

Awapuni School (Gisborne) Education Review

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1 Context

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

Awapuni School (Gisborne) caters for students in Years 1 to 6. At the time of this ERO review there were 286 students on the roll. Most are Māori who whakapapa to a range of iwi groups.

An established and well-informed leadership team continues to work collaboratively with teachers and the community. There have been recent changes of staff, with five new beginning teachers taking up positions in 2014. Leaders place high priority on building teacher potential.

Provision for students with special needs continues to be a strong focus for the school. A Special Needs Specialist Teacher (SNST) leads development and oversees provision for these students. Two teachers act in Child Safety Advocacy roles to provide support for vulnerable children.

The school continues to participate in the Positive Behaviour for Learning project (PB4L) and externally facilitated mathematics professional development.

The school has a positive reporting history with ERO.

2 Learning

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

Leaders and teachers use data effectively to:

- identify students' learning needs
- make decisions about how best to respond to needs
- monitor student progress.

Well-established systems for sharing information ensure that planned programmes and strategies are tailored to students' needs.

Teachers demonstrate good knowledge of students and their families. They are highly responsive to students' interests and wellbeing and collaborate to provide for these. Refining targets for groups of students, by making them more specific, should assist the monitoring and analysis of student progress and evaluating the impact of teaching and interventions.

Most students achieve at or above the National Standards expectations in reading and writing. Lower overall performance in mathematics is being addressed through ongoing teachers' professional development. Leaders and teachers continue to have confidence in their judgements in relation to the Standards.

Parents and families are regularly informed about their children's learning and progress through portfolios, written reports and conferences. Students' participation in conferences is helping to develop their understanding and ownership of aspects of learning.

3 Curriculum

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

Students experience learning opportunities that foster their confidence, success and self worth.

Appropriate emphasis is placed on literacy and numeracy to build foundational skills for learning across the curriculum. Knowledge and understanding of early New Zealand and significant local history is fostered. Students learn from rich place-based programmes that have meaning in their lives and nurture their identity.

Teachers create positive, supportive and inclusive environments for learning. Classrooms are well organised, orderly and settled. Teachers share clear expectations and manage routines to help students to focus and succeed. Teachers model and promote calm, respectful interactions.

Students engage positively and are motivated to learn. They collaborate with and encourage each other. The shared values are evident in action.

Transitions into school, from year to year and on to intermediate, are skilfully managed. Students with special needs and their families are well supported. Ongoing, well coordinated interventions promote engagement in learning and school life.

Curriculum review is regularly undertaken by project teams and the findings are used effectively to develop experiences that promote student success.

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

Māori students and their families are well supported to engage in school life through whanaungatanga. Students demonstrate confidence and a sense of belonging.

Students are well supported to participate and succeed as Māori. Teachers and school leaders place importance on students' connections to their heritage. This is highly evident in the shared values, programme planning and practice. Students enjoy traditional Māori activities including kapa haka, waka ama and kī-o-rahi. Continuing to develop teachers' cultural knowledge and understanding should enhance their capacity to be responsive to the language, culture and identity of Māori students.

A school kaumātua/chaplain is a pivotal figure in the school. He provides advice, guidance and strong pastoral support for the school community. The board has initiated strategies for

enriching whānau involvement in developing future direction.

4 Sustainable Performance

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

Effective leadership, well-established practices and a positive school culture continue to support improved outcomes for students. The collaboratively developed vision of 'love to learn and learn to love' is promoted and practised. Relationships are open, respectful and productive.

Trustees are representative of their community. They focus on promoting equity, wellbeing and success. The board engages meaningfully with the community to learn and respond to the aspirations of parents and whānau. Trustees are regularly informed about school development and progress towards priorities. They, the principal and staff, are knowledgeable about their community and students.

Senior leaders are thoughtful and strategic. They support teachers to understand school expectations and build effective practice. Leaders' mentoring is assisted by opportunities to increase their expertise in this area. Further development of processes for teachers' inquiry and appraisal is likely to be useful in sustaining and improving practice.

Self review is highly reflective and improvement-focused. Evidence from a wide range of sources is accessed to monitor outcomes and review goals. These processes should be used to evaluate how well programmes and actions have accelerated the progress of priority and targeted learners.

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

Students participate confidently in thoughtfully designed programmes that support them to achieve success. Emphasis on developing identity through connections to cultural heritage assists students' sense of self worth and belonging. Effective leadership and a focus on improvement contribute to positive student outcomes.

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

Joyce Gebbie
National Manager Review Services
Central Region

9 December 2014

School Statistics

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| Location | Gisborne | |
| Ministry of Education profile number | 2544 | |
| School type | Contributing (Years 1 to 6) | |
| School roll | 286 | |
| Gender composition | Female 50%, Male 50% | |
| Ethnic composition | Māori | 71% |
| | NZ European/Pākehā | 26% |
| | Tongan | 1% |
| | Indian | 1% |
| | Other ethnic groups | 1% |
| Review team on site | October 2014 | |
| Date of this report | 9 December 2014 | |
| Most recent ERO report(s) | Education Review | October 2010 |
| | Education Review | June 2007 |
| | Education Review | June 2004 |