

**Papatoetoe Central School
Papatoetoe**

Confirmed

Education Review Report

Education Review Report

Papatoetoe Central 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. The report answers four key questions about the school.

Findings

1 Context

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

Papatoetoe Central School continues to be high performing. The school has an overarching vision of students becoming lifelong, inquiring and independent learners. Students come from diverse cultural backgrounds and are provided with a rich variety of learning opportunities that support their interests.

The school has a large multi-ethnic roll with more than 50% of students identifying as Indian. Approximately 70% of all students at Papatoetoe Central School are either bilingual or new learners of English.

A positive and inclusive tone in the school supports the learning of all students. Well-defined school values underpin the school culture. Students are respected as learners. Students, teachers and parents value being part of the school's community and display a strong sense of pride in the school.

The school has a history of positive ERO reports. The 2010 ERO report noted strong professional leadership, effective governance and a commitment to ongoing improvement. These areas continue to be noteworthy. The 2010 report recommended that school leaders promote greater student ownership of their learning and strengthen the bicultural perspective in the school curriculum. Good progress has been made in these areas.

2 Learning

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

Achievement information is very well used to make positive changes to learners' engagement, progress and achievement. Effective leadership, systems and structures support teachers to reflect deeply on their practice and to make changes to raise student achievement.

Students are highly engaged in learning. Teachers use a range of effective teaching strategies that support new learners of English and enhance student engagement. A current focus for teachers is to give student's useful feedback to help them improve their learning. Learning assistants are an integral part of classroom programmes and contribute to student learning.

The school is very well placed to achieve Ministry of Education targets by 2017. Student achievement information shows that they achieve very well in reading, writing and mathematics in relation to the National Standards. Trustees are well informed about student progress and achievement, have a particular focus on priority learners, and use reliable information to set achievement targets for specific groups of learners. Leaders make well-informed decisions in response to aggregated information on the progress and achievement of students.

Māori student achievement information is gathered separately and reported to the board. The achievement of all Māori students is individually tracked and carefully monitored. They are achieving very well and at similar levels to other students in relation to National Standards in reading, writing and mathematics.

Leaders and teachers are using data and other information effectively to identify groups of learners, including Māori and Pacific, and to plan appropriate learning programmes. Students with special learning needs are promptly identified. A recent focus has been teachers developing 'stretch' targets for those students with particular strengths and talents, and continuing to provide for these students in appropriate ways.

Very good systems are in place to support teachers to make reliable overall teacher judgements in relation to National Standards in reading, writing and mathematics. Parents receive regular detailed information and there are many opportunities to talk with teachers about their child's achievement and progress.

3 Curriculum

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

The school's curriculum is highly effective in promoting and supporting student learning. Students benefit from curriculum decisions that support their wellbeing and cater well for their diverse needs. Accelerating the progress of learners who need additional support is a school focus. Success is driven by teaching teams who reflect on their practice to identify strategies and programmes to improve student's achievement. Intervention programmes for students requiring additional learning support, including English language learners, are well monitored and evaluated.

School leaders provide high-level curriculum leadership. Curriculum design is underpinned by current educational research, effective practice and is closely aligned to *The New Zealand Curriculum*. While the curriculum has a strong focus on literacy and mathematics, students benefit from a broad culturally appropriate curriculum in which they can enjoy success. A range of co-curricular activities, visual arts, performing arts, environmental experiences and cultural learning opportunities engage students in real and meaningful learning contexts.

Teachers implement the curriculum well. Curriculum documentation provides clear direction for teachers. Learning programmes are well planned and purposeful with a natural integration of information and communication technologies (ICT) to enhance learning opportunities for students. Planned learning experiences that reflect the bicultural heritage of Aotearoa New Zealand have become a regular feature of the school curriculum.

Students' interest and capabilities are well supported through a curriculum that encourages them to reach their individual potential, and develop social and leadership skills in many areas. Students are able to make contributions to the programme. The school's integrated inquiry approach, including a recent focus on students' use of thinking tools, helps them learn strategies for taking greater

ownership of their learning. School leaders identify that students understanding of their learning and their next learning steps continues to be an ongoing area for development.

Curriculum design and review are informed by current research and consideration of student achievement information. A recent initiative has been the establishment of curriculum development teams where leaders, teachers and students work together reviewing reading, e-learning and mathematics programmes. School self review has identified oral language programmes as a future focus to further support students' language skills.

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

The schools' Māori students benefit from a focus on their success as Māori. They regularly meet as a group and have formed a kapa haka group. They value the leadership opportunities they receive, the inclusion of Māori contexts, and language learning in the school curriculum. A specialist teacher and kaiarahi oversee te reo Māori teaching programmes. All students, including Māori, participate in class lessons led by the specialist teacher enabling them to learn the school pepeha and haka.

Whānau views and perspectives are sought by the board and school leaders. These aspirations are used in strategic planning to further enhance educational outcomes for Māori learners. Whānau acknowledge the progress made in this area.

Leaders agree that continuing to build teachers confidence to use te reo and tikanga Māori within classroom programmes is a useful next step. Developing a school-wide sequential progression of te reo Māori would support this initiative.

4 Sustainable Performance

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

The school is very well placed to sustain its high performance. At all levels there is a culture of continuous improvement.

The principal continues to provide high-quality, well-informed leadership for the school and community. School leaders provide effective leadership of learning informed by self review, achievement data and educational research. They work well together and have developed coherent leadership structures where roles and responsibilities are clearly defined.

The school has a culture of professional inquiry into practice. Leaders and teachers are focused on maximising teacher strengths and building leadership capability. Leaders provide very good support, guidance and systems that promote teacher dialogue and reflection. School structures and processes foster shared teacher understanding and consistency in practice. Well-considered professional learning and development, induction programmes, and robust performance management processes enhance teaching practice.

Trustees are united in their vision for the school and are clearly focused on making a positive difference for students. They bring a range of useful skills and experiences to their roles and are committed to board training. Trustees are well informed about student progress and achievement and use this information to support resourcing decisions. They are representative of the school community and use a range of strategies to gather community views and aspirations. This information is used to guide strategic decision making. Parents and the wider community actively participate and contribute to the school in a variety of ways.

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

The school continues to provide high-quality education and an inclusive culture for all students. Students are highly engaged in learning achieving at levels consistent with national expectations. Students needing extra support are well catered for and make significant progress. Parents and the community are active participants in many school activities.

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



Dale Bailey
National Manager Review Services
Northern Region

18 June 2014

About the School

Location	Papatoetoe	
Ministry of Education profile number	1426	
School type	Contributing (Years 1 to 6)	
School roll	655	
Gender composition	Boys 51%	Girls 49%
Ethnic composition	Indian	53%
	Asian	15%
	NZ European/Pākehā	9%
	Māori	8%
	Samoan	8%
	Cook Island Māori	2%
	Tongan	2%
	Other	2%
	Fijian	1%
Review team on site	May 2014	
Date of this report	18 June 2014	
Most recent ERO report(s)	Education Review	June 2010
	Education Review	June 2007
	Education Review	May 2004