



**Education Review Office**  
Te Tari Arotake Mātauranga

**Glen Eden School**  
**Glen Eden, Auckland**

**Education Review Office**

**External Evaluation**

# ERO External Evaluation

## Glen Eden School

### 1 Context

Glen Eden School continues to provide education for children from diverse cultural backgrounds. At the end of 2015, the board appointed a new principal and deputy principal. At the time of this evaluation a new board had just been elected. In 2015, the school proudly celebrated 100 years of education service to Glen Eden. The board and staff have adopted a theme for 2016 'I runga i te haerenga hou - We are on a new journey'. This theme has been a catalyst for change and an opportunity to consult and review a range of areas.

The school is an active member of the Kelston Community of Learning (COL), a group of seven local schools. Focus areas for this COL include improving the achievement of Maori learners and strengthening culturally responsive teaching and learning.

### 2 Equity and excellence

The vision and valued outcomes defined by the school for all children are 'Growing inquisitive minds, Whakatupuna ana te hinegaro tuhura, Fa'atupu le mafaufau ia atamai.' Valued outcomes for all children are that they have a strong sense of identity, enjoy a sense of belonging at school and feel valued in a safe environment.

The school's achievement information shows that approximately two thirds of all students achieve well in reading and writing. Slightly more than half of all students achieve at or above National Standards in mathematics. In 2015, the achievement of Māori learners improved significantly in reading. Māori students' achievement is not as strong in writing or mathematics.

School achievement information for Pacific learners has been maintained over time. The data shows that achievement in reading, writing and mathematics for Pacific children is comparable to that of all students. Leaders are planning to undertake longitudinal tracking of achievement particularly for groups of children at risk of not achieving. This information will help to identify achievement trends and patterns.

Teachers receive good support to help them make valid and reliable judgements about students' achievement and progress. In 2015, teachers worked with other local schools to moderate achievement data in writing. Leaders identify that continuing to improve moderation processes particularly in writing and mathematics is a next step.

Since the last ERO evaluation the school has continued to improve learner outcomes through:

- making good use of internal and external expertise in literacy and mathematics to improve teaching and learning
- reviewing the school appraisal process with a focus on improving teachers' cultural competence to better meet the needs of Maori learners and other diverse learners
- strengthening school processes that enable teachers to critique and adapt their practice to meet the needs of students whose progress needs accelerating
- implementing targeted learning support programmes for learners at risk of not achieving in reading and mathematics.

### **3 Accelerating achievement**

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

The school is developing robust systems to identify and monitor the progress of Māori children whose learning and achievement need acceleration. Teachers use a wide range of classroom assessment strategies and standardised tools to identify individual children's learning needs. They then closely monitor the impact of targeted teaching on progress, to ensure that these students are receiving the appropriate support.

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

The school uses similar processes and practices to respond to other children whose learning and achievement need acceleration. The school charter identifies three board targets for those children at risk of not achieving in reading, writing and mathematics. The board resources professional learning and development to build teaching capability in each of these areas.

The board receives a range of detailed achievement information. Making reports more evaluative will help trustees better scrutinise school data and be assured about the extent to which the school is successful in meeting the needs of all students.

Leaders organise school staffing so that students requiring additional support can better access the curriculum. Capable teacher aides work with teachers to provide in-class and appropriate withdrawal support for individuals and small groups. Children with special educational needs are well supported. Students whose first language is not English receive additional English language support in a variety of ways.

### **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 targets for equity and excellence?**

The board are currently undertaking a review of the school's vision, values and goals with a focus on equity and excellence.

The school curriculum is delivered in a way that is responsive to students' achievement levels, interests, cultural backgrounds, strengths and needs. Leaders consult with parents, staff and students and teachers use the information gathered to inform curriculum design. A bicultural curriculum is promoted and apparent in classroom programmes. Children are involved in practices such as school pōwhiri and karakia. Teachers include te reo Māori in curriculum planning. Leaders agree it is timely to develop a progression of learning in te reo Māori that could strengthen curriculum design.

Teachers are developing their cultural competence to ensure the cultural needs of Māori learners are met. Leaders and staff are developing their understanding of the Ministry of Education's resource *Tataiako: Cultural Competencies for Teachers of Māori Learners*. They are evaluating how well the school currently responds to Maori learners and have consulted with staff and parents to seek their input. This very good information could inform a long term action plan to help further promote equitable outcomes for Māori learners.

The principal is committed to building teachers' professional capability. She is fostering a positive culture of professional learning. Teacher appraisal processes and teachers' inquiry into the effectiveness of their practice have been strengthened. Teachers themselves are committed to further tertiary learning which impacts positively on outcomes for children. Leadership of the curriculum is distributed across teaching teams to build individual and collective leadership capacity.

Parents and whānau value the approachability of staff. They feel welcome at school. The deputy principal hosts a transition programme for families of children who are about to start school as five year olds. Meaningful connections are also made with nearby early childhood services to facilitate children's transitions into school.

## **5 Going forward**

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

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.

Glen Eden School is becoming increasingly well placed to achieve and sustain equitable and excellent outcomes for all children.

The school is committed to working effectively within a network of schools to focus on accelerating student achievement.

Leaders and ERO have identified relevant priorities for development that include:

- continuing to develop student-centred approaches including students having a greater understanding of their own achievement and next learning steps
- reporting more clearly on students' progress and achievement to the board
- using evaluative critique to strengthen reporting and support the board with resourcing decisions
- continuing to prioritise learning partnerships with parents, as a further strategy to accelerate the progress of students at risk.

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*.

To improve practice the board should ensure that:

- policy and procedure in relation to the application of the *Vulnerable Children Act 2014* is well documented
- processes for appointing new staff include the confirmation of identity and authenticity of documents.

## 7 Recommendation

ERO recommends that the school continues to develop a curriculum that is student centred, allows children greater ownership of their learning, and reflects current best practices to improve and accelerate student achievement.



Graham Randell  
Deputy Chief Review Officer Northern

23 September 2016

## About the school

Location	Glen Eden, Auckland	
Ministry of Education profile number	1285	
School type	Contributing (Years 1 to 6)	
School roll	360	
Gender composition	Boys 56%	Girls 44%
Ethnic composition	Māori	21%
	Pākehā	26%
	Samoan	17%
	Indian	4%
	Middle Eastern	6%
	Tongan	6%
	Cook Island Māori	4%
	Fijian	3%
	Filipino	3%
	Niue	2%
	other	8%
Review team on site	June 2016	
Date of this report	23 September 2016	
Most recent ERO report(s)	Education Review	April 2013
	Education Review	May 2010
	Education Review	June 2007