

Education Review Report: Arotake Paerewa Greenmeadows School

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. 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.

FINDINGS

1 Context

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

Greenmeadows School is an urban, contributing school located in Napier. It has a roll of 422 students, with 19% identifying as Māori. A positive tone and an attractive, well resourced environment support students' engagement in learning. Students actively participate in a wide range of activities inside and outside the classroom.

High expectations of students are underpinned by the school's vision of 'Learn, Grow, Achieve'. Respectful relations are evident amongst students and with their teachers. Families, whānau and aiga are valued as partners in their children's learning.

The local community and a supportive parent body have a strong presence in the school. The board, senior leadership team and teachers work collaboratively to promote positive outcomes for students.

2 Learning

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

Students are well engaged in purposeful learning and confidently share their ideas and opinions. They are aware of the learning purpose and expected outcomes. Conversations and affirming relationships incorporate the school's core values of respect, perseverance and excellence. These are promoted and celebrated. Links are made to students' prior knowledge and experiences at home.

School leaders collect and analyse a good range of data using assessment tools and classroom information. They track students and identify priority learners. In 2011, data reported to the board shows that most students achieve in relation to National

Standards in reading, writing and mathematics. Teachers are continuing to strengthen the depth of analysis to accelerate the progress of priority learners. Māori students' achievement is well monitored and tracked. Senior leaders are looking at strategies to increase their progress. Data shows that the majority of Māori students achieve National Standard expectations.

The professional learning and development (PLD) focus for teachers on written language and elearning has had a positive impact on student achievement. Senior leaders have identified mathematics as an area that requires PLD and resources to improve student achievement.

Families, whānau and aiga receive clear and detailed reports on their children's progress and achievement in relation to National Standards. Useful information enables parents to actively support their child's learning at home.

Data is appropriately used to identify students with specific learning needs. Their progress is monitored through a range of targeted programmes and interventions. There are strong links with external agencies to support these.

3 Curriculum

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

The school's curriculum was created with input from staff and consultation with the school community. It provides a useful and responsive framework that guides teaching practice, programme content and assessment. The curriculum focuses on reading, writing and mathematics and includes the integration of all learning areas. It is well aligned with the principles of The New Zealand Curriculum and reflects the school's core values.

Teachers effectively use a range of strategies to promote successful outcomes for students. Lessons are well paced and sequenced. Students are provided with opportunities to work collaboratively and support the learning of their peers. Good modelling of learning outcomes by teachers, effective questioning and feedback to students provides them with clear next learning steps.

Classrooms are well resourced and include access to information and communication technologies to enhance learning.

Senior leaders and teachers have identified the need to continue to develop the school curriculum to better meet the needs of priority learners and to strengthen the effectiveness of teaching in mathematics and e-learning.

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

Responding to the success of Māori learners is a strategic focus for the board and senior leaders. Actions to acknowledge Māori students' language, culture and identity are evident in the school's planning. A senior leader is heading an inquiry project to build teachers' cultural competency and responsiveness to whānau aspirations, and to promote Māori students experiencing success as Māori. This should contribute to further development of the school's curriculum in response to the needs of Māori learners.

4 Sustainable Performance

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

Trustees participate in regular training and bring a range of experience and expertise to their roles and responsibilities. The board regularly receives useful information about student progress and achievement. Data is used to determine annual targets aligned to schoolwide student achievement priorities. Regular policy review is undertaken as part of a planned cycle. The school charter sets out a clear direction and future focus. The school has identified the need to continue to build and strengthen links with the community, particularly Māori whānau.

Senior leaders provide clear expectations for teaching and student achievement. Teachers work collaboratively to share good practice. The appraisal process includes observations, feedback and goal setting. It is helping staff to reflect on the effectiveness of strategies for raising student achievement.

Self review is appropriately used to identify strategic and annual priorities for improvement. Planning and self review would be strengthened with the inclusion of well defined success indicators. These should assist the monitoring, evaluation and reporting of progress toward, and achievement of, expected student outcomes.

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.
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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
- 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.

Joyce Gebbie

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National Manager Review Services

Central Region (Acting)

19 October 2012

About the School

Location	Napier	
Ministry of Education profile number	2567	
School type	Primary Contributing (Years 1 to 6)	
School roll	424	
Gender composition	Female 55%	
	Male 45%	
Ethnic composition	NZ European/Pākehā	77%
	Māori	19%
	Chinese	2%
	Pacific	1%
	Other ethnic groups	1%
Review team on site	August 2012	
Date of this report	19 October 2012	
Most recent ERO report(s)	Education Review	July 2009
	Education Review	February 2004
	Accountability Review	January 2001