

Education Review Report: Arotake Paerewa Buckland's Beach Primary 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.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Buckland's Beach Primary School caters very well for students from Years 1 to 6. The well established school is situated on a small peninsula in East Auckland. The school context and curriculum is influenced by the surrounding local environment and the local community's strong maritime identity. The school roll has continued to grow over the last three years and an enrolment zone is now in place to manage this growth.

Buckland's Beach Primary School has a positive ERO reporting history. The 2007 and 2010 ERO reports have noted the good standards of education, the focus on continual improvement, and board and staff commitment to working in partnership with families and whānau.

These good practices remain areas of strength. Further improvements have been initiated since the 2010 ERO report. All are focussed on improving outcomes for students and making learning more student-centred. They include the strengthening of bicultural perspectives, teaching and learning programmes, information communication technologies (ICT) and self-review practices. Community partnerships have been strengthened and the school has gained green silver status for its enviro-school programme.

The principal continues to provide effective leadership across all aspects of the school. She works collaboratively with senior leaders and trustees and is building leadership capability amongst teachers and students.

2 Learning

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

Buckland's Beach Primary School trustees, managers and staff use student achievement data very effectively to make decisions that promote and support student learning and engagement.

Reliable achievement data is regularly collected by teachers using a variety of school-based and nationally referenced assessment tools. Good moderation processes operate across the school and within a cluster of schools to support teachers to make consistent, well informed decisions about

students' achievement against National Standards. School data shows that students achieve well in reading, writing and mathematics and make good progress over their time at school.

Students and their parents and whānau are kept well informed about achievement within all curriculum areas and about their progress over time in reading, writing and mathematics. Children lead student-parent conferences to explain their learning to their families.

Students from new entrant to Year 6 are supported to use achievement data and success criteria to help them understand and take responsibility for their own learning. They are aware of their strengths and know what they need to do to achieve personal learning goals. They evaluate their own work and that of their peers, giving useful feedback to each other. These well embedded practices are effectively modelled for students by teachers.

Managers and teachers have high expectations of themselves and students. There is a strong culture of success for all students.

3 Curriculum

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

The school's curriculum very effectively promotes and supports children's engagement and learning. There is a sense of enthusiasm for learning, with teachers and children learning with each other and from each other.

The school's broad curriculum is closely aligned to *The New Zealand Curriculum* (NZC). The NZC curriculum principles have been contextualised for the school and are regularly reviewed against current practice and updated as needed. The curriculum is based on a well integrated inquiry approach that caters for children's needs and gives children choice about their learning approaches and interests. School leaders and teachers are constantly reflecting on ways to ensure the curriculum is child focussed and gives students rich learning opportunities.

Classrooms are calm, respectful learning environments. Students are motivated and self monitoring. Teachers are well prepared, knowledgeable about current best practice and committed to knowing their students and families well. Teachers are reflective about finding effective ways to engage and lift the achievement of their students. They personalise the support they provide for students, and support each other to find innovative ways of challenging and meeting students' learning needs.

The school values families as partners in their child's learning. They invite families and the local community to share their knowledge and expertise with teachers and students in delivering the curriculum. This partnership is particularly evident in the school's very active enviro-school programme.

The school has a small number of students who identify with their Pacific origins. School data shows that all Pacific students currently in the school achieve at or above National Standards for reading, writing and mathematics. Pacific cultures and languages are valued and are increasingly being incorporated into the curriculum. School leaders are responsive to the aspirations of Pacific students' and their families. School leaders continue to explore ways to build on what they are already doing to support the achievement and engagement of Pacific students.

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

The school curriculum, environment and relationships promote high levels of success for Māori students as Māori. Achievement data shows that most perform well in relation to National Standards, with most achieving above the expected standard in reading and at or above expectations in mathematics and writing. These levels compare well with overall levels of student achievement in the school.

The board, principal, school leaders and teachers have engaged in a deliberate focus to strengthen bi-cultural practices in the school. Their commitment is evident through:

- the school's strategic goals, annual plan and teacher professional development programmes
- the appointment of a lead Māori teacher to support Māori students and to help staff increase their knowledge of and confidence in using te reo and tikanga Māori
- teacher performance management practices that include goals set from *Ka Hikitia*, the Ministry of Education plan for Māori success
- documented expectations for te reo and tikanga Māori to be incorporated into programme plans and for teachers to use te reo incidentally during class programmes.

Māori students are engaged in programmes and taking leadership roles. Students, whānau and iwi have been consulted and their responses analysed to help the school become increasingly responsive to the aspirations of Māori whānau.

4 Sustainable Performance

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

Bucklands Beach Primary is very well placed to continue to sustain and improve its performance. School leaders, trustees, and staff are focused on continually improving outcomes for students.

The school's vision '*to become a community of enthusiastic, highly competent learners*' is clearly evident in the curriculum, teaching programmes, and governance and management practices.

Capable trustees bring a range of useful skills to their role. They have carefully managed and planned for the succession of new trustees. The board is kept well informed about student achievement and school matters. They question the information they receive and use data to make informed governance decisions.

Student achievement data is very well used to inform the strategic direction of the school. It is used to identify school targets, teacher professional learning and development and teacher performance management processes.

The principal is an effective, knowledgeable leader who models herself as a learner. She has managed change well, working collaboratively to keep staff, trustees and the community informed. Risk taking and innovation in the curriculum is encouraged and supported in the search for excellence. Managers and teachers are reflective practitioners.

Well established processes are in place for formal and informal self review. Consultation is effective in helping the school to include the voice of parents, students and staff in school decision making.

In order to further strengthen self review, school leaders could now seek to identify actions taken that were particularly successful in contributing to improvement and explore how these might be successfully used for promoting future successful outcomes.

Provision for international students

Bucklands Beach Primary School is a signatory to *The Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989.

The school provides high quality pastoral care for its international students. These students participate well in the school's educational programmes and the wider life of the school. They benefit from the school's careful monitoring of their progress and achievement and their English language learning. Families enjoy networking socially through the school's calendar of events that celebrate its diverse community.

The school as attested it complies with all aspects of the Code.

ERO's investigations confirmed that the school's self-review processes for international students are thorough.

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.

When is ERO likely to review the school again?

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

Dale Bailey

Dale Bailey
National Manager Review Services
Northern Region

18 September 2013