

**Campbells Bay School**  
**Campbells Bay, Auckland**

**Confirmed**

**Education Review**  
**Report**

# Education Review Report: Campbells Bay 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. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

## Findings

### 1 Context

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

Campbells Bay School, situated in the East Coast Bays area of Auckland, is a large school catering for students in Years 1 to 6. The school represents the aspirations of the local community, and students, parents and staff value the established culture and traditions of the school. The principal is well supported by stable governance and reflective school leaders. The principal, together with many staff members, has provided the school with longstanding service.

School leaders have a commitment to continuing improvement. The 2008 ERO report noted that the senior management team had begun to develop and implement a responsive school-based curriculum. Since 2008, the board, principal and senior leaders have continued to refine and embed the Campbells Bay School curriculum in everyday teaching practice. Recent changes in the leadership structure provide opportunities for shared leadership and further development of school initiatives focused on improving teaching and learning.

Positive relationships are evident throughout the school. Board, leaders and teachers maintain effective communication with parents and the school has strong community support.

## **2 Learning**

### **How well are students learning – engaging, progressing and achieving?**

Students are confident, articulate and enjoy positive relationships with each other and their teachers. They are enthusiastic about and well engaged in classroom activities, and are able to work independently and co-operatively. They are supported by settled learning environments, clear routines and high teacher expectations. Classrooms are well resourced and students can access a variety of materials to support their learning.

Good quality student achievement information is used in many ways. Teachers use achievement data to plan programmes, senior leaders to identify school-wide patterns, and the board of trustees to set school achievement targets. School data indicate that most students achieve at levels that are at or above National Standards in reading, writing and mathematics. Senior leaders support teachers to reflect on the use of achievement information. Senior leaders and trustees share a commitment to refining reporting systems so that parents and the board have a clear understanding of student progress.

Student achievement data are used to identify children with special learning needs. The school provides a range of learning support interventions. The board supports these programmes generously. Senior leaders analyse and report on data for other groups of students, including international students, speakers of English as a second language, and Māori and Pacific students.

Parents receive three written reports a year that show students' achievement and progress against the National Standards. These cumulative reports include goals and information about next steps the students need to take to improve their learning. Beginning and mid-year reports are shared with parents in conferences and interviews.

School leaders acknowledge that priority should be given to empowering students to take greater ownership of their learning. Teachers could consider ways of sharing achievement information with individual students to inform their personal goal setting. ERO and senior leaders agree that it would be timely to review formative assessment practices to ensure that practices are consistent across the school.

### **How well are Māori students learning – engaging, progressing and achieving?**

Approximately one percent of students on the school roll identify as Māori. Māori students have positive attitudes to school and are achieving well. The board receives separate information about how the school ensures success for Māori. Senior leaders track the progress of Māori students individually. School achievement information shows that, in reading, writing and mathematics, Māori students are achieving at levels that are similar to those of non-Māori students.

The board and school leaders continue to expand bicultural opportunities for all students and to increase the visibility of bicultural New Zealand in the school environment. They have identified that the use of te reo and tikanga Māori could be further developed across the school.

### **3 Curriculum**

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

The Campbells Bay School curriculum has been refined and embedded in teacher practice over the past three years. The school curriculum aligns well with *The New Zealand Curriculum*, and reflects the vision and values of the school.

Students see school as a place of learning. They involve themselves in the variety of cultural, sport and academic opportunities available to them.

Well managed implementation processes make good use of internal and external expertise to support ongoing curriculum development. Strategic and responsive professional development programmes enhance teacher capability. School leaders provide ongoing support and guidance through teacher coaching and mentoring programmes. The restructuring of leadership roles in the school has enabled leaders and middle managers time to monitor and model teaching, learning and assessment practices, and to support teachers' reflection on their professional practice.

School leaders have put much consideration into developing an inquiry learning model that is appropriate to the school's philosophy and context. They are committed to further developing teachers' skills in implementing this model. Increasing teacher proficiency in using inquiry learning should further empower students as self-managing learners.

### **4 Sustainable Performance**

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

Good quality self review informs school direction. The board of trustees provides effective support for the principal and senior leadership team. They plan strategically to sustain and improve the school's performance. The board makes good use of information about student achievement and teaching approaches to inform its decision making and to set targets for student achievement in relation to the National Standards. Clearly defined governance roles help to ensure that trustees make good use of their strengths and experience. The principal and board work effectively together and have a clear understanding of the complementary nature of governance and management.

Regular surveys of community and staff inform the board and leadership team about parent and teacher aspirations. These surveys enable the board to respond to emerging areas for development and review and to be assured that the school continues to provide high quality services.

School leaders are reflective and committed to continuing improvement. School direction and decision-making are aligned to the school's vision and values and are underpinned by research. Teachers are currently embedding new initiatives to support teaching and learning. The board and senior leaders are aware of the need to manage these change processes in a considered manner.

A shared leadership model enhances decision-making about effective teaching and learning. Flexible, responsive systems help to ensure that skills are maximised, school goals are enhanced and opportunities for leadership growth provided. Research and professional study opportunities are provided to further develop leadership skills.

Senior leaders recognise models of good practice and are committed to replicating these across the school. They are currently developing the capability of middle managers, so that they can take on more leadership responsibilities and help to ensure consistency in key areas of teachers' professional practice. School systems enable high levels of guided professional dialogue and reflection. Senior leaders have recently refined performance management systems. Consideration could now be given to the most effective ways of documenting these processes. The school has sound programmes for the induction of new staff and provisionally registered teachers. ERO and senior leaders agree that senior staff should use the school's effective review processes to refine and implement the newly developed performance management system so that it better supports school goals and strategic direction.

Senior leaders recognise the need to ensure clarity and consistency between the different layers of school leadership. ERO supports their commitment to ongoing review and refinement of their leadership model.

### **Provision for international students**

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. At the time of this review there were 16 international students attending the school. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough, particularly in areas of administration.

### **Board assurance on legal requirements**

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. 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 students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

In order to improve current practice, the board of trustees should ensure that parent views are sought about the delivery of the health curriculum.

**When is ERO likely to review the school again?**

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



Richard Thornton  
National Manager Review Services  
Northern Region

26 September 2011

## About the School

|                                      |   |                |
|--------------------------------------|---|----------------|
| Location                             | Campbells Bay, Auckland   |                |
| Ministry of Education profile number | 1242  |                |
| School type                          | Contributing (Years 1 to 6)   |                |
| Decile <sup>1</sup>                  | 10  |                |
| School roll                          | 605   |                |
| Number of international students     | 16  |                |
| Gender composition                   | Boys 50%, Girls 50%   |                |
| Ethnic composition                   | NZ European / Pākehā  | 73%            |
|                                      | Māori   | 1%             |
|                                      | Asian   | 11%            |
|                                      | Pacific   | 1%             |
|                                      | Australian  | 1%             |
|                                      | other   | 13%            |
| Special Features                     | Host school for Mid Bays Resource Teacher of Learning and Behaviour Cluster |                |
| Review team on site                  | August 2011   |                |
| Date of this report                  | 26 September 2011   |                |
| Most recent ERO report(s)            | Education Review  | December 2008  |
|                                      | Education Review  | September 2005 |
|                                      | Education Review  | April 2002     |

<sup>1</sup> School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.