

**Target Road School
Totara Vale, Auckland**

Confirmed

Education Review Report

Education Review Report

Target 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?

Target Road School, on Auckland's North Shore, provides high quality education for Year 1 to 6 students in a supportive, learning-focused environment. Students receive a broad education that develops their academic, sporting abilities, and cultural interests.

The principal, appointed since the 2011 ERO review, has formed very good working relationships with the board, senior leaders and staff. In response to the areas for development outlined in the 2011 ERO report, she has very effectively led the development of a curriculum that promotes student-centred learning. Students support each other and respect the role that their teachers have in helping them with their learning.

Teacher implementation of their professional learning and development (PLD) initiatives has improved outcomes for students. Strong school leadership and ongoing developments have provided a sound foundation for trustees, senior leaders and teachers to embrace and embed the principles of *The New Zealand Curriculum*.

2 Learning

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

The principal, senior leaders, teachers and the board use achievement information effectively to improve students' engagement, progress and achievement.

Teachers reflect on ways they can adapt their teaching practice to cater to learners' diverse requirements. This focused approach to raising student achievement contributes to students' very good understanding about ways in which they can improve their learning. Students see themselves as capable, lifelong learners. Their confidence is evident in the way they engage positively in their work.

School leaders, with support from the board, drive school-wide developments focused on raising the achievement levels of groups of students who have traditionally not benefited from the school system. The engagement, progress and achievement of Māori, Pacific students, and students with special needs has increased as a result of this change in the school's teaching and learning culture. Teachers build on Māori and Pacific students' cultural knowledge to enhance learning. Their focus on

catering for the learning requirements of these priority learners has benefited all students. High expectations of students with special needs are evident in well considered, personalised, social and academic goals. These goals are formed collaboratively by teachers, students and their parents.

Teachers use their understanding of the National Standards to improve learning. They successfully collect and make sense of information from a variety of sources to gauge how well individual students achieve in relation to the Standards. School achievement information shows that, overall, students achieve at national levels in reading, and above national levels in writing and mathematics. Students are tracking well to meeting the Government's 2017 National Standards targets. Increasingly, teachers assess students' use of literacy and mathematics in other curriculum areas. Parents receive informative reports that enable them to understand and contribute to their child's progress and achievement.

3 Curriculum

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

Student learning is promoted by a well-designed curriculum that successfully connects and builds on students' interests and contribution of ideas. Increasingly, students give shape to the curriculum. Students apply their learning strategies in a variety of situations. They provide their teachers with useful feedback about how they best learn and the teaching and resources required to support them in this endeavour. This reflects the school charter aim 'to develop independent learners who are courageous in their pursuit of learning'.

Respectful relationships contribute to student well-being. This inclusive culture promotes effective student learning and sense of worth. Teachers adapt programmes to cater for students' emerging interests. They provide opportunities for students to relate what they already know to their new learning.

Students report that teachers listen to them and are interested in them as individuals. Students from the senior school have successfully made recommendations to the board. Their views and requests are treated respectfully by trustees and, as a result, modifications have been made to school rules and routines. The broad themes explored by students provide opportunities for Māori students and Pacific students (representing Samoa, Tonga, Fiji and the Cook Islands) to share their experiences and ideas. Pacific students respond well to bicultural practices that promote the school's positive attitudes to diversity and inclusion.

Teachers are well supported by an effective senior leadership team. Well coordinated professional learning and development has deepened teacher knowledge about the curriculum and effective teaching and learning practices. Teachers and senior leaders are aware of the benefits of networking with educational professionals in the pursuit of improving student outcomes. They willingly share their practice with other colleagues, including visitors from other schools.

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

Māori students experience success as Māori in a variety of meaningful ways. Biculturalism is an integral part of school life. Māori students' language and cultural identity are valued and built on by teachers.

Senior leaders provide opportunities for Māori knowledge to contribute to and enhance the value placed on te ao Māori. A school haka is being developed to reflect the location of the school and the aspirations of the school community. In order to enhance existing good practice, school leaders are currently reviewing the sequencing of the school's te reo Māori programme and development of parent partnerships focused on learning. The strengthening of links to the local Māori community will contribute to the school's goal of building a shared understanding about the history of the local

area and Auckland/Tāmaki Makaurau. The intention of this and other developments is to enhance Māori students' sense of place and connection.

4 Sustainable Performance

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

The school is very well placed to sustain its performance.

High quality leadership at board, principal, senior leader, teacher and student levels has a positive impact on student learning and wellbeing.

The school is well served by:

- a board composed of experienced trustees
- well linked school management systems and practices
- a skilled principal and senior leadership team
- committed teachers and staff.

The board governs the school successfully and supports the principal and teachers in their work. Trustees promote and support the school as a community of connected learners. They value parent feedback and contributions, and regularly seek their views through surveys and community meetings. The board's strategic decision-making supports staff and parents in the promotion of positive outcomes for students. The school uses a variety of means to gauge student safety and wellbeing.

Senior leaders use self review in an ongoing manner to drive initiatives that support the school's shared vision, which is focused on improving learning. The clarity of school direction, goals and processes encourages contributions from students, staff and community. Teachers reflect on and adapt their practice to cater for students' diverse learning requirements. Self review contributes to the school sustaining and improving its performance in catering for all students. A future-focused organisational culture contributes significantly to the school's sustainability.

ERO and the board agree that the school's self-review processes could be used to further strengthen:

- parent/whānau and aiga partnerships that are focused on student learning
- different ways in which the ideas and aspirations of parents, whānau and aiga can be used to inform the school's strategic direction.

ERO is confident that the board, senior leaders and staff have the capability to use the school's well developed self-review processes to sustain their provision of high quality education.

Provision for international students

The school is a signatory to the *Code of Practice for the Pastoral Care of International Students* established under *section 238F of the Education Act 1989*. Self review of the provision for international students is used to modify documentation and procedures. No international students were enrolled at the time of the ERO review.

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

Target Road School provides its students with high quality education in a supportive, learning focused environment. School-wide developments are focused on improving outcomes for all students and teachers actively support students to be confident, effective learners. Students' ideas and contributions are valued and used to shape the curriculum.

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



Dale Bailey
National Manager Review Services
Northern Region

5 November 2014

About the School

Location	Totara Vale, Auckland	
Ministry of Education profile number	1528	
School type	Contributing (Years 1 to 6)	
School roll	343	
Gender composition	Boys 50%, Girls 50%	
Ethnic composition	NZ European/Pākehā	31%
	Māori	12%
	South East Asian	15%
	Indian	8%
	Chinese	5%
	Samoan	5%
	Tongan	3%
	Middle Eastern	3%
	other Asian	8%
	other European	3%
	other Pacific	2%
	other ethnicities	5%
Review team on site	September 2014	
Date of this report	5 November 2014	
Most recent ERO report(s)	Education Review	September 2011
	Education Review	April 2008
	Education Review	February 2005