



**Education Review Office**  
Te Tari Arotake Mātauranga

**Whenuapai School**  
**Whenuapai, Auckland**

**Education Review Office**

**External Evaluation**

# ERO External Evaluation

## Whenuapai School

### 1 Context

Whenuapai School caters for children in Years 1 to 8. Since ERO's last review in 2013 the school's Māori roll has grown to 15 percent. Pacific students make up 1 percent of the roll. Recently the school has experienced significant staff changes. The board appointed a new permanent principal in July 2015. The new principal has created a different leadership structure that includes a broader senior leadership team and four leaders of learning. This leadership team is consolidating the strengths of the school and has a focus on improvement.

### 2 Equity and excellence

The vision and valued outcomes defined by the school for all children are to be part of a school community where all children are successful, confident and connected lifelong learners. The school vision is reinforced through a set of values based on '6 Kinds of Best'. The six kinds of best are to be kind to yourself, be kind to others, be kind to the environment, be the learning kind, be the achieving kind, and be the community kind.

School achievement information for reading, shows a significant increase over the last three years in the number of Māori, and other children achieving the National Standards. Data also show a positive trend in mathematics achievement for all children. In reading and mathematics the school meets the government achievement goal for 2017 of 85 percent of students achieving at or above the National Standards. The school's data for writing, show that the proportion of Māori students, achieving at or above National Standards has remained steady since 2013, with a slight increase for other children. The school is working towards meeting the government achievement goal in writing.

The cohort of Pacific children is too small to report overall achievement in relation to the National Standards or to identify trends over time. The school monitors the achievement of these children individually.

The new leadership team has prioritised the development of schoolwide processes that support teachers to make robust and consistent achievement judgements against the National Standards. This has improved the consistency in teachers' interpretation of achievement data.

Since the last ERO evaluation the school has

- raised school expectations about effective teaching and learning practices
- focused on teachers using achievement data as evidence for measuring learning outcomes
- set more focused strategic goals to guide school improvement.
- restructured leadership and classes into four teaching and learning teams
- invested in professional learning on literacy, assessment, and growing leadership capability to lead learning
- started reviewing and redesigning the school curriculum to provide better for the modern learner
- initiated learning partnerships with parents that provide further support for children's learning at home.

### **3 Accelerating achievement**

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

The school is increasingly effective in responding to Māori children whose learning and achievement need acceleration.

Reviewing school enrolment information and an open door policy with the community are helping teachers to gain a broad and holistic understanding of individual Māori children and their learning. Deeper analysis and reliability of data at the team level is resulting in documented information of Māori children's strengths, and where learning needs acceleration.

The leadership team places a priority on responding to the learning of all Māori children. Their commitment is further underpinned by increased teacher accountability for the progress of children who are not yet achieving National Standards. Teachers use data analysis information to provide teaching programmes that specifically support children at their point of learning need.

Recent tracking of data for Māori students who are below the National Standards show positive shifts in achievement for many students and some accelerated progress.

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

The effective strategies and practices used by leaders and teachers to support Māori learners are similar to those used to help other children who need to make accelerated progress.

Leaders are building collective staff responsibility for children's learning progress. Team leaders in Years 1 to 6 are responding appropriately to data by leading team inquiries into how to raise achievement in writing. The Year 7 and 8 team is focused on raising achievement in mathematics. Teaching teams meet to discuss samples of student assessment and strategies for better supporting individual children's learning progress in these areas.

The school is making good progress in developing learning partnerships with parents and whānau, with a particular focus on families of Māori children and children whose learning and achievement need acceleration. There are increased opportunities for parents and whānau to discuss their children's learning, and teachers sometimes provide families with resources and strategies to assist with children's learning at home.

The school charter includes annual targets aimed appropriately at accelerating the progress of all groups of children including Māori learners. Progress towards these targets is closely monitored by teachers, teaching teams, school leaders and the board.

Children have an increasing understanding of their own achievement and next learning steps. Teachers and leaders have recently developed progressions of literacy and numeracy learning that children themselves can use to monitor their learning progress.

Recent tracking of other students who are below National Standards shows positive shifts in achievement for many students and some accelerated progress.

## 4 School conditions

### **How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and targets for equity and excellence?**

The school's curriculum, processes and practices are effective in promoting equity and excellence for children.

The board is increasingly well informed about children's rates of progress and their overall achievement. Trustees use this information to make appropriate resourcing decisions. A particular focus for the board is resourcing teachers' and leaders' professional growth. This is a key aspect of the school's change and improvement plan. The board can be confident about the contribution they are making to the progress and achievement of all children.

Professional leadership that focuses on improving outcomes for children is highly evident. The principal has been a catalyst for improvement and is promoting a sense of urgency to do with responding to children whose achievement needs accelerating. Teacher appraisal processes and teachers' inquiry into the effectiveness of their practice have been strengthened. Leadership is distributed across teaching teams to build individual and collective leadership capacity.

School leaders are reviewing and redesigning the school curriculum to support children's engagement in the learning process. The key focus areas for the school are:

- promoting teaching practices that support children's ownership of their learning
- connecting students to broader and meaningful learning opportunities
- increasing children's opportunities to learn through digital technologies.

School leaders promote a bicultural curriculum. Māori contexts are evident in class programmes and the environment. The school is building on the expertise in the school and the community to provide opportunities for Māori children to experience success as Māori and for all children to learn about NZ's bicultural heritage.

A review and reorganisation of how the school provides equitable learning experiences for children with special needs is resulting in very good provision. An inclusive and responsive approach to individual needs ensures children participate fully in appropriate learning programmes and classroom activities. There is a shared commitment and responsibility for children's progress on the part of teachers and learning assistants. Learning assistants are supported and valued as members of the teaching team.

The school has a comprehensive transitioning into school programme that involves getting to know the learner and their family. This supports early identification of children at risk of not achieving. School leaders are improving ways to support transitions within and out of the school to help teachers to sustain and accelerate children's progress.

Internal evaluation is used well to sustain improvement and innovation. The growing professional learning culture supports collaboration and openness to change and improvement. The school's collective capacity to reflect and use evaluation, results in inquiry and knowledge building that contributes to sustained learner-focused improvement.

## 5 Going forward

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

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

The school is well placed to sustain progress made in teaching practice and to make ongoing improvements that impact positively on all children's learning.

Leaders have identified relevant priorities for further development. These include:

- continuing to strengthen transition process in and out of the school to help sustain and accelerate children's progress and achievement
- developing a guiding school curriculum document that captures recent initiatives and approaches in response to the modern learner
- deepening engagement with the Māori community to develop a strategy plan that will support and fulfil their aspirations of the school's graduate profile for the Māori learner.

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

## 6 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 the following:

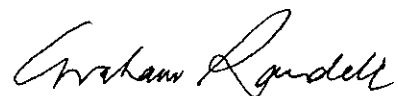
- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- asset management.

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
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- compliance with the provisions of the *Vulnerable Children Act 2014*

## 7 Recommendation

ERO recommends that the board continues the process it has begun to undertake a broad and consultative review to help guide the future direction of the school.



Graham Randell  
Deputy Chief Review Officer Northern

22 September 2016

## About the school

Location	Whenuapai, Auckland	
Ministry of Education profile number	1572	
School type	Full Primary (Years 1 to 8)	
School roll	395	
Gender composition	Girls 52% Boys 48%	
Ethnic composition	Māori Pākehā other	15% 76% 9%
Review team on site	July 2016	
Date of this report	22 September 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2013 April 2010 March 2007