

- 1 The Education Review Office (ERO) Evaluation .....
- 2 Papakura Normal School's Curriculum .....
- 3 Board Assurance on Legal Requirements .....
- 4 Future Action .....
- About The School .....
- Community Page .....

## Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO Corporate Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report:Papakura Normal School

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

Papakura Normal School is a large school catering for Year 1 to 8 students who are drawn from a growing and diverse community. The school continues to work closely with the University of Auckland Faculty of Education in supporting pre-service teachers in their on-site training. Children take pride in their well resourced, well presented and attractive school. The carefully maintained grounds and buildings reflect the positive culture of the school.

The school has a history of positive ERO reports and children have continued to benefit from high quality teaching. Skilled support staff complement the work of classroom teachers. During the review, ERO and school leaders discussed the need for teachers to continue to build on their good practices of providing children with opportunities to reflect on and identify next steps for their learning. These discussions also identified the need for teachers to continue to develop children's questioning skills and to use an inquiry approach to support life-long learning. Teachers value opportunities for professional development and their participation in the Papakura Achievement Initiative (PAI) has increased professional growth, improved the quality of teaching, and developed the leadership skills of staff.

The school has made good progress towards the implementation of National Standards. Teachers, encouraged by children's progress and achievement, reflect together on ways in which they can

further support children's learning. School assessment data indicate that children make accelerated progress, especially in their early years at school. The majority of children in the middle and senior school achieve at levels that are at or above national age-related expectations in reading and mathematics. Māori students, who make up just over half of the student population, achieve well. The use of te reo and tikanga Māori is integrated into learning programmes. In addition, two enrichment classes provide children with teaching in te reo Māori.

The school's curriculum and positive culture facilitate high levels of student engagement in learning. Children have access to a wide range of learning experiences. They enjoy participating in a variety of programmes, including sport, environmental education, the arts, cultural groups and education outside the classroom. Children relate well to each other and work cooperatively in groups. They have good opportunities for leadership. Differentiated classroom programmes help to ensure that children are working at appropriate levels.

The principal and school leaders have high expectations for student learning and achievement. Good self-review processes mean that trustees receive relevant information that helps them to plan strategically for ongoing improvements in the school. The community, staff and board of trustees work in partnership to implement the school's curriculum principles, vision and values.

### Future Action

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

## 2 Papakura Normal School's Curriculum

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

### School context and self review

Early in 2009, the school joined the Papakura Achievement Initiative (PAI), which provides professional learning and development to teachers in a cluster of Papakura schools. Participation in the PAI has had a strong influence on school direction and has helped with the setting of student achievement targets. A major focus has been on the teaching and learning of reading for teachers of Year 1 to 4 students. This professional development has been comprehensive and has had a positive effect on raising student achievement in reading. School leaders have identified that a next step is to further extend the reading focus for teachers of students in Years 5 to 8.

Staff, students, trustees and parents contribute to school self-review processes. With external support, teachers have undertaken a major review of all aspects of the school's assessment processes to ensure that achievement data are used to improve student learning and that school processes are aligned with PAI assessment practices and tools. Other areas of self review have

included the school's behaviour management system, resulting in the introduction of a restorative justice approach, review of the Year 7 to 8 te reo Māori programme, and ongoing review and alignment of the school's curriculum with The New Zealand Curriculum.

## Areas of strength

Student learning: engagement, progress and achievement. School leaders and teachers have high expectations for student progress and achievement. The quality of children's work is high across all learning areas. The rate of progress accelerates as children advance through the early years of schooling. Although new entrant children enter the school achieving below expected levels in literacy and numeracy, the majority of children, including Māori children, are achieving at or above national expectations by the time they reach the middle school. These good results are achieved by:

- a positive school culture and high levels of student motivation;
- teachers using a range of valid and reliable tools for testing achievement in literacy and mathematics;
- rigorous monitoring of children's achievement across the school, including in the early years of schooling;
- teacher professional development on data analysis to improve their use of data to inform teaching programmes;
- comprehensive analysis of school data to identify school-wide achievement targets;
- the development of clear frameworks for assessment and reporting in all learning areas;
- development of a Māori achievement plan linked to PAI goals and Ka Hikitia, the Ministry of Education's Māori education strategy; and
- development of a Pacific achievement plan linked to PAI goals and the Ministry of Education's Pasifika Education Plan.

Effective teaching. The school provides children with a broad curriculum. Children benefit from teachers:

- making effective use of student achievement information to provide focused teaching for differentiated groups of children;
- being partners with children in their learning, so that learning goals and success criteria are explored and clarified and children have opportunities to evaluate and assess their own progress;
- giving children focused written and oral comments on their progress towards achieving their learning goals;
- using a variety of teaching strategies to elicit and build on children's prior knowledge to ensure a sound basis for new learning; and
- providing children with relevant independent and maintenance activities that are clearly related

to the learning focus.

**Learning support.** The school has strong literacy learning support programmes for children who are identified as not achieving as well as they should. Additional withdrawal classes and support for children who speak English as a second language (ESL) have been established since the 2007 ERO review. Well trained teacher aides work alongside children in classrooms and in withdrawal programmes. Teacher aides are valued members of staff and provide effective support so that children can progress and achieve.

**Curriculum design and review.** The school is advanced in designing its school curriculum to align with The New Zealand Curriculum. The process has been assisted by a consultative and collaborative approach involving staff, board, parents and students and supported by the school's participation in a cluster of local schools working on The New Zealand Curriculum. School values, and the principles and key competencies of The New Zealand Curriculum, are well incorporated into the school's curriculum and are reflected in teaching programmes.

**Priority is placed on the teaching and learning of literacy and numeracy.** Children experience a broad curriculum, which is well planned and led by knowledgeable and skilled curriculum leaders and teams. The school has reviewed the teaching of te reo Māori across the whole school, including the te reo Māori programme in enrichment classes. Good leadership and governance have ensured that the school is well resourced and organised to support teaching and learning.

**Engaging families.** Since the 2007 ERO report, school leaders and trustees have continued to explore ways to strengthen engagement with the school's families. Effective strategies include:

- regular hui with Māori parents, with an emphasis on providing information about student achievement and ways in which parents can further support their children's learning at home;
- the re-establishment of a Friends of the School parent group, who contribute to the school in many ways, but have a focus on acting as a consultative group and contributing to school review;
- a 'read together' programme, focusing on parent support for children at home;
- establishment of an Indian parent group; and
- parent surveys to gauge satisfaction with the operations of the school.

**Leading and managing the school.** Supported by the senior management team and board, the principal provides effective leadership for staff and sets high expectations for the professional work of staff. School leaders are collegial and consultative. Good strategies for sustaining high quality teaching practices include a teacher mentoring programme, induction of new staff, and staff professional development opportunities. The performance appraisal process is rigorous and supports improvement by providing appropriate feedback and encouraging professional goal setting. A planned approach to developing the skills of the middle layer of management provides staff with further opportunities for leadership.

## Areas for development and review

Engagement of students in learning. During this review, ERO and school leaders discussed the advantages of building on the good practices already evident in the school to give students ownership of their learning. Teachers can continue to collaborate with and engage children by:

- sharing expectations and learning progressions in literacy and mathematics and English as a Second Language (ESL), and using the National Standards as reference points to measure progress;
- using children's portfolios to show the next steps in their learning and to illustrate the progress children have made over time; and
- providing further opportunities for children to develop their questioning skills and an inquiry approach that supports life-long learning.

Success for Pacific students. Sixteen percent of children at Papakura Normal School identify as being of Pacific heritage. Although Pacific children make progress from the time they enter school, and some are high achievers, many are not achieving as well as other groups in the school. School leaders recognise the need to identify further ways to enhance Pacific children's learning by engaging and working in partnership with the school's Pacific parents and community. These initiatives should include continuing to encourage the involvement of Pacific families in the school's transition to school programme.

## 3 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Papakura Normal 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 looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and checked elements of the following five areas that 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.

## 4 Future Action

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

Richard Thornton  
National Manager Review Services  
Northern Region

8 November 2010

## About The School

Location	Papakura, Auckland
Ministry of Education profile number	1423
School type	Full Primary (Year 1-8)
Decile <a href="#">[1]</a>	3
School roll	614
Gender composition	Boys 51% Girls 49%
Ethnic composition	Māori 51% NZ European/Pākehā 22% Samoan 10% Indian 5% Cook Island Māori 3% Tongan 3% African 2% other 4%

Special features	2 Māori enrichment classes
Review team on site	August 2010
Date of this report	8 November 2010
Previous three ERO reports	Education Review, December 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

8 November 2010

To the Parents and Community of Papakura Normal School

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

Papakura Normal School is a large school catering for Year 1 to 8 students who are drawn from a growing and diverse community. The school continues to work closely with the University of Auckland Faculty of Education in supporting pre-service teachers in their on-site training. Children take pride in their well resourced, well presented and attractive school. The carefully maintained grounds and buildings reflect the positive culture of the school.

The school has a history of positive ERO reports and children have continued to benefit from high quality teaching. Skilled support staff complement the work of classroom teachers. During the review, ERO and school leaders discussed the need for teachers to continue to build on their good practices of providing children with opportunities to reflect on and identify next steps for their learning. These discussions also identified the need for teachers to continue to develop children's questioning skills and to use an inquiry approach to support life-long learning. Teachers value opportunities for professional development and their participation in the Papakura Achievement Initiative (PAI) has increased professional growth, improved the quality of teaching, and developed the leadership skills of staff.

The school has made good progress towards the implementation of National Standards. Teachers,

encouraged by children's progress and achievement, reflect together on ways in which they can further support children's learning. School assessment data indicate that children make accelerated progress, especially in their early years at school. The majority of children in the middle and senior school achieve at levels that are at or above national age-related expectations in reading and mathematics. Māori students, who make up just over half of the student population, achieve well. The use of te reo and tikanga Māori is integrated into learning programmes. In addition, two enrichment classes provide children with teaching in te reo Māori.

The school's curriculum and positive culture facilitate high levels of student engagement in learning. Children have access to a wide range of learning experiences. They enjoy participating in a variety of programmes, including sport, environmental education, the arts, cultural groups and education outside the classroom. Children relate well to each other and work cooperatively in groups. They have good opportunities for leadership. Differentiated classroom programmes help to ensure that children are working at appropriate levels.

The principal and school leaders have high expectations for student learning and achievement. Good self-review processes mean that trustees receive relevant information that helps them to plan strategically for ongoing improvements in the school. The community, staff and board of trustees work in partnership to implement the school's curriculum principles, vision and values.

## Future Action

ERO is likely to carry out the next review within four-to-five 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](http://www.ero.govt.nz).

Richard Thornton  
National Manager Review Services

## Northern 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.