

ERO External Evaluation

Papakowhai School, Porirua

Summary

Papakowhai School, for students in Years 1 to 8, is situated in Papakowhai, Porirua. The roll of 425, includes 57 students who identify as Māori.

Since the June 2014 ERO report, there has been a period of roll growth. This resulted in the remodelling of a classroom block, the addition of two new classrooms, appointment of additional teachers and provision of new playground equipment.

Teachers have completed professional learning and development (PLD) in writing and mathematics teaching. They are currently involved in PLD to support changes for an innovative learning environment.

Valued outcomes for students expressed in the charter are: aspiring to develop confident learners, well-rounded, socially skilled and highly literate and numerate.

The school is part of the Northern Porirua Community of Learning | Kāhui Ako and is open to the opportunities provided by membership of this group.

How well is the school achieving equitable outcomes for all children?

Children are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices. The school has shown it can successfully address in-school disparity in educational outcomes. There has been a significant improvement in the achievement of Māori and Pacific learners over time.

Data for 2016, shows that 84% of all students achieved at or above in relation to the National Standards in writing. Māori and Pacific student achievement was higher than this. In mathematics and reading the overall percentage was 90%. Significant numbers of students are achieving above the National Standard in each of these areas. The school is working to achieve equity for Asian students as a group and to further raise achievement of boys in writing and girls in mathematics.

Curriculum delivery is well managed and focuses on student engagement, achievement and wellbeing. Leadership is strategic and provides appropriate support for teacher growth and development.

Agreed next steps are to continue to strengthen curriculum initiatives, middle school leadership and appraisal and evaluation practices.

ERO is likely to carry out the next review in four-to-five years.

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school has developed useful systems and processes to respond to students whose achievement requires acceleration. This has resulted in a significant improvement in the achievement of Māori and Pacific learners over time.

Data for 2016 shows that 84% of all students achieved at or above in relation to the National Standards in writing. Māori and Pacific student achievement was higher than this. In mathematics and reading the overall percentage was 90%. Significant numbers of students are achieving above the National Standard in each of these areas.

The school is working to achieve equity for Asian students as a group and to further raise achievement of boys in writing and girls in mathematics. Groups of learners requiring accelerated progress are appropriately identified in school targets. Closer monitoring of students at the margins of standards is required.

Robust processes to ensure consistency of teacher judgements for National Standards in reading, writing and mathematics are in place.

Students at risk of not achieving are well identified, their needs recognised and programmes of support are put in place. Progress is monitored and reported to trustees and whānau. Students with specific, additional needs and English language learners are well supported.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

Students are purposefully engaged in learning. They are supported to succeed in a calm and responsive learning environment. Respectful interactions are evident in classrooms.

Management of the curriculum ensures that it is coherent and that students have sufficient opportunities to learn. In response to feedback from parents and students, changes have been made to include more sport and physical education programmes. Strengthening support for student wellbeing is a current focus. Significant progress has been made to integrate te reo me ngā tikanga Māori in the curriculum. External expertise supports the growth of student and staff understanding.

Strategic leadership provides a strong framework for the school's operation and student achievement. Building teacher capacity and capability, through involvement in tactical professional learning and development, has fostered collaborative practice. It has lifted expectations and supported the development of shared understandings about effective teaching strategies.

Trustees are suitably focused on student learning, wellbeing and achievement. They survey the community regularly and are responsive to the views and information received.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

Many schoolwide systems and processes have been strengthened since the previous ERO review. Leaders acknowledge the need to continue to embed and refine initiatives put in place. Key initiatives to progress are to:

- sustain the focus on growing and empowering leadership schoolwide
- continue to develop a localised, future-focused curriculum that incorporates a Māori perspective.

The appraisal system has been strengthened. Inquiry processes are beginning to contribute to the growth of professional practice. Teachers are raising their expectations of students and better reflecting on the strategies that support student engagement and progress. Leaders should continue to refine appraisal to strengthen its alignment with school goals, targets and schoolwide professional learning foci.

There are good examples of student achievement information informing teaching. The progress made by some groups of students is well tracked and reported to trustees and parents. Evaluation and reporting of how well school initiatives and programmes of learning are impacting on students targeted is an area to strengthen.

Board assurance on legal requirements

Before the review, the board 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 the following:

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

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

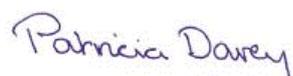
Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Children are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices. This school has successfully addressed in-school disparity in educational outcomes.

Agreed next steps are to continue to strengthen curriculum initiatives, schoolwide leadership and appraisal and evaluation practices.

ERO is likely to carry out the next review in four-to-five years.



Patricia Davey
Deputy Chief Review Officer Central (Acting)

7 June 2017

About the school

Location	Porirua										
Ministry of Education profile number	2946										
School type	Full Primary (Years 1 to 8)										
School roll	425										
Gender composition	Boys 54%, Girls 46%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>14%</td> </tr> <tr> <td>Pākehā</td> <td>58%</td> </tr> <tr> <td>Asian</td> <td>13%</td> </tr> <tr> <td>Pacific</td> <td>8%</td> </tr> <tr> <td>Other ethnic groups</td> <td>7%</td> </tr> </table>	Māori	14%	Pākehā	58%	Asian	13%	Pacific	8%	Other ethnic groups	7%
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Provision of Māori medium education	No										
Review team on site	March 2017										
Date of this report	7 June 2017										
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>June 2014</td> </tr> <tr> <td>Education Review</td> <td>March 2011</td> </tr> <tr> <td>Education Review</td> <td>November 2007</td> </tr> </table>	Education Review	June 2014	Education Review	March 2011	Education Review	November 2007				
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