



**Pomaria Road School
Henderson, Auckland**

Confirmed

Education Review Report

Education Review Report

Pomaria Road 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. The report answers four key questions about the school.

Findings

1 Context

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

Pomaria School is a large, culturally diverse urban school. Students are predominantly from Māori and Pacific backgrounds. The school values of manaakitanga, whanaungatanga, tūrangawaewae and mātauranga are well embedded in the learning environment. A culture of inclusion, openness and positive relationships, permeates all aspects of the school.

Families and staff have longstanding relationships with the school. Some family connections span generations. Parents and whānau are welcomed into the school and have access to a community room. The board reflects the community well with a good balance of experienced and newly appointed trustees.

The senior leaders are a collaborative and stable team. Teachers have done external professional learning and development in mathematics this year.

Pomaria School's recent ERO reporting history has been very positive. The 2011 ERO report identified many areas of good performance. These included an extensive range of learning opportunities and high expectations for student learning. These aspects of good performance have been sustained and strengthened as part of systematic self review and an unrelenting focus on student learning and school improvement.

2 Learning

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

The school uses achievement information very well to make positive changes to learners' engagement, progress and achievement.

Achievement information shows that learning programmes are having a significant positive impact on student learning, engagement and progress. Most students are achieving at or above the National Standard in mathematics. Almost two thirds in writing and over half in reading are achieving at or above the National Standard. Recent mathematics data indicate that students made very good progress in 2014.

Students are confident, articulate and active learners. They are highly engaged in their learning and monitor their own progress. Students have access to a wide variety of information and communication technologies tools. They have many opportunities to take part in a variety of sporting, cultural and pastoral leadership activities.

A strong and shared vision for improving outcomes for learners is underpinned by the school's values and effective school systems and processes. Target and goal-setting processes are robust and appropriately focused on students at risk of not achieving and those curriculum areas that require development. The school's strategic goals, achievement targets, teachers' professional goals and learner goals are strongly aligned.

The school collects a wide range of useful and reliable data to review learners' engagement, progress and achievement. Teachers use data effectively for planning, grouping and supporting student learning. Senior leaders are continuing to develop processes to record overall analysis of achievement data for the whole school and for groups of students to inform next steps for student learning.

There is very good support for students who are working towards achieving the National Standards. Students for whom English is an additional language are well supported by a high quality programme to make accelerated learning progress. Students are very well supported to develop key competencies, positive attitudes to learning, and a sense of social responsibility and good citizenship.

A noteworthy feature of the school is the collaborative and respectful learning partnerships with parents, whānau and the community. Processes for reporting to parents are well developed and useful. Parents are supported to understand and to support their children's learning at home.

Students know how well they are achieving in reading, writing and maths and their next learning steps and goals. They have very good opportunities to reflect on learning and monitor their own progress. There are increasing opportunities for student leadership, including curriculum leadership.

Achievement data show that Māori students achieve well in writing and mathematics. In reading, Māori student achievement rates are similar to the whole school.

The achievement and progress of Pacific students is carefully monitored. Pacific students make up 39 percent of the school roll. The largest group is Samoan, with 121 students. School information indicates that over half of Pacific students are at or above the National Standards in reading, writing and mathematics. Pacific students are achieving better than other students in mathematics. The board meets with Pacific families and seeks their aspirations.

3 Curriculum

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

The school's curriculum promotes and supports students learning effectively.

The curriculum reflects and is responsive to the school's students, context and community. Students, staff and whānau are consulted about the curriculum and have ongoing opportunities to share their aspirations, contributions and feedback about learning programmes.

The curriculum is well designed and coordinated. It ensures that students benefit from an extensive range of meaningful and relevant learning opportunities. The school's values are well integrated into

learning programmes. Student's backgrounds and prior experiences are valued. Expectations for promoting Te Ao Māori are well integrated into the curriculum through systematic school wide planning processes. Some teachers focus on implementing a culturally responsive curriculum.

Processes for curriculum development are well advanced. There is a clear and transparent framework for implementing *The New Zealand Curriculum* and for setting clear expectations for programme planning, assessment and review. Senior leaders and teachers have continued to consult widely and work collaboratively to sustain and further refine curriculum development processes.

The curriculum is well resourced to respond to students' interests and enhance their learning. The principal and board of trustees continue to implement a variety of new initiatives and are committed to integrating twenty first century learning into the curriculum. A programme of updating the classrooms so that students are working in modern learning environments is well underway, with six newly refurbished classrooms. Students have access to digital tools to enhance their learning.

Overall, there is very good quality teaching across the school. Teachers regularly participate in professional development that aligns well with school strategic goals. A researched-based coaching and mentoring programme has been introduced and this supports teachers to regularly reflect on and improve their teaching practice, share best practice, and improve outcomes for students.

Seniors leaders and teachers are to continue to increase challenge and creativity in the curriculum in order to further extend children's learning.

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

Māori students make up 28 percent of the school roll.

Senior leaders continue to be responsive to the aims and principles of *Ka Hikitia – Accelerating Success 2013-2017*, the Ministry of Education's Māori Education Strategy. Senior leaders and staff have engaged in professional learning and development to understand and review the five principles of *Ka Hikitia* and how these align with current school practices and to identify areas that could be further strengthened.

The two Māori whānau classes provide learning environments that promote and strengthen students' appreciation of Te Ao Maori and success as Māori. Kapa haka is valued and celebrated, and students have opportunities to reach a high level of competence in kapa haka and pōwhiri. The engagement of whānau Māori in the school is highly evident. Māori students have a strong sense of pride and confidence in their own culture and identity.

Senior leaders and teachers should now consider developing a school wide te reo Māori programme, using the resource *Te Aho Arataki Marau mo te Ako i te Reo Māori*.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance.

The board has a clear vision that is strongly focused on improving outcomes for all students. Trustees are frequently visible in the school. They have trusting and positive working relationships with staff, students and the community. The board has a planned approach to school improvement and works collaboratively with the senior leadership team.

The principal provides high quality leadership. Leadership is well distributed across the school. It is focused on building a learning community and effectively promotes professional growth. High expectations for teacher performance and student learning are founded on strong relationships and a culture of trust, transparency and inclusiveness. Effective systems and processes within the school strengthen teacher capability, achieve consistency and continue to improve outcomes for students.

Self review is comprehensive and well developed. Effective leadership of high quality self review supports ongoing school developments and improvements in student learning and achievement. Newer trustees are developing their understanding of self review. Ongoing board training should help to increase these trustees' knowledge and understanding of effective self review at the governance level.

The school's values and culture, and community engagement and relationships provide a good foundation for improving student learning.

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

Pomaria School promotes student learning and wellbeing effectively. The school's responsive curriculum ensures high levels of engagement by all students. Leadership is effective and parent partnerships are valued. The board has a strong vision that is focused on achieving positive outcomes for students.

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

Dale Bailey

Dale Bailey
Deputy Chief Review Officer Northern

27 February 2015

About the School

Location	Henderson, Auckland	
Ministry of Education profile number	1444	
School type	Contributing (Years 1 to 6)	
School roll	496	
Gender composition	Boys 53% Girls 47%	
Ethnic composition	Māori	28%
	NZ European/Pākehā	11%
	Samoan	24%
	Asian	5%
	Fijian	3%
	Indian	3%
	Niuean	3%
	Middle Eastern	2%
	African	1%
	other Pacific	12%
	other	8%
Review team on site	November 2014	
Date of this report	27 February 2015	
Most recent ERO report(s)	Education Review	December 2011
	Education Review	June 2008
	Education Review	June 2005