

Glenavon School
Blockhouse Bay

Education Review Office

External Evaluation

ERO External Evaluation

Glenavon School

1 Context

Glenavon School caters for children from Years 1 to 8. The school has children of many ethnicities, with those of Pacific heritage forming the largest group and those of Māori descent comprising about 18 percent. The school has experienced significant roll growth over the past year.

The school's 2013 ERO report noted the consistently good standards of teaching practice and the strong focus on improving outcomes for children. The school had worked effectively with the Ministry of Education (MoE) and external providers and was making very good progress in raising student achievement in reading, writing and mathematics. The board was providing increasingly effective governance and self review was continuing to strengthen.

The board appointed a new principal in 2014 and a number of new teacher appointments have also been made since that time. Glenavon School has accessed MoE funding initiatives through the Innovative Learning Fund (ILF) and Community of Learning (CoL). This report identifies Glenavon School as a high performing school.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are focused on 'Working together to make all of our students young achievers'. Values that are promoted through acronyms such as ABLE and CHOICE, include: attendance, behaviour, listening, excellence, caring and considerate, honesty and integrity. The school's aspirations for students include being well mannered, ambitious learners who are proud of what they can achieve.

The school's achievement information shows consistent gains in student achievement levels over the past three years. Overall achievement in National Standards is high with the school's 2015 data showing about 80 percent of all children achieving at or above National Standards in reading, writing and mathematics. The school is able to show accelerated progress for children and, in particular, for those who have had their entire schooling at Glenavon.

Māori children's achievement reflects the same positive trend as for school-wide data, with achievement levels in all three National Standards matching those of their peers.

Pacific children also achieve well, with many demonstrating very good gains in their progress and learning over time.

School leaders are building shared responsibility for accelerating student achievement. The principal has useful systems and processes to gather, analyse and moderate student achievement information. Teachers have participated in targeted professional development to further build their knowledge and understanding of assessment. This is helping to ensure that overall judgements about student achievement in reading, writing and maths are consistent across the school and with other schools.

Since the 2013 ERO evaluation, leaders have introduced "Step up the talk", a school-developed programme focused on increasing children's voice in their learning. This is resulting in high levels of engagement in class programmes and school-wide initiatives. Children have opportunities to share their ideas and leadership skills across all aspects of their school life.

Further actions that support children's academic progress have included a significant focus on:

- lifting teachers' expectations of children's capabilities
- improving the quality of teaching and learning
- aligning the school's charter and curriculum
- improving teacher performance appraisals through targeted discussions with school leaders
- teachers modelling and sharing effective practice
- specific goal and target setting for children's learning
- engaging parents in their children's learning
- improving trustees' participation in decision-making about in children's learning.

3 Accelerating achievement

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

School leaders and teachers have developed very effective processes and practices that respond well to Māori children whose learning needs accelerating. Processes include early identification of children at risk of not achieving; implementing action plans to target their progress; ongoing monitoring; and well considered analysis by teachers to identify children's next steps.

Effective teaching strategies complemented by relevant learning support programmes contribute to children's accelerated progress. School achievement information is well analysed and used by leaders, teaching teams and individual teachers to provide programmes that support children's individual learning needs. The school's achievement information shows that by Year 8, the majority of Māori children have made accelerated progress.

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

Pacific children comprise more than 60 percent of the school's roll. School leaders and teachers use the same high quality practices for Pacific, and other groups of children, whose learning and achievement needs to be accelerated as they do for Māori children.

Teaching teams develop well documented action plans. These plans identify the names, learning needs and numbers of children who need to make accelerated progress. The plans are well linked to the board's strategic plan. The school has also developed a Pacific plan that sets specific goals and targets for children's learning, and for parent and community participation. The board has a strategic goal that all children will achieve national standards by the time they leave the school at the end of Year 8. Almost all Year 8 children, including Pacific children, achieve this goal.

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?

School policies, systems and processes align well to achieve the school's vision, values, goals and priorities. The board works collaboratively with the principal to ensure resourcing is strategically allocated to support ongoing improvement to children's learning and wellbeing. Trustees are working together to carefully scrutinise and discuss the analysis of school data.

The school has a strong culture of professional learning. School leaders and teachers deliberately focus on improving teaching practice to create better learning opportunities for children. Teacher appraisal processes and teachers' inquiry into the effectiveness of their practice have been strengthened. Leadership is distributed across teaching teams to build individual and collective leadership capacity. Teachers value being able to develop their own talents and trial innovative strategies to identify and develop practices that effectively bring about positive outcomes for children. They work actively to provide equitable opportunities for children to participate in high quality learning experiences.

Children are enthusiastic about their learning and benefit from school conditions that foster positive attitudes to lifelong learning. The board and staff promote a well maintained and inclusive learning environment. School values are well known by children and their families. These values foster respectful and productive relationships among children, and calm and settled classrooms.

Children participate in a broad curriculum that includes a strong emphasis on literacy and mathematics. Children enjoy a sense of belonging and connection to school and know that their views and ideas are a valued part of the learning process.

Parents are involved in discussions about purposeful goals for their children and these inform teachers' learning plans. Parents receive a range of relevant information about their children's progress and achievement.

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 who need their 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 board is committed to resourcing programmes that promote equity and excellence for learners. The new principal, along with senior leaders, has made significant progress across the school over the past two years. Trustees, teachers and families share positive relationships and are working well together to ensure that all children have access to a range of learning experiences.

High levels of trust and respect at all levels of the community support collaboration and openness to change and improvement. The school's collective capacity to reflect and use evaluation well results in inquiry and knowledge building that contributes to sustained and learner-focused improvement.

School leaders have discussed and planned how they could strengthen bicultural elements of the curriculum in ways that are specific to the school's context and would promote children's culture, language and identity. Leaders agree it is timely to provide a wider range of opportunities for Māori children to experience success as Māori, and for all children to benefit from a richer bicultural curriculum.

ERO is likely to carry out the next review in four-to-five 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 children (including prevention of bullying and sexual harassment)
- physical safety of children
- teacher registration
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- the school's policy and procedures in relation to the application of the *Vulnerable Children Act 2014*.

7 Recommendation

ERO recommends that the school continues to use internal evaluation to consolidate, monitor and report on its progress towards achieving equity and excellence in outcomes for all children.

Graham Randell
Deputy Chief Review Officer Northern

30 June 2016

About the school

Location	Blockhouse Bay	
Ministry of Education profile number	1290	
School type	Full Primary (Years 1 to 8)	
School roll	251	
Gender composition	Girls 48% Boys 52%	
Ethnic composition	Māori	18%
	Pākehā	4%
	Samoan	32%
	Tongan	18%
	Niue	5%
	Cook Island Māori	4%
	Indian	4%
	African	3%
	Chinese	2%
	other ethnicities	10%
Review team on site	May 2016	
Date of this report	30 June 2016	
Most recent ERO report(s)	Education Review	May 2013
	Education Review	May 2011
	Education Review	January 2008