

Peninsula Primary School Education Review

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About the School

Location	Te Atatu, Auckland	
Ministry of Education profile number	1531	
School type	Contributing (Years 1 to 6)	
Decile [1]	5	
School roll	381	
Gender composition	Girls 201 Boys 180	
Ethnic composition	New Zealand Pākehā 46% Māori 27% Samoan 5% Cook Island Māori 3% Niuean 3% Tongan 3% Other Pacific 3% Indian 4% African 2% Asian 2% Other 2%	
Review team on site	November 2011	
Date of this report	16 March 2012	

Most recent ERO report(s)	Education Review	December 2008
	Education Review	August 2005
	Education Review	January 2002

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.

[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 that have an impact on student learning?

Peninsula Primary School is located on the Te Atatu Peninsula and has a diverse student population. Māori and Pacific students make up a significant proportion of the roll. The school caters for students from school entry to Year 6. Experienced senior leadership and a commitment to improving outcomes for students contribute to the positive school tone and the settled learning environment. Students enjoy a wide choice of co-curricular activities which draw the community together. A Māori support group has recently been re-energised with help from the community, board and staff.

Peninsula Primary School has a strong commitment to providing a positive transition to school for new entrant children. The “Right Start” programme allows children to become familiar with their new learning environment and parents to establish relationships with teachers.

The school grounds are attractive and spacious. The children’s involvement in the school gardens, as part of the curriculum, reflects the school’s commitment to the Enviro programmes.

Staff work collaboratively in well planned and ongoing professional development programmes to improve the quality of teaching and learning, and raise student achievement. The 2008 ERO report identified that teachers should develop more effective teaching and learning strategies to help students understand their learning. On going developments, supported by school self-review, should contribute to more consistent teacher practice across the school.

2 Learning

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

Students are confident, willing learners who are keen to succeed at school. They enjoy positive relationships with their teachers and are focussed on their lessons. Classrooms are consistently well organised, structured learning environments.

Student progress and achievement is measured regularly and systematically. Senior leaders and teachers share the responsibility for tracking and monitoring student progress. The school's assessment information indicates that the majority of students at Peninsula Primary School are at or above the National Standards for reading and writing. Reports to the board of trustees show that most students are achieving at or above the National Standards for mathematics. The teaching and reporting programme has focused on numeracy and statistics, and has yet to include all areas of the mathematics curriculum.

Approximately 17% of students identify as Pacific. Interim data indicate that this group is making good progress in reading and mathematics. Senior leaders and teachers now need to consider further strategies to improve Pacific student achievement so that these students achieve at or above the applicable National Standards in writing.

During the review, ERO and school leaders discussed the steps the school could take in order to further develop the collection, analysis and use of student achievement information. Documenting more clearly and succinctly the overall rates of progress and achievement of all students and cohorts of students in all learning areas could help to improve the process. Reports to the board that clearly document overall rates of progress and achievement would allow them to make well informed decisions about how they can best support teaching programmes and set meaningful school-wide targets.

Parents receive two written reports each year that show how well their child is achieving in relation to the National Standards. Senior leaders and teachers need to ensure that:

- evidence to inform overall teacher judgements in relation to the National Standards is drawn from across curriculum learning areas
- school practices promote consistency of overall teacher judgements through moderation between year levels
- the mid-year report clearly indicates progress towards achieving the standard
- plain language is always used and comments explain how parents can support learning at home.

How well does the school promote Māori student success and success as Māori?

The 102 Māori students attending Peninsula Primary School comprise 27% of the roll. The school's assessment information shows that in most year levels, the achievement of Māori students in writing and mathematics is at or below the National Standards. Mid-year data show good progress in reading. The challenge for senior leaders and teachers is to develop and implement more effective strategies to enable Māori students to make appropriate gains to be successful in writing and mathematics.

The recent, effective work undertaken with, and by the whānau group, is helping te reo me ōna tikanga Maori to be developed further in the school. Māori students have opportunities to experience a sense of pride in being Māori and to provide leadership in school-wide activities including school powhiri where students' confidence and enjoyment are clearly evident.

3 Curriculum

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

The school's curriculum supports and promotes student learning and is aligned to The New Zealand Curriculum (NZC). Children with special learning needs are well supported by the school's inclusive tone and practices, including a range of learning programmes and targeted teacher aide support.

Students are articulate and respected as learners, and have opportunities to take leadership roles within the wider school community. They demonstrate a sense of well being and encourage each other in their learning and school activities.

Since the last ERO report in 2008 the school's focus has been on improving the teaching of literacy and numeracy. A review of the provision for students who are identified as gifted and talented has involved parents and has resulted in good progress in this area. School leaders have begun a full review of the school curriculum to ensure all of the principles of the New Zealand Curriculum are enacted in classroom programmes.

Students learn through inquiry topics that change each term and are collaboratively planned by all staff. Teachers encourage students to explore their interests linked to the inquiry topics. Good quality expertise and access to information communication technologies (ICT) resources are available in the school. Teachers could consider ways to further utilise these resources and thinking tools as part of their teaching and learning programmes.

Teachers are supported to strengthen their practice through carefully managed professional development. Generally teachers have high expectations of students. ERO observed teaching practice where teachers use effective questioning to stimulate student interest and encourage critical thinking. This good practice shows that teachers have a clear understanding of what students are to learn and that they share that understanding well with students. Teachers continue to explore ways to give students more ownership of their learning, and provide students with increased opportunities to contribute to decisions about the curriculum.

4 Sustainable Performance

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

The school is appropriately placed to sustain and improve its performance. Trustees are building their knowledge and understanding of effective governance as they continue to develop their board roles and responsibilities.

Senior leaders show an openness and commitment to ongoing school improvement. Leadership roles are shared throughout the school with team leaders playing an important role in leading school developments. Further clarification of management delegations and responsibilities could help senior leaders embed school-wide initiatives and continue to provide students with a range of opportunities for learning.

As a means to sustain progress and improve good practice, the board, school leaders and ERO agree that self review could be strengthened. Robust, in-depth self review practices based on good quality evidence should help improve school leaders' capacity to sustain high quality teaching and learning in the school.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

During the course of the review ERO identified an area of non-compliance. In order to address this, the board of trustees must:

- ensure that all school documentation clearly shows that payments are voluntary for parents/caregivers. [Education Act, 1989, s3, Ministry of Education Circular 1998/25].

The school is not yet meeting some requirements for implementing the National Standards.

- The school board, with the principal and teaching staff must report on students' progress and achievement in relation to National Standards, using multiple sources of evidence. [National Administration Guideline 2A (a)].

When is ERO likely to review the school again?

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

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16 March 2012