

Paraparaumu Beach School Education Review

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About the School

Location	Paraparaumu Beach	
Ministry of Education profile number	2948	
School type	Full Primary (Years 1 to 8)	
School roll	608	
Gender composition	Female 51%, Male 49%	
Ethnic composition	Māori	12%
	NZ European/Pākehā	62%
	Pacific	2%
	Other European	12%
	Other ethnic groups	12%
Special features	Attached Unit: Resource Teachers: Learning and Behaviour	
Review team on site	August 2013	
Date of this report	7 October 2013	
Most recent ERO report(s)	Education Review	May 2009
	Education Review	May 2006
	Education Review	May 2003

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.

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1 Context

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

Paraparaumu Beach School is located in Paraparaumu Beach township on the Kapiti Coast. The school roll has undergone a demographic change since the May 2009 ERO report. At the time of this review, Māori students comprised 12% of the roll, with an increasing percentage of new entrants and younger students who identify as Māori.

The school has a positive reporting history with ERO. Strengths identified in the previous report continue to be evident. Staff and students benefit from strong professional leadership and a reflective, professional staff culture. High expectations are embedded, as is good teaching and the focus on learning across the school. The board and staff have used the areas for improvement reported by ERO in 2009, as a continuing basis for schoolwide improvement. The continuity of staffing within the leadership team and across syndicates has supported continued positive change.

The well-planned location of buildings and use of five syndicates across this large Years 1 to 8 school fosters a small school atmosphere. Parents are frequent visitors, particularly to the syndicates for Year 1 and Year 2 students. Close community links are established through parent groups. Ongoing relationships with several early childhood centres support children's transition to school. Rooms for the Year 7 and 8 students were refurbished in 2012, and the board is considering ways to use its newly developed digital strategy to enhance teaching and learning for students and staff.

2 Learning

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

Staff use achievement information well to make positive changes to learners' engagement, progress and achievement.

Achievement data reported by the school indicates that the majority of students, including Māori and Pacific, achieve at or above in relation to National Standards in reading, writing and mathematics. A significant increase in both rates of progress and the number of Māori students achieving at or above National standards in reading and writing has been evident over the past two years.

Assessment information is used effectively to set priorities for and target specific groups and individual students each year. Through self review, school leaders are continually refining their understanding and decision making for targeted resourcing to accelerate progress for priority learners. In 2013, school goals were improved to focus on particular groups of students with the aim of raising the achievement of boys and accelerate achievement for some Māori boys in mathematics.

The school has a comprehensive process for recording and sharing the progress of priority learners. Evidence indicates that most students are making appropriate progress. Detailed class profiles provide opportunities for responsive and targeted teaching to meet individual student needs.

Teachers know their students well, with some providing in-depth evaluation of the effectiveness of interventions in accelerating progress. A recent initiative is for teachers to share information about students with particular learning needs in regular one-on-one meetings with the principal. ERO affirms this process.

3 Curriculum

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

The school's curriculum, "the scheme", is an effective and continuously evolving document that supports students' learning

Since the previous ERO review, the school identified a need to review and develop its scheme to fully incorporate The New Zealand Curriculum. This has been effectively achieved through whole staff collaboration, closely aligned with professional learning and an ongoing developmental process.

A clear vision underpins the school's curriculum linked to the values, principles and key competencies of The New Zealand Curriculum. Learning areas are documented through clear and appropriately progressive sequences of learning over class and year levels.

The whole school approach to curriculum development is enabling greater responsiveness from teachers and syndicates to the needs and abilities of their students. Teachers effectively use the curriculum to better match learning programmes with the wide range of cultures students bring with them to school. An innovative approach to incorporate Māori content is being explored.

Parent and whānau consultation for curriculum development has been included as part of regular review of school operations. Creating specific opportunities for more extensive curriculum consultation with parents, whānau and students should enhance its continuing relevance and support authentic contexts for learning. Such consultation could be a useful part of regular curriculum self review.

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

The senior leadership team is using deliberate strategies to promote the engagement and achievement of its Māori students. These are building on already strong whānau-school relationships where teachers are in regular contact with parents of Māori children and students' progress is closely monitored.

A new approach to partnerships with students and whānau is being implemented based on ideas from a range of sources. These include:

- Ka Hikitia, the Ministry of Education's Māori Education Strategy
- Tātaiako: Cultural Competencies for Teachers of Māori Learners

- Te Kotahitanga, a professional learning and research programme, that supports school leaders and teachers improve Māori students' learning and achievement.

Staff, whānau and students continue to develop the Māori Education Plan through progressive rounds of consultation with each group. The plan incorporates the school vision and has an overall learning goal that encapsulates the school's understanding of success for Māori students as Māori. Elements of the plan are already evident in areas of school operation.

Paraparaumu Beach School is working collaboratively with other schools in the Kapiti area to develop a coherent programme of te reo Māori that will support students as they transition beyond their primary school years. The profile of kapa haka across the school is high.

ERO and the school agree that the collaborative approach to engaging Māori students and whānau with staff continue. The approach is already being considered for encouraging similar engagement with Pacific students and their families.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance.

The school is well governed and managed. The board receives high quality information to support its decision making. Trustees continue to provide resources, including additional staff, to promote high levels of student achievement. Transition of trustees onto the board, following recent elections, is well planned. At the time this review the board has a good mix of experienced and new trustees.

School leadership is of high quality. The principal effectively distributes responsibilities across his staff and actively nurtures aspiring leaders. The senior leadership team and syndicate leaders share a commitment to ongoing inquiry into improving the quality of statistical and written information gathered about student learning to inform teaching. Senior leaders regularly engage in strategic thinking about the school's future direction.

High quality teaching is supported by a thorough appraisal process, class observation and feedback to staff on specific projects. High levels of communication are evident and there is a schoolwide culture of continuous learning and reflection.

Self review is embedded in school processes at governance, senior management and syndicate levels. Senior leaders and staff are focused on developing greater consistency in classroom evaluation of practice based on a wide range of evidence. This should allow for:

- better alignment of classroom teaching strategies for specific groups and individuals with overarching syndicate and school goals
- teacher-led understanding of what accelerated progress for students with particular needs looks like
- increased teacher confidence in rigorously investigating the impact of teaching on the learning of individuals and groups of students.

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.

When is ERO likely to review the school again?

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

Joyce Gebbie
National Manager Review Services
Central Region (Acting)

7 October 2013