



# School Evaluation Report

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**School Name:** Campbells Bay School

**Profile Number:** 1242

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Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

## Context

Campbells Bay School is on the North Shore of Auckland. It provides education for learners in Years 1 to 6. The school's mission is to grow active learners who strive to be the best they can be. A new principal was appointed in May 2023.

There are three parts to this report.

Part A: A summary of the findings from the most recent Education Review Office (ERO) report and/or subsequent evaluation.

Part B: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part C: The improvement actions prioritised for the school's next evaluation cycle.

## Part A: Previous Improvement Goals

### Expected Improvements and Findings

Since the previous report in November 2022, ERO and the school have worked together to evaluate how well the school is providing authentic learning opportunities to develop an expanded understanding of mātauranga Māori, and for all learners to flourish in a culturally responsive curriculum.

The school expected to see:

Culturally responsive teaching, learning and curriculum that enable seamless transition learning points.

- A cohesive te ao Māori programme has been implemented as part of the localised curriculum and includes clear progressions for learning.
- Kapa haka has been integrated into curriculum learning time to give it equal status and mana; all Year 4 to 6 learners are engaged in weekly te ao Māori learning.
- Increased engagement from whānau Māori is evident.

An explicit focus on all learners feeling a strong sense of belonging, identity, and inclusion.

- The localised curriculum enhances learners' sense of belonging, knowledge and understanding.
- An English Language Intensive Programme has been implemented to meet the needs of a growing number of learners requiring foundational English language skills.

Full and systematic effect being given to Te Tiriti o Waitangi across the curriculum.

- Knowledge and use of te reo Māori and tikanga Māori across the school has increased through an active commitment to ongoing learning and implementation of new programmes.
- The school has established a genuine partnership with mana whenua Te Kawerau ā Maki.

### Other Findings

During the course of the evaluation, it was found that partnership with mana whenua to design a local curriculum is providing a genuine pathway of teaching and learning that is culturally responsive for all learners.

The greatest shift that occurred in response to the school's action has been the increase in teachers' confidence and capability in te reo me ōna tikanga and mātauranga Māori to enrich the curriculum; this has led to increased engagement by learners and staff and positive feedback from whānau.

## Part B: Current State

The following findings are to inform the school's future priorities for improvement.

### Learner Success and Wellbeing

Learner outcomes are increasingly equitable and excellent.

- Most learners achieve at or above the expected curriculum level in reading, writing and mathematics.
- Learners needing additional support are engaged in learning and make good progress; they benefit from systems that ensure their learning needs are identified and addressed.
- Learners report a strong sense of belonging and wellbeing; they understand their cultures are valued and confidently participate and make contributions in a range of contexts.
- The large majority of learners attend school regularly; regular attendance exceeds the 2024 Ministry of Education target.

### Conditions to support learner success

Leadership is improvement-focused and appropriately pursues strategically selected goals and targets.

- Decision making by leaders is well considered and research based, ensuring consistent, quality teaching and learning across the school.
- Leadership builds and sustains high levels of relational trust, collaboration and communication focused on improved professional practice to ensure effective implementation of quality teaching.
- Leaders use a suitable range of quality evidence about learners' progress and achievement to evaluate the implementation of strategic targets and inform future priorities.

Respectful, increasingly collaborative learning environments encourage learners to be engaged, make progress, and achieve.

- Teachers use an appropriate range of strategies that engage students in learning and increase their understanding and knowledge; learners have many opportunities to experience success across the breadth of the curriculum.
- Te reo Māori and tikanga Māori are increasingly woven through all aspects of the school's curriculum, reflecting the school's strategic commitment to partnership with mana whenua.
- Leaders and teachers affirm and provide appropriate support for the significant number of English language learners in the school to learn and make good progress in their learning.

Well-aligned systems, structures and practices support success and improvements over time.

- The board collaborates strategically with school leadership to support and implement the school's vision and values and achieve agreed goals and targets; it appropriately aligns resourcing to support learner-focused improvement goals and strategies.
- School leaders and staff are highly reflective and make good use of wellbeing and learning information to improve school systems and practices.
- The school has a clear commitment to Te Tiriti o Waitangi; continuing to strengthen staff knowledge and capacity in tikanga Māori and te reo Māori supports learners' sense of belonging and inclusion.

## Part C: Where to next?

The agreed next steps for the school are to:

- plan and implement a professional learning focus for sustaining high levels of student engagement and achievement in literacy
- continue to embed effective and coherent teaching and learning practices that sustain learner progress and achievement across the curriculum
- further refine assessment tools, strategies and processes to monitor and report the progress of learners, including those identified with additional needs
- provide more opportunities for learners to take ownership of their learning, progress and achievement.

The agreed actions for the next improvement cycle and timeframes are as follows:

*Within six months:*

- develop an implementation plan to guide teacher professional learning focused on further strengthening student engagement, achievement and progress in literacy
- review assessment tools, strategies and processes to ensure clarity and cohesion for teachers and learners
- implement strategies to support learners to reflect on their learning and monitor their strengths and next steps for improvement.

*Every six months:*

- continue to analyse and monitor student progress and achievement information to inform and refine teaching and learning to sustain high levels of engagement, attendance and achievement.

*Annually:*

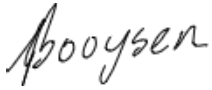
- evaluate schoolwide progress and achievement in literacy, including that of identified learners; use this data to report to the board, and to strategically plan further improvement actions
- collect a range of feedback to review and evaluate the effectiveness of assessment tools, strategies and practices used across the school
- review and evaluate the impact of professional learning on coherence of teacher practice and learner outcomes.

Actions taken against these next steps are expected to result in:

- engaged learners who reflect on their learning, monitor their strengths and identify next steps for improvement
- sustained attendance levels that continue to meet and exceed attendance targets
- schoolwide consistency in the planning and implementation of literacy teaching and learning programmes
- strengthened assessment strategies, tools and processes used to extract the best information to support continued acceleration of students' achievement.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki  
Let's continue to work together for the greater good of all children



Shelley Booyesen  
Director of Schools

11 December 2024

## About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)