



Education Review Office
Te Tari Arotake Mātauranga

Paihia School
Paihia

Education Review Office

External Evaluation

ERO External Evaluation

Paihia School

1 Context

Paihia School provides education for students in Years 1 to 8. An experienced principal and deputy principal have been appointed since the last ERO review. The school sought the support of a Student Achievement Function (SAF) and a Leadership and Assessment (L&A) facilitator during 2015 to assist with the school's focus on raising student achievement.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are about preparing children for their futures. The school identifies partnership with parents and whānau as important to providing a good learning environment. Manaakitanga (respect), kaha (doing our best), whanaungatanga (helping others) and tū māia (resilience) are the school's values and known as the hōia of the school waka.

The school's achievement information shows that just over half of Māori children achieve at or above the National Standards in reading. Fewer Māori children achieve at expected levels in mathematics and writing. Over the past 3 years, there has been some variation in the achievement of Māori students. The percentage of Māori children achieving National Standards is 30 percent lower than for Pākehā children in the school.

The cohort of Pacific children is too small to report overall achievement or to identify trends over time. School data show that achievement for Pākehā children is close to the 2017 government target of 85 percent achieving at or above in relation to National Standards.

Since the last ERO evaluation the school has:

- identified all teachers as important change agents for school improvement and raising student achievement
- used collaborative practices for teachers to share their practice and to improve communication
- participated in professional learning and development that has impacted positively on teacher practice and relationships between teachers and children
- focused on data as evidence of outcomes for children
- improved systems for gathering, collating and analysing data
- established robust processes to support teaching as inquiry
- heightened the visibility of te Ao Māori in the school
- developed a more positive learning environment through consistent behaviour management.

3 Accelerating achievement

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

The school has responded well to the need to accelerate Māori children's learning and achievement. Teachers and leaders share a sense of urgency in addressing the disparities in achievement for Māori children. They report improved engagement in learning and good progress being made by many Māori children in reading, writing and mathematics. However at the time of the review it was too early for the school to report accelerated progress for these children.

School leaders establish challenging achievement targets based on a shared knowledge of individual students, their learning gaps and their strengths. Teachers develop an inquiry that focuses on the impact of their teaching on the learning of these target children.

Teachers use effective systems and processes for gathering and analysing data. As a result, they have increased confidence in making overall teacher judgements (OTJs) about children's achievement and in the validity of the school's data.

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

School leaders and teachers use the same potentially effective processes and practices for other groups of children, as they do for Māori children.

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 increasingly effective in promoting equity and excellence for children.

Senior leaders provide high quality professional leadership that focuses on improving outcomes for children. The principal has been a catalyst for improvement. She models the high expectations she has of teachers and children. Teachers lead and model good practice in areas where their expertise has been identified.

Teacher capacity and school capability have been developed and extended through targeted and well-timed professional learning and development. Teachers and teacher aides share the collective responsibility for the children's progress and achievement. Building teachers' knowledge of te Ao Māori has helped them understand, and use, teaching strategies that are particularly relevant to Māori learners and are likely to benefit all children.

The school has put in place a comprehensive plan to improve the achievement of students who need to make accelerated progress in writing. External professional learning facilitators, community and teacher representatives and leaders collaborate effectively to implement and monitor the impact of this work.

Effective governance is supporting a stronger focus on student achievement. School systems and processes are well-aligned with the school's goals and direction. Board resourcing of key aspects of the change and improvement plan has supported teachers' professional growth. Trustees now focus

closely on children's rate of progress and their overall achievement. They can be confident and optimistic about the contribution they are making to the futures of the community's children.

Comprehensive performance management processes ensure teachers focus their efforts and improve their practice in areas that are likely to result in accelerated progress for children.

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 to the strengths, needs and interests of each child
- regularly evaluate how teaching is working for these children
- need to systematically act on what they know works for each child
- need to have a plan in place to build teacher capability to accelerate the achievement of all children who need it.

Action: The board, principal and teachers should use the findings of this evaluation, the *Effective School Evaluation* resource, the *Internal Evaluation: Good Practice* exemplars and the *School Evaluation Indicators* to develop a Raising Achievement Plan to further develop processes and practices that respond effectively to the strengths and needs of children whose learning and achievement need to be accelerated.

As part of this review ERO will continue to monitor the school's Raising Achievement plan and the progress the school makes.

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

The school's change and improvement plan for writing has been well implemented. Extending the scope of this plan to include reading and mathematics would provide a strong foundation for the Raising Achievement Plan.

School leaders and ERO agree that next steps for the school include:

- teachers supporting children to know about and plan for their next learning steps
- strengthening collaborative partnerships with whānau that support children's learning
- continuing to build the school's bicultural curriculum including a progressive programme for teaching te reo Māori.

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

School leaders and ERO agree that embedding and extending the current good practices that are likely to accelerate children's rates of progress are priorities.



Graham Randell
Deputy Chief Review Officer Northern

12 September 2016

About the school

| | | |
|--------------------------------------|---|--|
| Location | Paihia | |
| Ministry of Education profile number | 1072 | |
| School type | Full Primary (Years 1 to 8) | |
| School roll | 181 | |
| Gender composition | Girls 54% Boys 46% | |
| Ethnic composition | Māori Pākehā British Indian other European other | 55% 34% 2% 2% 2% 5% |
| Review team on site | July 2016 | |
| Date of this report | 12 September 2016 | |
| Most recent ERO report(s) | Education Review Education Review Education Review | April 2013 February 2010 February 2007 |