



Education Review Office

Te Tari Arotake Mātauranga

ERO evaluates and reports on the education and care of children and young people in early childhood services and schools.



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Greenpark School (Tauranga) - 06/05/2016

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1 Context

Greenpark School, located in the west of Tauranga city, provides education for students in Years 1 to 6. The school's roll of 828, includes 122 students of Māori descent and 74 of Indian origin. Greenpark School hosts international students on both short and long term tenure.

Since the 2011 ERO report leadership at the school has remained the same and there have been only a small number of changes to the teaching team. In addition, the school continued to benefit from stable membership of the board of trustees. Teachers have continued to be involved in comprehensive and sustained programmes of targeted professional learning and development funded by the board of trustees and Ministry of Education (MOE).

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are to:

- think and act wisely
- become effective problem solvers using creative and innovative thinking
- develop resilience and a sense of self worth
- establish strong links with whānau, iwi and community
- celebrate their own culture and that of others
- become technologically literate
- develop respect and tolerance for others
- be committed to physical, emotional and spiritual wellbeing
- be literate and numerate.

The school's achievement information shows that out of the 181 Maori children at the school at the end of 2015, approximately 40 students were achieving below the National Standards in reading and mathematics. A smaller group of Māori students achieved below the National Standards in writing. Proportionally similar results were achieved by other groups of children at the school, including Indian and Pacific.

Since the previous ERO evaluation the school has introduced several initiatives focused on raising achievement. These included a long-term MOE and board of trustees funded initiative to improve written language that involved the employment of a specialist mentor to support teachers with their writing programmes. This initiative has had a significant impact on accelerating the progress of Māori and other groups of children over time. The school leaders are now implementing a similar approach to further raise the achievement of children below the National Standards in reading and mathematics.

3 Accelerating achievement

How effectively does this school respond to Māori children whose learning and achievement need acceleration?

The school is effectively responding to Māori children whose learning and achievement needs accelerating particularly in the area of writing.

The school has comprehensive processes to identify and monitor the achievement of Māori children whose learning needs accelerating. This includes monitoring children who achieve below or well below the National Standards. A range of appropriate assessment tools is used to gather relevant information about Māori children's achievement in the key areas of literacy and mathematics. This data is further supported by teacher judgements and whānau information.

The school's 2015 achievement data indicates that many Māori children below the standard made accelerated progress in writing and mathematics. The school has comprehensive plans and processes that indicate that these students are on track to meet the National Standards by the end of Year 6.

School leaders are now refining the format of charter targets to more specifically focus on those children achieving below and well below the National Standards.

Teachers have targeted their response for children in writing and specifically monitor the achievement of these children. They take time to reflect on the effectiveness of their own professional practice. Māori children further benefit from their involvement in a wide range of specialist support programmes.

The school has implemented initiatives to recognise and affirm the language, culture and identity of Māori children. These include pōwhiri to welcome visitors, opportunities to participate in kapa haka, the inclusion of Māori context especially in the school's music and dance programmes, the regular inclusion of local myths, legends and places of historical significance for Māori in class programmes and school events. Māori children's sense of wellbeing and belonging is enhanced by these practices.

There are examples of strong integration of Māori language, culture and identity in class programmes. This is not yet consistent across the school.

How effectively does this school respond to other children whose learning and achievement need acceleration?

The initiatives introduced that are effectively supporting the acceleration of Māori achievement also have a positive impact on accelerating the achievement of Pākehā and other ethnic groups of students in the school.

Children who have English as their second language benefit from specific literacy programmes delivered by specialist teachers supported by trained teacher aides.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and priorities for equity and excellence?

Greenpark School's curriculum, practices and processes are effectively integrated and coherent to achieve the school's expected outcomes and to promote and accelerate children's achievement. School leaders and teachers have developed and documented a curriculum that strongly reflects the principles of *The New Zealand Curriculum*. Children benefit from the knowledge and expertise of specialist teachers in the performing and visual arts and physical education.

A special feature of the school's curriculum is the extensive range of support programmes in literacy and mathematics for children at risk of underachievement. The involvement and learning outcomes by these children are carefully monitored and overall results are regularly reported to the board of trustees. This information indicates that these programmes have a positive impact on accelerating children's progress.

The school has developed robust processes to support teachers to make valid overall judgements about achievement in writing in relation to the National Standards. School leaders should now transfer these processes to reading and mathematics.

The board of trustees makes effective use of achievement data to inform its decision making about ongoing resourcing including the provision of professional learning and development programmes for teachers together with support initiatives for students. Trustees work well with school leaders and are supportive of teaching staff. They continue to fund professional learning for teachers that contributes to building consistency of teaching practice across the school.

School leaders effectively lead professional learning. They work well together and have a strong focus on school improvement and continuing to raise achievement. They set clear expectations for teaching and learning and are supportive of children, teachers and families. Leadership opportunities are provided for teachers to share their knowledge and expertise with their teaching colleagues.

A priority is placed on continuing to lift teacher capability. Teachers enjoy the support that they

receive from mentor teachers particularly in writing and mathematics. Useful processes have been implemented to support teachers to reflect on their professional practices. Consideration should now be given to extend on this important development to reading, in alignment with charter targets.

Children learn in caring environments. Supportive and affirming relationships underpin the positive learning tone evident across the school. A feature of classroom operations is a high level of children's engagement in their learning. Teachers successfully use a wide range of strategies that support learning. This includes processes that support children to become more aware of their current achievement and next learning steps.

Strong partnerships between the school and whānau support children's learning and wellbeing. Parents and whānau regularly communicate with their children's teachers about learning and wellbeing. Parents are well informed about their children's progress and achievement and this includes useful information about how they can support their children's learning at home. Children benefit from the high level of parent and whānau involvement in the school.

A systematic approach to internal evaluation is aligned to school priorities. This includes analysing achievement information and consideration of parent and student feedback. These processes inform ongoing decision making by the board and school leaders.

High quality processes support the academic achievement and wellbeing of international children. The International Manager effectively reviews the provisions and outcomes for international children and supports their integration into the school and community.

5 Going forward

How well placed is the school to achieve and sustain equitable and excellent outcomes for all children?

Leaders and teachers:

- know the children who need their learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

Effective learning programmes support and promote accelerated achievement:

- Class programmes are supplemented by an extensive range of additional learning

opportunities delivered by specialist teachers.

- Children at risk of underachievement are well supported by many initiatives designed to accelerate progress.
- The comprehensive approach to raising achievement for all children in writing is a strength of the school.

The key next steps for the school are to extend this successful approach to other areas of literacy and mathematics and to support teachers to further develop bicultural practice in their classes with reference to MOE document *Tātaiako*.

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

6 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 the following:

- Board administration.
- Curriculum.
- Management of health, safety and welfare.
- Personnel management.
- Asset management.

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

- Emotional safety of students (including prevention of bullying and sexual harassment).
- Physical safety of students.
- Teacher registration.
- Processes for appointing staff.
- Stand down, suspensions, expulsions and exclusions.
- Attendance.
- Compliance with the provisions of the Vulnerable Children Act 2014.
- Provision for international students.

7 Recommendation

ERO recommends that school leaders and trustees implement the successful approach used to accelerate the achievement of Māori students in writing to mathematics and reading. This

would include setting and monitoring specific targets in the school's charter that sets clear expectations for the success of individual children.

Lynda Pura-Watson

Deputy Chief Review Officer

6 May 2016

About the school

Location	Tauranga
Ministry of Education profile number	1729
School type	Contributing (Years 1 to 6)
School roll	828
Number of international students	20
Gender composition	Boys 55% Girls 45%
Ethnic composition	
	Pākehā
	Māori
	Indian
	Other Asian
	Pacific
	Other
	64%
	15%
	9%
	7%
	2%
	3%
Review team on site	February 2016

Date of this report
6 May 2016

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