

ERO External Evaluation

Greerton Village School, Greerton, Tauranga

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Greerton Village School is situated in Greerton, a southern suburb of Tauranga. It caters for students in Years 1 to 6. Of the 393 students on the roll, 46% identify as Māori and 11% as Pacific. Students come from a diverse range of ethnicities. Since the June 2014 ERO evaluation the roll has significantly increased.

The school has a specialised high needs learning support classroom, known as 'Whare Manaaki'. The school operates a flexible approach for students with both high needs and very high needs to attend this specialised class as well as mainstream classes.

The school's vision is for learners to be 'confident, connected, actively involved'. Through the LEAD creed students will '*Learn with purpose, Engage with pride, Act with respect, and Dare to participate.*' The recently revised strategic goals for the school focus on the learning community and environment, improving outcomes for learners through on-going improvements in teaching and to grow leadership across the school.

Since the previous ERO evaluation there have been significant changes in staffing and leadership roles. The experienced principal has remained in her role. As a result of the recent board elections there have also been changes of trustees, including the election of a new chairperson.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- reading, writing and mathematics across the curriculum
- student engagement
- learners with complex needs.

The school is a member of the Tauranga Peninsula Community of Learning | Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is working towards achieving equitable and excellent outcomes for all students.

Overall achievement information shows that a majority of students are achieving well in relation to curriculum levels in reading, writing and mathematics. Achievement over time has improved for all learners in reading and remained relatively stable in writing and mathematics. Almost all of the 35 complex needs students have made significant progress towards their individual educational goals.

Māori students achieve at higher levels to non-Māori students in mathematics and at comparable levels in reading. From 2016, Māori students' overall achievement has significantly improved in reading and remained stable in mathematics. However, achievement in writing for Māori has significantly declined and they are now achieving below their peers.

From 2016, Pacific students' overall achievement has improved in writing. They are achieving at comparable rates to their peers in writing and mathematics, and below in reading.

Achievement for boys in reading has improved over time and they now achieve at comparable levels to girls. There is disparity for boys' achievement in relation to girls in writing and mathematics, and this achievement gap has widened over time.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is effectively accelerating achievement for Māori and other students who need this.

The 2018 achievement information shows that approximately half of the at-risk students including Māori, made accelerated progress in reading, writing and mathematics.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school is effective in meeting the needs of students with additional learning needs. Leaders, teachers and support staff promote equitable access to the curriculum for all learners. They work alongside parents and whānau to form productive and responsive partnerships, empowering the learners to lead and manage their own care and development. A wide range of strategies, interventions and initiatives support students to fully participate in all aspects of school life. Seamless in-class support provides learners with security, confidence, care, challenges and belief in their own progress. Students willingly accept and value what each other brings and contributes to the learning environment. These practices are contributing to high levels of student engagement. Children are warmly welcomed and enjoy a strong sense of belonging.

Good quality professional leadership supports teachers to implement programmes that promote achievement for all students. Robust processes and high expectations provide a clear foundation to consistently guide effective teaching and learning. Meaningful professional learning and development builds teacher capability in areas of priority. Leaders and teachers engage in productive learning partnerships with students and their families. A well-developed induction programme supports new teachers to build shared understandings of teaching and learning expectations.

A rich and broad curriculum enhances learning. Students have opportunities to experience real and relevant contexts for learning that reflect prior knowledge and strengths. High levels of student engagement and willingness to participate in school activities and events strengthens their sense of belonging and motivation to learn. There are responsive, well considered transition procedures into, through and beyond the school. A carefully considered approach is building and extending te ao Māori authentically across the school.

Teachers know their students well and nurture constructive, responsive learning relationships. Students' progress is acknowledged and celebrated schoolwide. Collaborative planning and reflective practices are building shared understandings schoolwide. The school has established a positive culture for learning clearly underpinned by their values and the key competencies.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Building schoolwide understanding of internal evaluation is a key next step. The cycle of evaluation is clearly understood. To further build this practice clear indicators of success need to be developed. This is likely to support leaders to measure and evaluate the impact of strategies and interventions on students' learning.

Refining charter targets to focus on accelerating progress and achievement of all students whose learning is at-risk is required. This will provide a more aligned approach to accelerating progress for these students.

3 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
- finance
- 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 Children's Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Greerton Village School's performance in achieving valued outcomes for its students is:

Well placed.

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

5 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- learning focused relationships that underpin productive partnerships for achievement
- an inclusive culture of care that drives equitable outcomes
- a responsive curriculum that promotes learners' wellbeing.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- strengthening internal evaluation to inform the impact of interventions for guiding strategic direction
- a targeted and aligned approach to accelerate achievement for those students who need it.



Phillip Cowie

Director Review and Improvement Services Central

Central Region

28 November 2019

About the school

Location	Greerton, Tauranga
Ministry of Education profile number	1730
School type	Contributing (Years 1 to 6)
School roll	393
Gender composition	Female 52% Male 48%
Ethnic composition	Māori 46% NZ European/Pākehā 39% Pacific 11% Asian 3% Other ethnic groups 1%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	June 2019
Date of this report	28 November 2019
Most recent ERO report(s)	Education review June 2014 Education review April 2011 Education review March 2008