



Papakura Normal School
Papakura, Auckland

Confirmed

Education Review Report

Education Review Report

Papakura Normal School

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. The report answers four key questions about the school.

Findings

1 Context

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

Papakura Normal School provides very good quality education for students from Years 1 to 8. The school is proud of the school's military history in Papakura and in 2015 provided opportunities for students to celebrate and learn about New Zealand's 100 year historical participation in World War One. Over half of all students in the school are Māori. Parents and whānau can choose for their children to learn in one of the two Māori enrichment classes at the combined Years 3 and 4, and 5 and 6 levels.

The school environment is very attractive and well maintained, and classrooms are well resourced. Students are proud of the murals, carved pou and creatively designed seating in the outside spaces. The school's approach to environmental sustainability provides students with opportunities for gardening, and understanding of New Zealand's native trees and plants and their medicinal use from a Māori perspective. These features of the school enhance students' life and learning experiences and show the value that the school places on New Zealand's bicultural and other cultural heritage.

Many school leaders, including the principal and board chairperson, and a good number of staff are long serving. In 2013 a deputy principal left the school and a new deputy principal was appointed. Many parents have generational connections to the school, and most are engaged in school events and in their children's learning journey. The school's inclusive and supportive approaches benefit students and families and especially students with special educational needs.

In the past few years the school has been assigned a social worker, introduced a breakfast club, and employed capable teacher assistants. These aspects of the school support and promote children's wellbeing, belonging to their school and their learning.

The 2010 ERO report identified that the school had many strengths in areas of governance, leadership, teaching and learning and in promoting positive outcomes for students. These strengths continue to be evident in the school.

2 Learning

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

The school uses achievement information very well to make positive changes to learners' engagement, progress and achievement.

Most students throughout the school continue to achieve at or above the National Standards in reading, writing and mathematics. Māori students achieve as well as or better than students nationally and Pacific student achievement is continuing to improve. Students are very well supported to make good progress during their years at the school.

School leaders and teachers are skilled at using data to identify student needs and provide very well targeted professional learning for teachers. Where necessary, student needs are supported by school wide initiatives that link thoughtfully to the school's carefully considered strategic targets.

A very good example of this well aligned, strategic approach to using data is the focus in 2014 on promoting the oral language skills of children in the early years of school. Teachers identify significantly positive outcomes of this approach and in 2015 have merged the oral language focus into improving the teaching and learning of writing.

Other school initiatives that make positive changes to student learning include parent reading programmes, peer tutoring between older and younger students and an ongoing professional connection with other local schools. In addition, the school has benefited from the support of external specialists to further strengthen how teachers and leaders use data. Teachers work together, with teachers from other schools, and with advisers, to ensure that the judgements they make about student achievement are valid, accurate and reliable.

Teachers and school leaders use data effectively to plan and review long and short term classroom programmes for students. They target the learning needs of students who require further learning support and closely monitor their progress and achievement.

Parents receive very good information about their children's progress and achievement and are increasingly partnering with teachers and their children to support children's learning at home. Mutukaroa is an example of this partnership. Student led conferences are one of the ways that students are leading their own learning.

3 Curriculum

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

The school's curriculum promotes and supports student learning effectively.

It is based firmly on reading, writing and mathematics and with other areas of the curriculum such as science, the Arts and technology, covered through termly theme study and research. Year 7 and 8 students now have specialist technology learning at Papakura Normal School, with the school planning for a designated technology suite in the future. Students have many opportunities during the year to learn about and celebrate each others' cultures and to participate in many varied sporting and leadership events.

The school recognises and responds very well to children's wellbeing needs to support and promote their engagement and learning. At the heart of the school's approach are the positive relationships

that exist between the school, parents and students. Specific wellbeing initiatives are well managed and coordinated, and the school's very good systems are implemented to ensure that students are safe and secure in their school environment and when they are learning outside of the school. School leaders, teachers and staff promote a solutions-based ethos to student needs.

Students experience calm and focused learning environments. Classrooms are attractive, celebrate children's work and provide good prompts for student learning. Many rooms have new variable furniture that caters well for student preferences and especially for older students. Throughout the school students are friendly and respectful with each other and their teachers. A school wide focus on promoting positive behaviours for learning is having a positive impact on teaching and learning throughout the school.

Teachers are hard working and skilled professionals. They are committed to promoting student achievement and enhancing students' learning experiences, including the use of digital technologies. In 2015 the school is trialling two digital classes as part of its well considered approach to managing change throughout the school. It is expected that the ongoing evaluation of the trialled approach will contribute towards the future school wide use of digital devices.

Teachers continually reflect on and improve their own practice. They meet regularly to discuss the impact of learning programmes on engaging students and promoting their achievement. With school leaders and at times external specialists, they review and refine specific parts of the school's curriculum.

Senior leaders and teachers are currently reviewing the impact of their gifted and talented programmes and approaches on enhancing student learning. They agree that they could extend this review to include aspects of the broader curriculum, especially for older students. They are keen to promote learning programmes that are increasingly based on students' interests, backgrounds and cultures, and that strengthen opportunities for problem solving and critical thinking.

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

The school promotes educational success for Māori as Māori effectively.

Māori students are well supported to have pride in their language, culture and identity. Students throughout the school have opportunities to experience visits to the local Papakura marae, te reo Māori and tikanga, and aspects of te ao Māori in classroom learning programmes. Students in the Māori enrichment classes experience a stronger bicultural approach to teaching and learning.

Māori teachers and learning assistants provide positive role models, especially for Māori students, and good connection points for Māori whānau. This feature of the school promotes student and family wellbeing and belonging to the school. It also creates a useful vehicle through which ongoing consultation takes place.

The school's specific strategic focus on promoting educational success for Māori students is clearly aligned to the boards' strategic planning. It is usefully guided by the Ministry of Education's strategy documents *Ka Hikitia* and *Tātaiako*.

Māori staff are currently consulting with local kaumatua and whānau to develop a school kawa for pōwhiri. With school leaders and the board, they are also aiming to create a vision for further promoting opportunities for Māori students to succeed as Māori. This future focus could include further supporting all teachers in promoting the school wide te reo Māori programme and further developing culturally responsive practices.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance.

The school benefits from stable staffing and from capable, experienced leadership. Senior leaders identify teachers' strengths and build their leadership capability in different ways throughout the school. This good approach helps to sustain and strengthen school-based programmes and initiatives.

Senior leaders have high expectations of staff and of each other. They work collaboratively to promote ongoing improvements to teaching practices, and to evaluate the impact of learning programmes on promoting positive outcomes for students. Senior leaders ensure that changes to teaching and learning are very well considered and informed by educational research.

Self review is very well understood at all levels throughout the school and used to make positive changes for learners and teachers. Teacher appraisals use an evidence-based approach that encourages teachers to reflect on and improve the impact of their practice on promoting student achievement. The school engages parents deliberately to celebrate student successes, to encourage their understanding of student learning and to contribute to school self review.

Trustees bring complementary professional backgrounds and skills to their governance role and are led by an experienced chairperson. They receive very good information about school improvements and are future focused in their strategic decision making. Trustees are committed to their school's continued success.

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.

Conclusion

Papakura Normal School continues to provide good quality education for students from Years 1 to 8. Capable and skilled teachers support students to make very good progress during their years at school. As a result most students achieve at and above the National Standards in reading, writing and maths. The school places a strong focus on supporting the wellbeing of students and their families.

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

A handwritten signature in cursive script that reads "Dale Bailey".

Dale Bailey
Deputy Chief Review Officer Northern

24 June 2015

About the School

Location	Papakura, Auckland	
Ministry of Education profile number	1423	
School type	Full Primary (Years 1 to 8)	
School roll	626	
Gender composition	Girls 54% Boys 46%	
Ethnic composition	Māori	54%
	NZ European/Pakeha	17%
	Pacific	14%
	Indian	8%
	Asian	5%
	African	1%
	European	1%
Special Features	2 Māori language enrichment units	
Review team on site	May 2015	
Date of this report	24 June 2015	
Most recent ERO report(s)	Education Review	November 2010
	Education Review	December 2007
	Education Review	December 2004