

**Paremata School
Wellington**

Confirmed

Education Review Report

Education Review Report

Paremata 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?

Paremata School caters for nearly 400 students in Years 1 to 8 in a northern coastal suburb of Wellington. A diverse school roll comprises 65% New Zealand European/Pākehā, 22% Māori, 6% Asian and 6% Pacific students. The school is inclusive and provides carefully considered support for students with additional learning needs.

Since the December 2011 ERO report, the school has made good progress in improving student achievement. Teachers are developing their use of information and communication technologies (ICT) and culturally responsive teaching practices. Te ao Māori is valued and increasingly represented in the curriculum. There is a focus on providing students with a wide range of learning opportunities.

2 Learning

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

Achievement information is very well used by the board, school leaders and teachers to make positive changes to students' progress and achievement in literacy and mathematics.

Māori, Pacific and Asian learners have made good progress in literacy and mathematics since 2012. High proportions of all students achieve in relation to the National Standards. There is an awareness of the need to provide challenge to students to increase the numbers working above the Standards.

Teachers identify and effectively target students who require support to reach the National Standards. Individual learning needs are well-known and addressed. Sound school processes enable students with additional learning requirements to develop suitable learning goals and access external expertise. Thorough monitoring extends students' progress and achievement.

School leaders and teachers continue to strengthen their use of assessment information from a wide range of evidence. Practices for moderation of teachers' judgements about student achievement in reading, writing and mathematics are developing well.

School strategic targets are clearly focused on ensuring all students reach at least the National Standards for literacy and mathematics. There is a deliberate strategy of early intervention, and close tracking of students' progress in reaching school targets. Parents are well-informed about extra programmes and are provided with suggestions to further assist their child's learning at home.

Parents receive comprehensive reports that show their child's achievement in relation to the National Standards, the key competencies and other curriculum areas. Students contribute written reflections on their progress in the reporting process with their parents.

ERO identified that school leaders should improve the reporting to the board about the impact of special programmes to include information about progress in relation to individual education plan goals.

3 Curriculum

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

The school curriculum strongly supports students' learning in reading, writing and mathematics. Key competencies and the school values are highly evident in how students learn. Student wellbeing is well-monitored and issues attended to. School leaders are currently reviewing the breadth and implementation of the curriculum across the school.

Since 2011, te ao Māori has been increasingly incorporated in classroom programmes and students' learning inquiries. Students enjoy programmes that regularly celebrate each other's cultures. Teachers are developing more culturally responsive teaching approaches for Māori learners.

Effective teaching strategies assist students' purposeful engagement in learning. Independence and self-management are encouraged. Teachers value and respond to individual ideas and preferences. Critical thinking skills and questioning strategies improve students' understanding. Collaborative learning is encouraged with students assisting each other in their learning.

A strong focus on growing teachers' professional practice in literacy and mathematics leads to improved teaching. Teaching teams recently developed high schoolwide expectations for effective teaching based on a sound research base. Improving staff use of ICT as a learning tool is ongoing. These practices are becoming embedded across the school.

ERO's evaluation recommends that the review of the curriculum should be extended to include consideration of the school's:

- mission, values, key competencies and essential learning areas to better integrate them with recent developments in effective teaching, ICT and student inquiry-learning
- expectations for culturally responsive teaching practices for Māori learners
- planned response to the Ministry of Education's *Pasifika Education Plan 2013-2017* for Pacific learners.

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

Since 2011, schoolwide practices have strengthened to support Māori learners' language, culture and identity.

The school kapa haka group for Years 3 to 8 has grown to over one hundred students. School tutors, affiliated with Ngāti Toa, contribute to students confidently enjoying regular opportunities for karakia, waiata, pōwhiri and performances. Meaningful Māori student leadership roles and school events affirm their cultural heritage.

The board's strategic decision-making makes the availability of curriculum time and resources to support success for Māori a priority. This includes expectations for students to learn about local Māori history. Teachers are making good progress in regularly using instructional te reo Māori and providing te reo Māori programmes across the school.

The next steps for school leaders and teachers are to continue to embed their use of te reo Māori in classrooms and to continue to develop interesting and challenging te reo Māori programmes for students.

4 Sustainable Performance

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

The school is well placed to continue to improve student achievement and progress in relation to the National Standards and other areas of the curriculum.

Robust monitoring of student achievement targets improves the school's performance, particularly for Māori and Pacific learners.

The complementary skills of the principal and deputy principal contribute to effective change management that improves student outcomes. Growing staff leadership in teaching teams is underway.

School leaders are continuing to strengthen their understandings and use of in-depth self review as part of the ongoing review of the school curriculum. Further work is planned to improve teachers' formal inquiry into their practices and its use in the appraisal process.

The strengths in school governance identified by ERO in 2011 have been sustained. Trustees skilfully use their expertise to review policies and strategic priorities. They are highly involved in school activities and focused in their support for raising student achievement. They prudently manage school finances and property. They make decisions that contribute to better outcomes.

School leaders and trustees should continue to strengthen strategic consultation and decision-making based on community input. This should include specific Māori and Pacific contributions to the review of the school's curriculum and strategic plan.

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

Paremata School has made good progress in improving student achievement in relation to the National Standards. More Māori, Pacific, Asian and students with additional learning requirements are experiencing success. Effective monitoring, teaching and governance contribute to this. Reviewing the school curriculum, teaching as inquiry and appraisal process are key next steps.

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



Joyce Gebbie
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Central Region

21 October 2014

About the School

Location	Wellington	
Ministry of Education profile number	2950	
School type	Full Primary (Years 1 to 8)	
School roll	378	
Gender composition	Male 51%, Female 49%	
Ethnic composition	Māori	22%
	NZ European	65%
	Pacific	6%
	Asian	6%
	Other ethnic groups	1%
Review team on site	September 2014	
Date of this report	21 October 2014	
Most recent ERO report(s)	Education Review	December 2011
	Education Review	September 2009
	Education Review	August 2006