



Education Review Office
Te Tari Arotake Mātauranga

Paekakariki School
Paekakariki

Confirmed

Education Review Report

Education Review Report

Paekakariki School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Paekakariki School is on the Kāpiti Coast, north of Wellington. It caters for students in Years 1 to 8. The roll is stable with 147 students, of whom 25% identify as Māori.

The 2016 ERO report recommended that the Ministry of Education (MoE) provide support for the school to bring about improvements in the achievement of Māori learners, responsive planning, teaching, and capacity building across the school.

Since then a MoE senior adviser and Student Achievement Function (SAF) practitioner have provided support and guidance. The board has received training and support from the New Zealand School Trustees Association (NZSTA) and other providers. There have been two new staff appointments and two new deputy principals were promoted from within the school in 2017.

Teachers have participated in MoE professional learning and development (PLD) with a focus on school planning, literacy and assessment. Additional PLD in te ao Māori, restorative practices, and play-based learning has been ongoing.

Community links are evident through student-run radio broadcasts, a large school garden, community consultation, and regular interactions with local early learning services and Kāpiti and Ōtaki schools in a range of activities.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The 2016 ERO report identified key areas for ongoing development. These were for trustees, the principal, and staff to:

- raise the achievement levels of Māori and other students whose learning needs acceleration
- build capability of trustees, leaders and teachers, including their use of assessment information to better respond to students at risk of poor educational outcomes
- strengthen the use of teacher inquiry and internal evaluation to inform ongoing improvement
- address compliance matters related to: health consultation; systems for regular police vetting of non-teaching staff; and, updating of some policies and procedures to meet legislative requirements.

Progress

The school has made good progress in addressing the priorities identified for review and development.

Trustees and leaders have undertaken extensive community consultation to review and develop the school charter. This has strengthened community partnerships and promoted change and improvement across the school. From this process, a local curriculum has been developed which provides the foundations for teaching, learning and assessment.

In consultation with the community, leaders and teachers have developed the 'barefoot learner profile' which identifies expected values, knowledge and attitudes. It prioritises Turangawaewae, (belonging), Whanaungatanga (connecting), Whakatāmene (exploring), and Whakapuāwai (thriving). A focus on te ao Māori, practical learning in the local community, and environment contexts and resources caters for learners' interests and needs.

Trustees and leaders have strengthened learning partnerships with parents and whānau. Wananga are held in a range of different settings. Parent and student voice is valued and helps inform decision-making.

The introduction of a play-based learning session each morning in the new entrant class supports smooth transitions and parent involvement. As a result, children experience a calm, settled beginning to the day. Students are actively involved in their own learning through goal setting and monitoring of their progress against expectations.

Leaders and teachers have improved the processes and tools for monitoring and tracking individual students' progress and achievement. Further development of assessment processes and use of data is needed to determine:

- specific, targeted teaching to address individuals' learning needs
- the effectiveness of strategies in accelerating the learning of students who need it
- the impact of these actions on sustaining progress and achievement over time of students at risk.

The school recognises the need to raise achievement and accelerate the learning of those Māori and others learners achieving below school expectations. Results from 2016 and 2017 show small numbers of students have made accelerated progress. Improved rates of acceleration should be a priority to improve equity amongst all groups, especially for boys and Māori students.

Extensive targeted PLD has strengthened teachers' and leaders' knowledge and skills to address strategic priorities in literacy, restorative practices, and increasing Māori student engagement. The principal's effective leadership, modelling of learning, and provision of learning opportunities for staff promotes innovation and improvement.

Trustees' training and improved policy review has supported their ongoing focus on meeting legal obligations, and has increased their scrutiny of student information to better inform board discussions and decision-making.

The school has strengthened its review practices, teacher reflection, and learning conversations. The revised appraisal framework provides appropriate processes and systems for supporting teacher development. Leaders and teachers share a model for inquiry and are beginning to use a framework of evaluation to inform improvement and decision-making.

Next steps for leaders to increase the knowledge building and internal evaluation capacity of the school are to:

- consistently implement the appraisal processes, including robust evaluative feedback and the use of the annual summary to better inform individuals' ongoing development priorities
- further develop teachers' inquiries and evaluation practice to strengthen evidence based decision-making.

3 Sustainable performance and self review

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

The school is well placed to embed new initiatives and continue to improve its performance.

Key next steps to support ongoing improvement are to continue to:

- develop systems and processes for assessing, analysing and reporting schoolwide student learning, including acceleration and achievement, for learners at risk
- improve understanding and use of inquiry and internal evaluation to ascertain the effectiveness of teaching programmes, initiatives, and strategies
- strengthen the appraisal process to better support teacher development.

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.

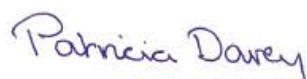
During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- 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.

Conclusion

Trustees, leaders and teachers have actively engaged in community consultation to develop a robust school charter and responsive local curriculum. Improved systems and processes have helped build trustees' and teachers' capacity for ongoing improvement. Continued development of the use of achievement information, inquiry and evaluation are next steps.

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



Patricia Davey
Deputy Chief Review Officer Central (Acting)

Te Tai Pokapū - Central Region

29 May 2018

About the School

Location	Paekakariki	
Ministry of Education profile number	2944	
School type	Full Primary (Years 1 to 8)	
School roll	147	
Gender composition	Girls 54%, Boys 46%	
Ethnic composition	Māori	25%
	Pākehā	67%
	Pacific	2%
	Asian	2%
	Other ethnic groups	4%
Review team on site	March 2018	
Date of this report	29 May 2018	
Most recent ERO report(s)	Education Review	June 2016
	Education Review	January 2013
	Education Review	October 2009