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**Baverstock Oaks School**  
**Manukau, Auckland**

**Confirmed**

**Education Review Report:**  
**Arotake Paerewa**

*Kumēa te paetawhiti kia tata*  
*Whakamaua te paerewa kia tīna*  
*Tukuna te paehiranga kia topa!*

# Education Review Report: Arotake Paerewa Baverstock Oaks 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.

## Findings

### 1 Context

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

Baverstock Oaks School is a large urban school, located in Flat Bush, Manukau. The school serves Years 1 to 6 students in a rapidly growing multi-cultural and diverse community in the south eastern suburbs of Auckland. This includes a wide range of recent settlers to New Zealand. A third of students identify as Indian and 28% as Asian. There are 46 Pacific students and 45 who identify as Māori.

The school motto of 'Learning to Grow; Growing to Learn' and values provide clear direction for decision-making and regular reviews. Continuity of strong senior leadership contributes to a settled and productive school environment. Students are motivated and enthusiastic learners. They are encouraged to take risks and to make choices. The school has a positive reporting history and areas of strength noted in the June 2010 ERO report are sustained.

### 2 Learning

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

Senior leaders and teachers have made significant progress in strengthening their use of assessment information. Highly effective school systems support teachers to gather and analyse student achievement data and monitor progress. These include using assessment information to plan instructional grouping for meeting students' individual needs. Teachers' knowledge of learners' strengths and next steps has improved.

Senior leaders work collaboratively with team and whānau leaders to support the use of assessment information in planning for teaching and monitoring priority learners, including students with specific needs, Māori and Pacific. Individual needs are well identified and responded to. There is a clear and shared understanding of the importance of accelerating progress. Parents receive very useful reports about their child's progress and achievement in relation to the National Standards.

Robust moderation processes support teachers to make consistent judgements about achievement and progress. The board receives useful reports that show students' progress towards annual improvement targets, including priority learners. School targets appropriately respond to the

learning needs of Māori and Pacific students. Learning support programmes, including those for English language learners, are well monitored to ensure they make a positive difference for students. Teachers have high expectations that all learners will achieve well through focused teaching.

Students confidently discuss their achievement levels and the purpose of learning. They are encouraged to use resources that help them see progressions in learning. Useful feedback and information from teachers helps learners to be self directed. Students' views are regularly sought by teachers as part of school reviews influencing the direction of teaching programmes.

The positive impact of a schoolwide teacher professional development programme in mathematics during 2011-2012 directly results in significant progress in student achievement. Teachers have successfully continued to build on school development undertaken in writing before 2011. They are effectively supported to work with assessment to improve teaching and make robust judgements in relation to National Standards.

Senior leaders and staff identify and ERO agrees, that continuing to refine their use of assessment to better target individual needs in teaching, is their next step. This includes empowering students with knowledge and strategies that enable them to lead their learning.

### **3 Curriculum**

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

The school curriculum strongly enacts the school vision and values based on *The New Zealand Curriculum*. A framework of regular review provides clarity for consistent and responsive teaching based on 21st century learning with appropriate use of information and communication technologies (ICT). Schoolwide processes support consistency in how teachers effectively implement the school curriculum.

Senior leaders provide strong and coherent leadership in guiding and empowering teachers to be innovative. Teachers have trialled and recently introduced an integrated inquiry-learning model. This approach builds on the prior knowledge and experiences of each student. Teaching strategies successfully affirm and celebrate the increasing diversity of students and their families.

Consistently effective teaching practice is evident. Small group teaching is a particular area of strength where teachers use a range of highly appropriate strategies and activities. Classrooms are settled, calm and focused environments with high levels of purposeful student engagement in learning.

Teachers are very well supported to continue to grow as professionals and take on a wide variety of leadership roles across the school. There are high expectations for performance matched with tiers of support through coaching, mentoring and personal choices for inquiring into their professional practices. Teachers appreciate the ongoing nature of the appraisal process and the affirmation of their improvements in relation to improved learning outcomes.

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

Since 2010, the school has focused on building authentic relationships with whānau members. This contributed to a parent initiating the introduction of a kapa haka group. This group performs regularly and practices involve a wide range of families.

The Board of Trustees (board), senior leaders and teacher are aware of the importance of knowing about Māori students as individuals and as a group. Their achievement and progress is effectively monitored and reported to the board and staff. A teacher provides leadership and support to teachers in te reo me ngā tikanga Māori. Senior leaders and teachers have considered *Tātaiako: Cultural Competencies for Teachers of Māori Learners* and *Ka Hikitia-Managing for Success: The Māori Education Strategy 2008-2012*. This has increased their appreciation of the importance of increasing their culturally responsive teaching practice.

The school charter affirms the unique place of Māori and the Treaty of Waitangi through a specific strategic goal that aims to grow teachers' cultural competencies and effectiveness for Māori learners. During ERO's review, the principal and board set a specific improvement target for Māori student progress and achievement in reading for 2013. The board has identified that they need to further develop the strategic and learning relationship with whānau and iwi in order to support Māori success as Māori. ERO affirms this is as an appropriate area for ongoing review and development.

### **Success for Pacific Students**

The board and staff have considered the Ministry of Education's *Pasifika Education Plan 2009 - 2012* and are aware that they need to strengthen their specific provisions for Pacific learners. A successful charter target for attendance contributed to marked increase in 2012. Teachers are aware of the importance of building relationships with families. As a group, their progress and achievement is well tracked and monitored by teachers, leaders and trustees. An improvement target in mathematics appropriately focuses on lifting Pacific students' progress.

The board and senior leaders are at early stages of developing formal processes for considering and responding to families' and aiga views and aspirations for their children in the school's curriculum and strategic planning. The board identified, and ERO affirms, that strengthening the strategic engagement with Pacific families is an important next step.

## **4 Sustainable Performance**

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

The school uses a wide range of effective self-review practices to sustain and improve its performance. This includes ongoing monitoring and analysis of student achievement and progress, and consultation with the community, students and staff on a wide variety of topics. The use of teachers' critical reflection and responses to initiative and improvements is a well-embedded practice. Senior leaders are aware that they need to continue to extend the range of evidence used in school evaluation practices that support ongoing school improvements.

The board provides stable and carefully considered governance. Trustees focus on growing their capacity through ongoing training and review of their performance. They are well informed and involved in staff appointments and are aware of the appraisal process for staff. The board is committed to increasing parents' participation and involvement in school activities and events. They are considering more innovative strategies to better engage with Pacific and Māori families. Governance is clearly focused on improving learning opportunities and student outcomes.

Professional leadership continues to be a strong feature of the school. There are deliberate opportunities to grow leaders across the school. Leaders undertake professional inquiries into their area of responsibility that align to the strategic priorities. Teachers are supported to inquire into

areas of professional interest as part of appraisal. They are empowered to follow this process that involves critical reflection, research, feedback and peer mentoring.

A senior leader continues to explore and review the impact of the best ways to strengthen engagement with a rapidly growing parent school community. Recognition of the need to find innovative and responsive ways for how this may occur is evident.

### **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.

At the time of this review there were no international students attending the school. Until recently, there were two long-term international students and the school hosts students from a school in Korea for two weeks each year.

The school has attested that it complies with all aspects of the Code.

ERO's investigations confirmed that the school has a policy and procedural framework that includes self review of its provision for international students.

### **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:

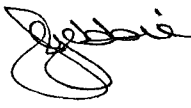
- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

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.

**When is ERO likely to review the school again?**

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



Joyce Gebbie  
National Manager Review Services  
Central Region

8 May 2013

## About the School

Location	Manukāu, Auckland	
Ministry of Education profile number	6960	
School type	Contributing (Year 1 to 6)	
School roll	680	
Gender composition	Male 51%, Female 49%	
Ethnic composition	Indian	33%
	Asian	28%
	NZ European/Pākehā	18%
	Pacific	7%
	Māori	7%
	Other ethnic groups	7%
Review team on site	March 2013	
Date of this report	8 May 2013	
Most recent ERO report(s)	Education Review Education Review	June 2010 May 2007