charter to identify more clearly how teachers will support students to meet the National Standards and Nga Whanaketanga.

The board should consider developing a strategic plan to ensure the sustainability of the immersion learning programmes in the school.

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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

In order to meet its agreed accountabilities, the board must:

- ensure that students in Years 7 and 8 are provided with careers education programmes [National Administration Guideline 1(f)].
- The board of trustees must, with the principal and teachers, report to students and their parents twice a year in writing and in plain language on the students' achievement in relation to the National Standards,
[National Education Guidelines 1993, National Administration Guidelines 2A(a)].

When is ERO likely to review the school again?

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

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