

ERO External Evaluation

Pauatahanui School, Porirua

Summary

Pauatahanui School caters for 184 children from Years 1 to 8 and 16 identify as Māori. Its semi-rural location on the Pauatahanui Inlet is reflected in the school's motto, 'Where town meets country'.

Staffing has been stable following a number of changes in 2014. Current trustees were all newly elected in the 2016 election. Most classroom spaces have undergone refurbishment. The board of trustees provides additional resourcing for building teacher practice through targeted professional development.

Pauatahanui School is a member of the Northern Porirua Community of Learning | Kāhui Ako.

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

Most children continue to achieve at or above in relation to the National Standards in reading, writing and mathematics. The school has strengthened its response to Māori and other children whose learning requires improvement.

The senior leadership team has worked deliberately to promote improvement through:

- building a collaborative culture to deepen teachers' knowledge of and responsiveness to learners
- a strategic and coherent approach building teachers' capability and practice in priority areas
- developing systems which better track and monitor the progress and achievement of targeted learners.

Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to:

- further develop and refine systems for better determining learning progress and promoting acceleration for learners at risk of poor educational outcomes.

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

Equity and excellence

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

The school has strengthened its response to Māori and other children whose learning requires improvement. Leaders continue to develop and refine systems for better determining learning progress and promoting acceleration.

Most children achieve at or above in relation to National Standards in reading, writing and mathematics. There is sustained high achievement over time in reading and mathematics. Māori learners continue to achieve as well or better than their peers. The school acknowledges the disparity of achievement for boys in writing and has set targets for improvement.

In 2017, the school has sharpened its focus on groups of students whose achievement needs accelerating through:

- improved use of data to identify specific target groups
- individualised targeted plans for learners at risk
- improved monitoring of student progress by teachers, teams and senior leaders
- better use of assessment information for teaching.

There is a wide range of strategies and resources to support learners with additional needs. The school works with appropriate agencies and contributing early learning services to support their responsiveness. A next step is for the school to evaluate the effectiveness of its provision for these children.

The school has worked to strengthen the use of achievement data through improved systems for collecting, analysing and sharing information. Further development of systems and practices for internal and external moderation should improve the robustness and dependability of achievement judgements.

So that children more clearly understand the focus of their learning, teachers are developing practices to assist them to know how well they are achieving and progressing and their next steps. Opportunities are provided for parents to know about the learning of their children and how they can support this. Further exploring ways to enrich learning partnerships with families of children whose learning is at risk is a next step.

School conditions supporting equity and excellence

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

The school is well placed to continue to promote equitable and excellent outcomes for children. They are well supported to achieve, be confident learners and enjoy a sense of belonging. Collaboration and independence are encouraged. Useful connections to a wider range of groups in the community are being developed.

There is a considered approach to strengthening acknowledgment of identity, language and culture for Māori students and their families. Aspirations of whānau Māori are sought and valued. This provides useful direction for developing the curriculum. Children have opportunities to learn about te reo me ngā tikanga Māori. Teachers continue to grow their cultural competence.

There is a clear focus on providing a broad curriculum that integrates learning areas. Children's engagement and enjoyment are enhanced as they make choices about their learning. Teachers are responsive to the interests of children through their learning programmes.

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- a strategic and coherent approach building teachers' capability and practice in priority areas
- developing systems which better track and monitor the progress and achievement of targeted learners.

There is a considered approach to aligning school processes and professional learning to its aspirations for equitable student outcomes. A focus on professional collaboration is supporting teachers to explore new practices and approaches to teaching and learning. The appraisal process has been strengthened to align with Education Council requirements and school priorities.

Sustainable development for equity and excellence

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

Processes and practices for achieving equity and excellence have been strengthened. Trustees have good processes and systems to undertake their responsibilities. There is a focus on developing positive relationships across the school community. The board receives good information for decision making, and appropriately provides strategic planning and resourcing to reflect school priorities. New trustees are building a shared understanding of promoting equity and excellence through stewardship.

Development of curriculum guidelines and expectations for teaching and learning continues. The provision of clear documentation should strengthen coherence and better reflect a local base and the aspirations held for Māori and other learners.

The value of self review and evaluation to inform improvement is recognised. Good use is made of focused questions and critical reflection against indicators to examine practice and provide clear actions for improvement. The school is increasing opportunities for gathering student and community perspectives and is responsive to findings. Further strengthening internal evaluation by ensuring there are clear processes and shared understandings of effective practice are next steps.

Next steps are to:

- further develop and refine systems for better determining learning progress and promoting acceleration
- continue to develop curriculum guidelines and expectations for teaching and learning to strengthen cohesion and reflect a clear vision for the Pauatahanui learner
- continue to strengthen inquiry and internal evaluation.

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.

To improve current practice, the board of trustees should ensure all policies and procedures are well known and understood by all parties, particularly those relating to aspects of health and safety.

Going forward

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

Learners are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to:

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



Alan Wynyard
Deputy Chief Review Officer Central (Acting)

19 September 2017

About the school

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| Location | Porirua |
| Ministry of Education profile number | 2953 |
| School type | Full primary (Years 1 to 8) |
| School roll | 184 |
| Gender composition | Male 52%, Female 48% |
| Ethnic composition | Māori 9% Pākehā 91% |
| Provision of Māori medium education | No |
| Review team on site | July 2017 |
| Date of this report | 19 September 2017 |
| Most recent ERO report(s) | Education Review September 2014 Education Review February 2011 Education Review September 2007 |