



Education Review Office
Te Tari Arotake Mātauranga

Whangaparaoa School (Auckland)
Manly, Whangaparaoa

Education Review Office

External Evaluation

ERO External Evaluation

Whangaparaoa School (Auckland)

1 Context

Whangaparaoa School is a large contributing school located on the Whangaparaoa Peninsula, north of Auckland. The majority of children are Pākehā. Māori and Pacific children make up 14 percent and two percent of the roll respectively. A feature of the school is the strong sense of community pride and the friendly students. The school has a history of positive ERO evaluations. Since the 2013 ERO evaluation nearly half the staff are new, including two deputy principals and most recently the principal. While the school is still in a period of transition, the new leadership team is continuing to progress the next steps identified in the last ERO evaluation. External support and professional development in mathematics, writing, behaviour management and appraisal is supporting this work. The school is part of the Whangaparaoa Community of Learning with three other local schools.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are at the forefront of all decision making. The values are organised through the acronym ORCA, 'Ownership/Rangatiratanga, Respect/Manaakitanga, Collaborate/Whanaungatanga, and Achieve/Ako', and underpin the school's curriculum. The board, with the new principal, has recently reviewed the school's vision in consultation with the staff and community. The new vision, which sets the learning direction, is 'Connect, Challenge, Empower'.

The school's achievement information shows that at least 85 percent of all children achieve well in relation to the National Standards in reading and mathematics. Approximately 80 percent of children achieve well in writing. At least three-quarters of Māori children achieve at or above the National Standards. Māori achievement in reading is similar to that of all children. Pacific children achieve very well in all areas, as do most girls. Most boys achieve well in mathematics and reading.

The school reports that trends and patterns of achievement in reading, writing and mathematics are good and have remained relatively constant over time. School data show that Māori children's progress has accelerated. Long-term gains are evident in mathematics, and there have been recent gains in writing.

The leadership team is confident that teacher judgements about how well children are achieving against the National Standards are reliable. Teachers have regular opportunities to discuss their judgements with other staff and have access to a variety of tools to support them. Leaders have identified the need to review moderation practices using children's work from across the curriculum.

Since the last ERO evaluation the school has continued to use achievement information well to ensure that children whose learning needs accelerating are identified. The school has continued to provide additional programmes or external support for these children. Key actions have included regular internal evaluation to inform decision making and the strengthening of systems to ensure that accelerated progress can be more easily tracked, monitored and evaluated.

3 Accelerating achievement

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

School leaders and teachers respond well to Māori children whose learning and achievement need acceleration.

School leaders have refined how they use data to identify Māori children who are at risk of not achieving. They are working to personalise the support provided for individual children at the class, team and whole school level.

The board has made several recent appointments to strengthen support for Māori children's language, culture and identity. One of the new deputy principals has specific skills, knowledge and networks to draw on to support teachers to develop their bicultural understandings. She is encouraging staff to use this information to get to know more about the children they teach, and their whānau. Kanohi ki te kanohi (face-to-face) opportunities are promoted to enhance relationships and learning partnerships with whānau.

School leaders have specific targets and plans to lift and accelerate Māori achievement and progress. Senior leaders recognise the importance of regularly evaluating the effectiveness of the actions and progress towards achieving these targets.

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

The school has a variety of effective processes and systems in place to accelerate learning for all targeted learners who require specific support.

Processes to help children transition to school have been recently reviewed. Respectful, inclusive practices ensure that children and their families are welcomed into the school and are well supported into learning programmes. Teachers contact the parents of identified target learners more regularly to keep them informed and share their child's successes.

Leaders and teachers use achievement information carefully to ensure that children who need additional support are placed in one of the many programmes available, or receive relevant support from external agencies. As a result of internal evaluation, leaders have introduced interventions to accelerate achievement in mathematics, and have provided teachers with relevant professional development.

Systems to help teachers to focus on target learners have been strengthened. Time is allocated at team meetings for teachers to share strategies that have successfully accelerated children's learning. Teachers have ongoing opportunities to develop reflective processes so that they can respond and adapt to children's learning needs more effectively.

School-developed 'learning progressions' in reading, writing and mathematics are supporting teachers to identify children's next learning steps and monitor their progress. These progressions are being adapted to make them easier for children to use. This should help children take more responsibility for their learning.

Strengthening evaluation should support teachers and leaders to make decisions about which strategies and interventions are the most effective in accelerating and sustaining progress over time.

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 and organisational processes are becoming increasingly effective in promoting equity and excellence for all children.

Within the last 18 months the board has appointed two deputy principals and a new school principal. Together they have revised the charter which sets a clear, strategic direction for the future. Information from ongoing consultation and review is promoting shared understandings of the school's strengths and next steps among the school's staff and community. This information has also contributed to a documented set of school-wide expectations, supporting greater consistency in practices to successfully accelerate learning.

Senior leaders, with teachers, are reviewing the curriculum to ensure that it builds on children's strengths, needs and interests. Priorities identified include:

- further personalising learning through a more child-centred approach
- developing a school-wide curriculum, with specific focus on strengthening the bicultural and local curriculum, integrated inquiry approach, the Arts and e-learning
- building a sense of community responsibility for individual children's progress by enhancing opportunities for collaboration.

Senior leaders have undertaken a comprehensive evaluation of the teacher appraisal process. This, along with teachers' inquiry into their practice, has strengthened teachers' ownership of their professional growth and development, particularly in ways to accelerate the progress of target learners.

The principal is developing teachers' capability by growing leadership across the school. Team leaders are now released to work alongside teachers to support them to improve their practice. Staff members with expertise linked to charter priorities, have been appointed as curriculum leaders. Their role is to lead a team in developing and monitoring improvement plans. This should also benefit team leaders in their coaching role.

Children enjoy settled, focussed learning environments and actively participate in learning activities. Teachers use a variety of formative teaching strategies to engage children. Strengthening teachers' and children's use of assessment data to identify and monitor their next learning steps, should help children take greater ownership of their learning, progress and achievement.

Teachers have developed a te reo and te ao Māori curriculum that provides children with increasing challenge as they move through the school. Relationships and communication with whānau, and professional development for staff in te reo, tikanga, and te ao Māori, have been identified by leaders as key strategies to further support Māori children to succeed as Māori.

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.

Whangaparaoa School is well placed to accelerate the achievement of all children who need it.

Trustees and school leaders have a clear vision for school development. School leaders are strategic, motivated and improvement focussed. They are growing staff leadership and have introduced processes that promote collaboration to accelerate learning and empower learners.

School leaders and trustees agree that next steps in school development also include:

- reviewing the quality of achievement targets, and evaluating the impact of interventions on learner outcomes
- continuing to engage whānau Māori as contributors to the school's strategic direction and partners in their children's learning.

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*
- provision for international students.

7 Recommendations

ERO recommends that the school continues to implement its revised charter and improvement plans to empower learners and provide further opportunities for learner success. Trustees, leaders and teachers should continue to develop their evaluative capability to ensure that the school's improvement momentum is sustained.



Graham Randell
Deputy Chief Review Officer Northern

18 January 2017

About the school

Location	Manly, Whangaparaoa	
Ministry of Education profile number	1571	
School type	Contributing (Years 1 to 6)	
School roll	771	
Number of international students	3	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	Māori Pākehā British/Irish Asian African Australian Pacific other European	14% 72% 4% 3% 2% 2% 2% 1%
Review team on site	November 2016	
Date of this report	18 January 2017	
Most recent ERO report(s)	Education Review Education Review Education Review	March 2013 June 2009 March 2006