

Red Beach School Education Review

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About the School

Location	Red Beach, Rodney District	
Ministry of Education profile number	1194	
School type	Contributing (Years 1 to 6)	
Decile [<u>1</u>]	9	
School roll	655	
Number of international students	3	
Gender composition	Boys 50% Girls 50%	
Ethnic composition	NZ European/Pākehā	83%
	Māori	2%
	Pacific	2%
	Asian	1%
	other European	10%
	other	2%
Special Features	Attached Special Needs Unit: Motuora, for students with Ongoing Reviewable Resource Scheme (ORRS) funding	
	Host School for local Resource Teachers: Learning and Behaviour	

Review team on site	September 2011	
Date of this report	18 November 2011	
Most recent ERO report(s)	Education Review	June 2008
	Education Review	August 2005
	Education Review	April 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?

Red Beach School is a Year 1 to 6 primary school on the Hibiscus Coast in Auckland. The school has a history of providing highly effective learning opportunities for students. It continues to promote challenging and relevant approaches that empower students to be confident and successful learners.

Since 2008, there have been leadership changes as senior leaders have left the school on promotion. Well considered appointments have been made to help ensure the continuity of forward-thinking, capable school leadership. The board has also completed a significant building project to provide staff with a high quality environment for supporting staff professional learning initiatives and the storage of teaching resources.

The school provides an inclusive environment where students are supported to develop positive relationships with their peers and with adults. Team structures across vertical year groups promote a sense of community for students and teachers. The school hosts a special needs unit, Motuora, for high needs students with Ongoing Reviewable Resource Scheme (ORRS) funding. Motuora students, staff and families are a valued part of the school community.

2 Learning

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

Students are motivated to participate, contribute and achieve. They demonstrate high levels of self management and perseverance. Students talk knowledgeably about their learning and how they can further improve their achievement. They take advantage of opportunities that extend their thinking and capability.

Inclusive class cultures support students to try new challenges in their learning. Students confidently offer opinions and listen to alternative views. Their perspectives are valued and included in curriculum design and review.

Students are encouraged to develop an understanding of who they are as learners from their first year of school. This good practice reflects the school's overarching vision of empowering students to apply the skills of how to learn in any context.

Improvement-focused teacher inquiry, based on student engagement and achievement data, is a feature of this school. Teachers differentiate class programmes in response to students' strengths, interests and needs. As a result, students' diverse learning needs and abilities are well catered for.

The school is working well with the National Standards. Information gathered indicates that most students, including Māori and Pacific students, achieve or exceed National Standards in reading, writing and mathematics. School leaders and staff analyse this data to identify areas where further improvement could be made and use this information to set targets for extending achievement at school, team and class levels.

Teachers use a range of assessment and observation strategies to form judgements about student achievement. One such strategy has been the formation of learning progressions in mathematics, reading, writing and learning competencies. These sequences of learning provide valid frameworks for assessment. Students use criteria from these progressions to set goals and to evaluate their own achievement and that of their peers.

Parents receive useful information about their children's progress. Written reports complement student-led conferences and senior students' e-learning journals.

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

Māori students, who represent 10% of the school roll, achieve well overall and comparably

with their peers.

Ongoing thought is given to meaningful promotion of bicultural perspectives. Aspects of te reo Māori me ōna tikanga are integrated within relevant learning programmes. Māori students may participate in the junior or senior kapa haka groups, and lead school pōwhiri with conviction and enthusiasm. These popular groups are tutored by the school's kaumatua and a specialist teacher. Māori whānau have multiple forums for consultation with school leaders and teachers. Senior leaders respond positively to parents' aspirations and recommendations. These features support Māori students to experience pride and success as Māori.

Senior leaders have considered Ka Hikitia: Managing for Success, the Ministry of Education's Māori Education Strategy. They now plan to use Ka Hikitia with teachers to develop practices that will further develop students' awareness of New Zealand's bicultural heritage.

3 Curriculum

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

The school curriculum is highly effective in promoting student learning. It supports and empowers students to develop skills and attitudes to be learners for life. Learning competencies and values are integrated with class programmes and are well understood by students.

The New Zealand Curriculum 2010 provided a mandate for the Red Beach curriculum, which has been developed around the school's 2005 vision to promote "Community, Empowerment, Lifelong Learning, Achievement, Making a Difference". The principles of The New Zealand Curriculum are embedded in the school's well envisaged curriculum design and enactment.

A major emphasis on thinking and inquiry strategies supports students to become confident, inquiring learners from their early years. Students learn through multiple, relevant contexts to deepen and broaden their understanding of overarching curriculum concepts. An increasing focus for teachers has been to offer students greater choice in curriculum content and context, and in the ways they prefer to learn.

A common, well understood 'language of learning' support students as they progress through the year levels. The integration of literacy and mathematics with conceptual learning provides students with connectedness in their learning.

The board continues to extend the school's provision of information and communication technologies. The development of teaching practices to support digital learning has been a major focus for leaders and teachers. Senior leaders and the board plan to continue work aimed at increasing students' accessibility to e-learning tools.

4 Sustainable Performance

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

The school is very well placed to sustain and extend its performance. ERO endorses school leaders' priorities for continuing to refine teaching practices so that they empower students as successful learners.

The principal has been instrumental in building a dynamic learning environment and a highly reflective culture. She has established cyclic self review at all levels of school functioning. Self review is evidence based, improvement focused, and has a positive impact on student engagement and learning.

Senior leaders have adopted innovative, well researched strategies to develop leadership, the curriculum, and the school as a community of learners. They are consultative and have clearly articulated expectations of themselves and staff to promote the school's vision.

Effective teaching facilitates student progress and achievement. Senior leaders and teachers work collaboratively to provide students with motivational learning experiences. As a result, teachers have a shared, coherent understanding of effective teaching, and share a collective responsibility for student progress and curriculum development.

The board provides the school with well considered governance. Trustees bring a range of valued skills and experience to the board. They are committed to the school's vision, which forms the basis for their strategic planning. Trustees value the information that senior leaders provide and use it to guide their decision-making. The board's approach to self review is consultative to ensure that the direction of the school continues to reflect the views and priorities of its communities.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. It provides an inclusive culture, and effective pastoral care and education for international students who visit on a short-term basis. At the time of this review there were three international students attending the school. Their English language learning is catered for within class programmes and they continue to have Korean language lessons in response to their parents' aspirations.

The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough.

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.

When is ERO likely to review the school again?

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

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