



Awakeri School
west of Whakatane

Confirmed

Education Review Report

Education Review Report

Awakeri School

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. The report answers four key questions about the school.

Findings

1 Context

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

Awakeri School is located 13 km west of Whakatane and caters for students from Years 1 to 8. The roll has continued to grow and is currently 379, including 96 students who identify as Māori. An enrolment scheme has been in place since 1996, which enables the board to manage school growth.

There is a knowledgeable, long-serving principal, an experienced senior leadership team and there is a good balance between experienced and new teachers. The board of trustees is effectively led by the chairman, and collectively they bring a range of useful skills and knowledge to their governance role. Trustees work well with the principal and maintain a focus on improving student outcomes and school development.

The school has a very positive reporting history with ERO. Since the previous 2010 ERO review staff have undertaken a range of internal and external professional learning and development. In addition there have been significant enhancements to the buildings and grounds.

The school motto, 'be the best you can be', is evident throughout the classrooms and playground, and underpins relationships across the school. These values contribute to a positive and respectful school culture. The school is well engaged with its community and there are many opportunities for parents to be involved in school activities and events.

2 Learning

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

The school makes good use of student achievement information to make positive changes to learners' engagement, progress and achievement.

Teachers gather information about students using a range of appropriate standardised tests. They use this information, along with data gathered during teaching programmes, to make judgements about student achievement in relation to National Standards. This information shows that students achieve very well and steady progress has been made since the last review. Students, including Māori, are achieving above regional and national expectations in reading, writing and mathematics

in relation to National Standards. The school has explored the Progress and Achievement Collation Tool (PACT) and has decided to use it with a selection of students from each classroom to assist with teachers' moderation in relation to National Standards. Internal moderation systems are well embedded and provide leaders with good information to use across the school.

Teachers also use achievement information to group students for instruction and identify those needing additional support. A skilled and enthusiastic special education needs coordinator (SENCO) is coordinating a wide range of effective programmes and interventions to support student progress and learning.

Senior leaders make good use of school-wide student information to identify gaps and needs for groups of students within curriculum areas. They also use this information to set and monitor targets to improve student achievement. An improved approach to setting targets in 2015 enables the school to more clearly show how it is accelerating progress for a group of students achieving below expected levels.

Parents receive detailed information about their children's progress and achievement in relation to National Standards. Regular reporting includes interviews and written reports related to all curriculum areas. The board is well informed and receives a wide range of achievement information that is used effectively to make resourcing decisions.

3 Curriculum

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

The school's curriculum effectively promotes and supports student learning. It is appropriately focused on literacy and mathematics and includes broad coverage of other subject areas. Students also experience an extensive range of sporting and cultural events, including trips and camps. A feature of the curriculum is the effective, challenging programme for enrichment and extension of students with identified interests and talents.

In classrooms observed by ERO students were highly engaged and enthusiastic about their learning. Teachers use a wide range of effective strategies to support student learning. There are examples of highly effective teaching practice in the school.

Classroom learning environments reflect student learning and achievement, and relationships between teachers and students are respectful and caring. Teachers work hard to ensure students have access to high quality equipment and learning spaces are effectively organised.

A school-wide virtues programme and a student self-management approach provides a sound foundation for managing student behaviour in a positive and supportive manner.

Student leadership and tuakana/teina relationships are a strong feature of the school's curriculum and culture for learning. Through extension programmes students are given many opportunities for leadership and collaborative learning with each other.

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

Māori students are achieving very well. Data gathered by the school shows that they achieve at levels above Māori, both regionally and nationally. Teachers work hard to ensure a Māori dimension is evident in classrooms, and there are many opportunities for these students to experience success in their learning. There is a planned and sequential approach to the teaching of te reo Māori and the

school curriculum includes a biennial noho marae stay and units of study that reflect local legends and tikanga of Ngati Awa.

4 Sustainable Performance

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

The following factors contribute to the school being well placed to sustain and improve its performance:

- The school is well engaged with its community. There is extensive consultation with parents/whānau, and thorough systems and policies that contribute to a safe and inclusive school culture are in place. In addition, there are respectful partnerships with parents and whānau, based on high expectations, support and accountability.
- School leaders are dedicated to school development and raising student achievement. They have high expectations for teachers' performance and ensure teachers are provided with relevant professional development opportunities.
- Governance is effective. Trustees have a sound understanding of self review and maintain a focus on improving outcomes for students.
- There is a range of effective self-review processes that are contributing to school improvement.
- Teachers feel well supported by school leaders. Together they work collaboratively and communicate effectively.

5 Areas for review and development

Student centred learning

Progress has been made to an agreed priority identified in the previous report. It is linked to strengthening teachers' use of assessment information to further assist students becoming self managing learners. This continues to be an important next step for the school.

There is also a need to further develop teachers' understanding of student learning progressions. This should assist teachers to:

- provide students with more focused feedback and feed forward about their learning
- make judgements about student achievement in relation to National Standards
- work with students to develop more specific goals about their next learning steps.

Teacher Appraisal

A priority for school development is to fully implement the new appraisal process to further focus teachers and school leaders on ways they can further develop their teaching practice across the school.

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.

Conclusion

Awakeri School students benefit from a positive and inclusive school culture and are well supported to achieve national expectations, particularly in literacy and mathematics. There is a strong emphasis on providing a bicultural curriculum, and many opportunities for extension, additional support programmes and co-curricular activities. Classes are settled and purposeful.

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



Dale Bailey

Deputy Chief Review Officer Northern

7 July 2015

About the School

Location	west of Whakatane	
Ministry of Education profile number	1691	
School type	Full Primary (Years 1 to 8)	
School roll	379	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	NZ European/Pākehā Māori Other	72% 25% 3%
Review team on site	June 2015	
Date of this report	7 July 2015	
Most recent ERO report(s)	Education Review Education Review	December 2010 March 2007