

Beachlands School
Beachlands, Auckland

Education Review Office

External Evaluation

ERO External Evaluation

Beachlands School

1 Context

Beachlands School provides education for children in Years 1 to 8. Many staff, including the senior leaders, are long serving. The school has a history of positive ERO reports. Many of the strengths identified in the 2011 ERO report, including the school values, student goal setting and reflection, and systems for managing student achievement information continue to be evident.

The community anticipates increased housing development over the next few years. The school and Ministry of Education have recently introduced an enrolment zone to manage the expected roll growth.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are embedded at all levels of school operations. Friendship, encouragement, respect and nurture (FERN) are the agreed community values which underpin all school actions and relationships between learners, teachers and parents. These values provide very good guidance for children and teachers as they work, learn and play together.

The Beachlands School learner profile clearly defines the community's aspirations for students. The school focuses on supporting children to be lifelong learners, leaders, contributors and communicators. These positive attributes for learning are well aligned to the vision of *The New Zealand Curriculum*. The FERN values and the learner profile together provide a strong foundation for all school operations. They are well understood and shared by all.

The school's achievement information shows that most children achieve at or above the National Standards in reading, writing and mathematics. Māori and Pacific children have similar levels of achievement, with around 60 percent achieving at or above National Standards in reading, writing and mathematics. Overall 80 percent of Pākehā children achieve at or above the National Standards.

School data shows the disparity between the achievement of Māori and other children has been evident over time. While the achievement of all groups of students has improved over time, Māori children have shown greater improvement than non-Māori in mathematics and writing. This has resulted from a closer focus in recent years on learners who need to achieve better.

Since the last ERO evaluation the school has:

- embedded practices and processes influenced by professional development and learning (PLD)
- targeted the achievement of children who need to achieve better
- reviewed and improved the Beachlands School learner profile
- improved support for children with additional needs
- increased the school's responsiveness to student wellbeing.

3 Accelerating achievement

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

School leaders have good systems to identify Māori children at risk of not achieving. Teachers and senior leaders share the collective responsibility for student achievement. Senior leaders have developed very good processes to help teachers to track and monitor Māori children's progress and to respond to their learning needs. The school has good evidence that many Māori children targeted for accelerated progress are beginning to make more than two years' progress in one year as a result of this approach.

Regular, planned professional conversations among teams of teachers about Māori children who need to make better progress help teachers to plan deliberate acts of teaching that are likely to accelerate progress. These good practices mean that teachers know why children are not achieving and what they need to do about it.

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

School leaders and teachers use the same good quality processes and practices for other groups of children, as they do for Māori children.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and priorities for equity and excellence?

Children engage well in their learning. They learn in settled purposeful classes and benefit from positive relationships with their teachers. They are confident and articulate in talking about their learning. Children know how well they are achieving and they reflect thoughtfully on goals they have set for reading, writing and mathematics, and for their development as a learner. They have many opportunities to build on their interests and take leadership roles.

The wellbeing of all children is a priority for the school. School leaders have identified many children who have additional needs that affect their learning. Good systems and processes are in place to provide appropriate support for these children. The programmes and support for children with additional needs are well managed and monitored.

Trustees are representative of the wider community. They bring experience and expertise to their roles on the board. Board training has been undertaken to further develop their understanding of school governance. Trustees have confidence in student achievement information and other reports they receive. They examine data well and make decisions designed to promote better outcomes for Māori and all children.

The experienced senior leadership team models the good practices learned from PLD that they want to embed across the school. Senior leaders and teachers implement improvements that strengthen their teaching practices and management processes. They focus on children who have been targeted to make accelerated progress and on providing good quality opportunities for all children. This effective practice ensures that the school maximises the benefits of professional learning and development.

School leaders are improvement focused. They promote a culture of reflection that benefits learning for teachers and children. Clear planning processes guide self review and are used across the school.

5 Going forward

How well placed is the school to achieve and sustain equitable and excellent outcomes for all children?

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

The school is well placed to achieve and sustain equitable and excellent outcomes for all students. The school is well governed and led. There is a strong focus on student wellbeing and achievement. The school closely monitors and supports students with additional learning needs. Teachers have good opportunities to improve their knowledge and skills through professional learning and development and leadership opportunities.

School leaders and ERO agree that the key next steps identified in the school's 2016 strategic plan are positive indicators for continued progress. They include:

- the board, as representatives of the community, supporting the principal and teachers to promote greater bicultural practice across the school and within the school community. The Ministry of Education documents *Ka Hikitia: Accelerating Success 2013 – 2017*, *Tātaiako: Cultural Competencies for Teachers of Māori Learners* and *Hautū: Māori Cultural Responsiveness Self Review tool for Board of Trustees*, could be helpful tools to support this process
- further promoting future-focused learning and extending student agency across the curriculum.

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

6 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 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
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- compliance with the provisions of the *Vulnerable Children Act 2014*
- Provision for international students.

7 Recommendation

ERO recommends that the board and school leaders continue to work towards equity and excellence for all children and in particular, promote and support the identity, language and culture of Māori and Pacific children.



Graham Randell
Deputy Chief Review Officer Northern

9 June 2016

About the school

Location	Beachlands, Auckland	
Ministry of Education profile number	1224	
School type	Full Primary (Years 1 to 8)	
School roll	545	
Gender composition	Boys 52%, Girls 48%	
Ethnic composition	Māori Pākehā African British other	9% 78% 5% 3% 5%
Review team on site	April 2016	
Date of this report	9 June 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	August 2011 August 2008 August 2006