

West Harbour School Education Review

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About the School

Location	West Harbour, Auckland	
Ministry of Education profile number	1566	
School type	Full Primary (Years 1 to 8)	
Decile [<u>1</u>]	3	
School roll	406	
Number of international students	0	
Gender composition	Boys 52% Girls 48%	
Ethnic composition	Māori	29%
	NZ European/Pākehā	17%
	Samoan	29%
	Cook Island Māori	5%
	Indian	3%
	Asian	2%
	Middle Eastern	2%
	Niuean	2%
	Tongan	2%
	other Pacific	6%
	other	3%
Review team on site	August 2011	

Date of this report	10 October 2011	
Most recent ERO report(s)	Education Review	June 2008
	Education Review	June 2005
	Accountability Review	October 2001

The Purpose of an ERO Report

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. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

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1 Context

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

West Harbour School, in Auckland, is a Year 1 to 8 school with a current roll of 406 students, including a significant number of Māori and Pacific students. The school reflects its ethnically diverse community. Many students speak languages other than English at home.

The school has a welcoming and inclusive tone. Students from diverse backgrounds and those who have physical, learning or behaviour needs are respected and included in the school's supportive culture. The school serves as a focal point for the community.

The 2008 ERO report commented positively on the school's curriculum and learning programmes. ERO recommended that students be given more ownership of their learning. During the past three years leaders and teachers have been involved in a professional development initiative on ways of enabling students to take increasing responsibility for their own achievement.

2 Learning

How well are students learning – engaging, progressing and achieving?

Student engagement levels are high and students work in settled, focused classroom environments. Teachers encourage students to attend school regularly, to participate actively in learning programmes and to see themselves as capable learners.

Students have frequent opportunities to learn cooperatively with their teacher and peers. Teaching practices are helping students to be more knowledgeable about their achievement and about ways in which they can make more progress.

Twenty-eight per cent of students entering the school have had no formal early childhood education. The school provides highly effective education for students in their first years of school. Engaging classroom programmes, proactive learning support for students achieving below National Standards, and partnerships with parents, mean that these young students make good progress.

School leaders are in a transition period of aligning school assessment practices with the National Standards. The school's achievement information indicates that, while the majority of students in Years 1 to 3 achieve National Standards in reading, writing and mathematics, the majority of Year 4 to 8 students are yet to achieve at expected levels in these key curriculum areas. Achievement levels of Māori and Pacific students are similar to those of other students in the school.

School leaders note the impact that the school's high rates of transience have on achievement data. Monitoring the progress of students who have had most of their education at West Harbour School may present a different achievement profile.

The board and school leaders make effective use of planning and reporting processes. They set appropriate targets to accelerate the progress of groups of students, particularly including Māori and Pacific students. Additional resourcing and staff professional development support the achievement of these targets.

Over the past year, school leaders have developed a system for reporting to parents in relation to the National Standards. The reports identify the next steps for students to achieve and suggest ways in which parents could support their children's progress.

School leaders make good use of achievement information to identify areas of learning that would benefit from further resourcing and more focused teaching. Teachers assess students'

learning regularly and monitor their progress. Students with learning difficulties are identified and are supported to accelerate their progress.

Student progress is well supported and teachers give students individual feedback on their achievement. They provide students with criteria that help them to identify the improvements they should aim for in their work. Teachers and leaders are continuing to seek ways to enable students to take greater responsibility for their own progress and to think more critically about their learning.

ERO and school leaders discussed the benefits of developing learning progressions in language that is student-friendly. Clearly worded sequences of learning would provide achievement criteria that could be used throughout the school and would help students to evaluate their own achievement and to set specific learning goals.

How well are Māori students learning – engaging, progressing and achieving?

Of the school's 406 students, 117 are identified as Māori. The school's achievement information indicates that the majority of Māori students do not yet meet National Standards in mathematics, reading and writing. Māori students are keen participants and contributors in class and in school activities. Some readily take advantage of the leadership opportunities offered.

School leaders monitor the progress of individual Māori students as they move through the year levels. They could also track the progress of the group of Māori students who remain at this school from Years 1 to 8. The information gained would help the board, leaders and staff to evaluate the extent to which teaching and learning programmes have been successful in supporting the progress of Māori students. Similar tracking would be useful to monitor the progress of Pacific students and of other student groups of particular interest or concern.

Māori whānau have multiple forums for consultation with school leaders and teachers. Aspects of te reo Māori me ōna tikanga and bicultural perspectives are integrated into relevant learning programmes. These good practices support Māori students attending the school to experience pride and success as Māori.

3 Curriculum

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

The school's curriculum aligns well with the values, principles, key competencies, and achievement objectives of The New Zealand Curriculum. School documentation gives teachers good guidance on how to plan and teach programmes that promote and support student learning.

Teachers plan a broad, integrated school curriculum. Literacy and mathematics are taught daily and are integrated with other subjects through a planned focus area that is both topical and relevant. Curriculum programmes include, the arts, te reo Māori, aspects of science, social studies, technology, and regular physical activity.

Leaders and teachers regularly review the curriculum to ensure that it caters for students' interests and learning needs. Students' cultural backgrounds are recognised and valued by teachers and other students.

ERO endorses the areas that school leaders and teachers have prioritised for further development. These areas include:

- increasing student involvement in digital learning
- including students more in planning and evaluating curriculum programmes
- developing a progressive te reo Māori programme, and increasing teachers' knowledge of te reo and tikanga Māori.

4 Sustainable Performance

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

West Harbour School is well placed to sustain and further improve teaching and learning. The school has a long-serving principal and leadership team. They proactively build partnerships with staff, parents and students. Leaders have a strong belief in students' ability to succeed. They are capable role models who support teachers to deliver effective learning programmes. Leaders and staff aim to further develop teaching approaches that enable students to become reflective, self-managing learners.

School leaders proactively seek and value the input of students, staff and parents. They have meaningful consultation with Māori and Pacific communities. Their collaborative approach to building leadership capacity and teacher learning promotes professional collegiality and shared responsibility for student learning. This inclusive environment enables students to participate and contribute confidently, and to take risks in their learning.

Self review is evident at all levels of the school. Board and management decisions are centred on strategies to further promote student engagement and progress. The board has set targets for student achievement in relation to the National Standards. ERO recommends that school leaders and staff enhance self-review processes by strengthening their interpretation and analyses of quantitative and qualitative data. Reporting of self review could include summaries of notable areas of strength and areas that need to be addressed.

Trustees have been members of the board for a considerable length of time. They are enthusiastic about their roles in school governance. Strategic and operational planning, the school charter, and self-review processes guide decisions relating to staff development, classroom resourcing and general budgeting. ERO and the board discussed the need to consider succession planning more formally for the 2013 board election.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under the section 238F of the Education Act 1989. At the time of this review there were no international students attending the school.

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

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

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. 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 students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- 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 three years.

Richard Thornton
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10 October 2011