

# Parawai School Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance

## About the School

Location	Thames	
Ministry of Education profile number	1886	
School type	Full Primary (Years 1 to 8)	
Decile [1]	6	
School roll	297	
Gender composition	Boys 54% Girls 46%	
Ethnic composition	NZ European/Pākehā 63% NZ Māori 22% Other European 6% Other 3% Pacific 2% South East Asian 2% Indian 1% Other Asian 1%	
Review team on site	July 2011	
Date of this report	2 September 2011	
Most recent ERO report(s)	Education Review August 2008 Education Review September 2005 Education Review May 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. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

[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's context that have an impact on student learning?

Parawai School caters for students in Years 1 to 8 and is well established in the township of Thames. The school has developed positive relationships with the local community, including Māori, and is well served by a stable and dedicated staff. The principal, along with the deputy principal and senior leaders provides effective leadership that is well supported by the board. At the time of this review there were 297 students, 22% of whom identify as Māori.

Students learn and play in a safe and inclusive school culture. Their learning environment is well resourced and maintained. The school provides a wide range of opportunities for students to participate in leadership, sporting, cultural and academic pursuits. School leaders, in consultation with the parent community, have reviewed the curriculum, including the vision and values. These align well with the school's strategic direction and provide a cohesive framework for the ongoing improvement of student educational outcomes.

## 2 Learning

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

In reading, most students achieve at or above national expectations. School-wide assessment information shows that high numbers of students make accelerated progress during their time at school. In mathematics, teachers are able to show that by the time students reach Years 6, 7 and 8, they are achieving at similar levels to their peers nationally.

Overall, although student achievement in writing is variable, it is improving. To further enhance student progress, teachers have engaged in extensive professional development in writing and are using this knowledge to assess and target students' learning needs.

The school has made good progress in assessing reading, writing and mathematics in relation to National Standards. Teachers and leaders are reporting to parents and setting goals and targets against the standards.

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

Most Māori students are achieving at and above national expectations in reading, however, they are still achieving slightly below their non-Māori peers in the school. In mathematics, they are also achieving slightly below their non-Māori peers.

With the support of the principal and deputy principal, the teacher responsible for promoting te reo and tikanga Māori has worked hard to establish the importance of the Māori dimension in the school. Students benefit from a large kapahaka group, waiata, a te reo Māori programme, carving for senior boys and trips to the local mārae. In addition, the lead teacher provides professional development for staff and ongoing resource development. The school is committed to enhancing the Māori cultural perspective and raising the achievement of Māori students. Senior leaders have developed a draft strategic plan to progress these aspirations.

### 3 Curriculum

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

All curriculum areas have been reviewed and revised and are well documented. Comprehensive curriculum implementation plans are in place across all year levels. Following considerable consultation, the school's vision, values, key competencies and curriculum principles have been adopted and underpin learning in the school. School leaders are providing effective guidance in all aspects of teaching and learning.

A well-planned and comprehensive professional development programme supports and enhances a collegial approach to improving outcomes for students. The teacher appraisal process is well aligned to the school's vision and strategic direction.

Teachers use a range of high quality teaching strategies and practices that engage and extend students in learning. Students learn in classrooms where there are:

- respectful relationships, known routines, and high expectations for learning and behaviour
- attractive and well-presented displays that reflect authentic and student-centred learning contexts, and the school's vision and values.

Teachers make good use of assessment information to group students and monitor their progress in all learning areas. Students are guided by well-articulated expectations and demonstrate self-management skills. They are able to participate in a wide range of learning opportunities, such as outdoor education, enterprise education, music, art, sports and games. School leaders have identified, and ERO agrees that a next step for teachers is to enhance students' awareness of the important role they have to play in their own learning. This involves increasing their understanding of their own progress, achievement and future learning steps.

## 4 Sustainable Performance

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

The school is well placed to sustain its performance and ensure ongoing improvement for all students.

Self Review: Comprehensive student achievement data is collated, analysed and used to:

- plan strategically, including the allocation of resources
- set school-wide goals and targets
- track progress for cohorts and individual students
- develop learning strategies to help students in the classroom, and in learning support programmes.

In addition, there has been a complete review of all learning areas of The New Zealand Curriculum. Assessment has been reviewed to align practices with National Standards and school policies have also been reviewed. A next step is to extend, document and formalise other aspects of self review throughout the school.

Governance: A committed and enthusiastic board of trustees contributes a wide range of knowledge and skills to the governance of the school. The board is ably led by the chairperson who is well informed, supportive and focused on improvement. Trustees provide good quality support for staff, and effective oversight of property development, finances and policy review. The principal and deputy principal keep the board well informed about student achievement and school operations.

Leadership: The experienced and capable principal is supportive of staff and provides reflective and stable leadership for the school and its community. He, along with the deputy principal and senior leadership team, is driving change and improvement, and empowering other staff to take on leadership roles. Together, they are providing a safe and inclusive school culture for students and their families. Parents are kept well informed and are encouraged to be engaged in their children's learning and school activities.

### Provision for international students

There are no international students enrolled at Parawai School.

### Provision for students in the school hostel

Parawai School does not have a hostel.

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. 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 students' 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 four-to-five years.

Richard Thornton  
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Northern Region

2 September 2011