

ERO External Evaluation

Plimmerton School, Porirua City

Summary

Plimmerton School caters for students in Years 1 to 8. At the time of this review there were 506 students on the roll with 10% identifying as Māori, 4% Pacific and 5% of students receiving additional English language support.

A technology centre on site provides tuition for Year 7 and 8 students from the school and six other local schools.

Since the 2014 ERO review there have been some significant staff and board changes. At the start of 2017 a new principal was appointed. A new chairperson, some new trustees and a whānau parent representative were elected at the 2016 board elections.

Teachers have had professional learning and development (PLD) in Accelerating Literacy Learning (ALL), and in digital learning. This year's PLD focus on mathematics is linked to the school's annual improvement targets.

The school is a member of the North Porirua Community of Learning.

How well is the school achieving equitable outcomes for all children?

Students achieve well at Plimmerton School. At the time of this evaluation, National Standards data indicates that most students are achieving at or above in reading, writing and mathematics. Pacific students achieve well. There is some disparity between the achievement of Māori students and that of their peers, but most Māori students are achieving at or above National Standards. Moderation practices ensure greater dependability of achievement information.

Trustees and senior leaders are focused on achieving positive outcomes for all learners. Students identified as not succeeding are known and strongly supported to achieve, with evidence of accelerated progress for many students at risk of not achieving.

Strengthening internal evaluation and aspects of the curriculum should assist the school to further promote equity and excellence for all learners.

Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

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

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school effectively responds to Māori and other children whose learning and achievement need acceleration.

Since the previous ERO review, schoolwide achievement has remained stable and shows that most students achieve at or above the National Standards in reading, writing and mathematics. In the last four years at least 85% of Year 8 leavers were at or above the National Standards. There is some disparity between the achievement of Māori students and their peers but most Māori students achieve at or above the National Standards.

As a group, most Pacific students achieve well. It is timely to consider how effectively the school promotes Pacific students' culture and identity.

Trustees, leaders and staff are focused on improving student outcomes. All students at risk of not achieving the National Standards are clearly identified and closely monitored by leaders and classroom teachers. Teachers know the strengths, interests and needs of their learners well. Classroom teaching and initiatives are in place to promote accelerated progress. Programmes to support these students are regularly reviewed to ensure their effectiveness and value. School reported data indicates that many students made accelerated progress in 2016.

The purpose and process of moderation is well understood and provides useful information for teaching and learning. Students are regularly assessed using appropriate informal and standardised tools. The school has identified that building consistency across the school to support greater dependability of teacher judgements is a priority.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

Effective processes and practices promote the achievement of equity and excellence.

Students are actively engaged in learning. Classrooms are welcoming and purposeful. Positive relationships contribute to productive learning. Student feedback on learning and wellbeing is sought and valued. Classroom environments are managed in ways that encourage participation and promote student agency. Strategies to support learning and achievement are carefully considered. Digital tools are integrated into the programme and support student engagement, enrichment and learning.

All students experience authentic opportunities to learn through te ao Māori perspectives.

Teachers build expertise through targeted PLD informed by student data and the school's annual targets. They work together to extend the range of strategies that support target students. Useful improvement guidelines are in place to assist teaching and learning. Provisionally certificated teachers are well supported.

PLD builds leadership within the school. School leaders promote good practice, actively support teachers and have high expectations for success. They ensure that an orderly and supportive environment, conducive to student wellbeing and learning, is maintained.

The board sets appropriate annual targets based on accelerating student progress. In 2017, these targets include a focus on educational success for Māori students. Trustees should receive regular progress reports to support resourcing decisions. Student wellbeing, achievement and progress is prioritised by the school's trustees.

The board is in the process of revisiting the school's charter. Consultation with the community, staff and children is planned.

Strong relationships are evident between the school and parent community. There is a positive approach to collecting information from families which may contribute to ongoing improvement of student learning. Written reports and information sharing interviews, provide parents with a range of information about their child's learning and progress.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

School leaders and ERO agree on the following key areas for ongoing development to achieve equity and excellence.

- Reviewing the appraisal to contribute more effectively to continuing teacher improvement, including:
 - expectations for each component of the process
 - building cultural competence for teachers of Māori learners
 - a process for judgements about how well the Practising Teacher Criteria (PTC) is linked to student outcomes
 - supporting, acknowledging and building leadership across the school.
- Further developing the connection with Ngāti Toa and reflection of local traditions, stories and histories in the curriculum.
- Teachers and leaders strengthening their use of progress data to evaluate the impact of initiatives and programmes and enable more effective responses to the needs of students. The current inquiry model is likely to contribute to this process.

Board assurance on legal requirements

Before the review, the board 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 the following:

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

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

Provision for international students

The school is signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to review the appraisal process, extend links with iwi and strengthen internal evaluation.

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



Alan Wynyard
Deputy Chief Review Officer Central (Acting)

6 September 2017

About the school

Location	Porirua City										
Ministry of Education profile number	2960										
School type	Full Primary (Years 1 to 8)										
School roll	506										
Gender composition	Girls 51%, Boys 49%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>10%</td> </tr> <tr> <td>Pākehā</td> <td>79%</td> </tr> <tr> <td>Pacific</td> <td>4%</td> </tr> <tr> <td>Asian</td> <td>5%</td> </tr> <tr> <td>Other ethnic groups</td> <td>2%</td> </tr> </table>	Māori	10%	Pākehā	79%	Pacific	4%	Asian	5%	Other ethnic groups	2%
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Pākehā	79%										
Pacific	4%										
Asian	5%										
Other ethnic groups	2%										
Special Features	Technology Centre										
Provision of Māori medium education	No										
Review team on site	June 2017										
Date of this report	6 September 2017										
Most recent ERO report(s)	Education Review May 2014 Education Review May 2011 Education Review November 2007										