

## ERO External Evaluation

### Paremata School, Porirua

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for those students who need it. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

### School Context

Paremata School, in Porirua North, is a full primary catering for students in Years 1 to 8. At the time of ERO's evaluation, the roll was 387. Pākehā children make up approximately 70% of the roll. Māori children at 17%, are the next largest group. Of the remaining children, 6% are Pacific.

The school's expressed vision for student success includes the valued outcomes of respect, identity and empathy for other - children will be active learners who have resilience, global awareness and a strong sense of community.

The school's current achievement targets and goals focus on improving progress and outcomes for all children so that they meet school expectations.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- progress and academic achievement in reading, writing and mathematics
- progress and achievement for those with additional learning needs
- valued outcomes in relation to the school key competencies.

Some changes in teaching staff have occurred since the October 2014 ERO report.

## Evaluation Findings

### 1 Equity and excellence – valued outcomes for students

#### 1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is effectively promoting equitable and excellent achievement outcomes for most students.

High levels of achievement in reading, writing and mathematics have been sustained. Reported achievement information at the end of 2016 shows most students, including Māori and Pacific, achieve highly in relation to the school's targets and goals in reading, writing and mathematics and to national expectations. The data shows, Year 8 students achieved 100% in reading, 90% in writing and 93% in mathematics. This high level of achievement has been consistent over the past three years.

#### 1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

School leaders and teachers respond very well to those Māori and other children at risk of not meeting the school's achievement expectations. All children identified as at risk of underachievement are appropriately targeted and suitable plans monitored during their time at school to promote ongoing progress.

At the time of this ERO evaluation, the school's assessment information showed many of those children identified, at the beginning of 2016 had accelerated progress by the end of that year. Of the small group of Māori children identified in targets at the beginning of 2017, most are on track to likely achieve at or above expectation by the end of the year.

### 2 School conditions for equity and excellence

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

Leaders and trustees have an appropriate strategic approach to sustaining and building the school's capacity and teachers' capability to promote equitable outcomes and excellence for all learners. Reports presented to trustees are comprehensive. They enable trustees to monitor progress toward the school's achievement targets and goals.

Teachers are highly reflective practitioners. School processes enable teachers to know students' strengths, interests and learning needs well. Teachers' ability to make dependable judgements about children's progress and achievement is supported by clear guidelines and effective moderation practice.

Children identified with additional learning, health or social needs are very well catered for through a range of considered and collaboratively designed individualised learning programmes.

Teachers work collaboratively in a coherent manner to improve teaching practice and outcomes for all learners. Schoolwide professional learning, teacher inquiry and internal evaluation are very well considered and appropriate. These align with curriculum innovations and to the school's desired approach to teaching and learning.

Sustaining a positive school culture and instilling the school's vision and values are well considered. Supporting actions include the high level of involvement of families and whānau in their children's education and by developing attributes and attitudes in children conducive to student led learning. Respectful reciprocal relationships result in an affirming tone that prevails across the school. The learning environment provides a positive context for children's belonging and wellbeing.

Considered planning enables children to learn through contexts of high interest, both in the school and in the wider community. Students are increasingly more able to take responsibility for their learning. Māori, and all, learners have opportunities to participate in authentic learning experiences reflective of Māori culture, language and identity as an integral part of their schooling experience. The cultural heritages of all the children attending is acknowledged and valued.

## **2.2 What further developments are needed in school processes and practices for achievement of equity and excellence?**

Ongoing curriculum review and development aligns clearly with the school's strategic direction. Guidance for teaching and learning practice continues to evolve in light of this. The pace of development has meant that the school curriculum document has not kept up to date with innovations and evolving practice. ERO's evaluation affirms the school's intention to include new approaches for learning as an integral part of the school curriculum.

Leaders and trustees should consider reviewing how they set schoolwide targets to focus more specifically on those learners they know require accelerated progress. Reporting on the rate of progress these students make should enable trustees to better evaluate the impact of deliberate actions aimed at improving outcomes for this group.

## **3 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
- finance
- 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.

## 4 Going forward

### Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- Learner-focused inquiry and collaborative practice that maintains high expectations for teaching and learning
- curriculum developments and evaluation that responds to students' language, culture and identity and the local context
- processes that support teachers and leaders to know about students' strengths, interests and needs and effective ways of responding to raise levels of progress and achievement.

### Next steps

For sustained improvement and future learner success, development priorities are in:

- using the school's effective internal evaluation process to further determine the impact of initiatives on progressing children's learning and achievement.

### ERO's next external evaluation process and timing

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



Alan Wynyard  
Deputy Chief Review Officer Central (Acting)  
Te Tai Pokapū - Central Region

16 February 2018

## About the school

Location	Porirua										
Ministry of Education profile number	2950										
School type	Full Primary Years 1 - 8										
School roll	387										
Gender composition	Male 53%, Female 47%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>17%</td> </tr> <tr> <td>Pākehā</td> <td>70%</td> </tr> <tr> <td>Pacific</td> <td>6%</td> </tr> <tr> <td>Asian</td> <td>5%</td> </tr> <tr> <td>Other ethnic groups</td> <td>2%</td> </tr> </table>	Māori	17%	Pākehā	70%	Pacific	6%	Asian	5%	Other ethnic groups	2%
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Provision of Māori medium education	No										
Review team on site	November 2017										
Date of this report	16 February 2018										
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>October 2014</td> </tr> <tr> <td>Education Review</td> <td>December 2011</td> </tr> <tr> <td>Education Review</td> <td>September 2009</td> </tr> </table>	Education Review	October 2014	Education Review	December 2011	Education Review	September 2009				
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