

Fraser Crescent School - 04/07/2014

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Findings

How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?

Fraser Crescent School's curriculum supports students' sense of belonging and wellbeing. National Standards information for 2012 and 2013 indicates an urgent need to improve achievement, particularly for Māori and Pacific students. Trustees and senior leaders have goals for improvement. Senior leaders need to lead change and monitor impact on student progress.

ERO is likely to carry out the next review in three years.

1. Context

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

Fraser Crescent School is located in Upper Hutt and caters for students in Years 1 to 6. Of the total roll, 27% are Maori and 8% from Pacific cultures. A focus on 'connecting today's children with tomorrow's learning' is supported by a positive, inclusive and caring school environment.

Since the June 2011 ERO report, a new senior syndicate leader has been appointed.

Students, staff, families and whānau have a strong sense of belonging with the school. All cultures are valued for their uniqueness. Parents are seen as important partners in their children's learning.

Student success, based on the 'Fraser Values', is regularly celebrated. Teachers support students in a diverse range of opportunities for learning and achievement within and beyond the classroom. They include leadership, sporting, cultural, arts and community activities.

2. Learning

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

Senior leaders and teachers need to strengthen their use of student data to make positive changes to learners' progress and achievement.

National Standards assessment information for 2012 and 2013 indicates an urgent need to improve student achievement in reading, writing and mathematics, particularly for significant numbers of Māori and Pacific students. Improving student progress in writing is a target for 2014, as it has the most concerning levels of achievement. Reading and mathematics data shows that these areas also need to be targeted.

Entry data for five year olds shows a significant number of students enter school with low levels of literacy. Subsequent data from testing shows a marked improvement in literacy skill development for most of these students, including Pacific. However, overall progress for Maori students in this year group is minimal.

Some teachers use assessment information effectively to plan learning activities and track students' progress. Consistent use of such good practices, evident in the school, should help teachers be more deliberate in their teaching in order to increase rates of progress.

Students with high needs have individual programmes that are planned with them, their families and whānau. They include goals based on each child's specific needs. Transitions into and beyond the school for students with high needs is well supported through links with agencies, family and early childhood centres. The school community is very inclusive of these children.

Positive affirming relationships are evident in classrooms. Students learn alongside their peers. They are encouraged to become confident and independent learners. The school has a well-considered plan for inclusion of students with special and high needs. This is regularly reviewed to evaluate how well leaders and teachers are working with these students, their families and whānau.

Teachers have yet to have most Māori students achieving at expected levels in relation to the National Standards in reading, writing and mathematics. They have identified these students in target groups for specific learning support.

Pacific students identify with a diverse range of Pacific cultures. Senior leaders know that improving Pacific students' achievement is a high priority. Some Pacific students are identified in the school's 2014 writing target. Teachers are reviewing their knowledge and practices related to Pacific students' language and cultural identities.

Reports to parents and regular education sessions provide useful assessment information about children's progress in relation to the National Standards in reading, writing and mathematics. Next learning steps and strategies encourage families and whānau to support learning at home. Face-to-face meetings give teachers, parents and whānau opportunities to discuss these reports.

3. Curriculum

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

The Fraser School curriculum is effective in supporting students' sense of belonging and wellbeing. The 'Fraser Values' underpin teaching and learning programmes. They are visible and modelled in the school. The curriculum and 'Fraser Quest' home and school

learning partnership enable students to follow special interests with their families and whānau. Students have a wide variety of opportunities to learn outside the classroom through environmental studies, leadership, sporting, and cultural experiences.

A review of the reading curriculum provides good recommendations to guide improvements in teaching and learning practices. The next step is to make sure that these ideas are put into practice to increase the consistency of effective teaching across the school. Particularly, that all teachers interpret and use student achievement information to plan programmes in response to students' different needs and strengths.

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

There are opportunities in the curriculum for all students to learn about te ao Māori. The board and school leaders have worked with whānau to develop an Action Group. This team has written a plan with goals and actions to engage with whānau. It is timely to put these ideas into practice to increase whānau voice and participation in their children's learning. A wide range of school events and activities are encouraging whānau to connect with their children's interests at school and home.

4. Sustainable Performance

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

The board and senior leaders have good vision and expectations for school improvement. Goals and priorities for improvement are identified. However, there is a need to develop a set of expected outcomes to enable progress against the goals to be measured. Action and ongoing review of effectiveness are needed.

Trustees receive reports that keep them well informed about student achievement and teaching and learning programmes. They use the information to make decisions about ongoing funding and resourcing.

Trustees, senior leaders and teachers value the relationships they have with the community. Parents and whānau are well informed about school events through newsletters, school and community events. Their contributions to programmes and other activities are appreciated.

Student transitions into and beyond school are based on good exchanges of information with local early childhood centres and schools. Families and whānau are respected as important partners in this process.

Senior leaders are responsive thinkers. Since the previous ERO review, a lot of documentation for managing the curriculum and building teacher capability has been revised. Implementation has started in 2014. It is too early to evaluate the impact of these changes.

The principal and senior leaders should lead and closely monitor how well the following are put into practice and embedded school-wide:

- use of student data to plan and review programmes to cater for all students' needs and strengths, and to increase rates of progress
- regular monitoring and tracking of student progress during the year
- including Pacific students' languages, cultures and identities in the curriculum.

Teachers work together, sharing information and discussing teaching practices that they consider improve outcomes for students. The next step is to use student assessment information as evidence to identify what works best, and what does not, to raise student achievement.

An action plan has been provided to ERO, by the school, to address areas for improvement identified in this report.

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

Fraser Crescent School's curriculum supports students' sense of belonging and wellbeing. National Standards information for 2012 and 2013 indicates an urgent need to improve achievement, particularly for Māori and Pacific students. Trustees and senior leaders have goals for improvement. Senior leaders need to lead change and monitor impact on student progress.

ERO is likely to carry out the next review in three years.

Joyce Gebbie

National Manager Review Services Central Region

4 July 2014

About the School

| | | |
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| Location | Upper Hutt City | |
| Ministry of Education profile number | 2844 | |
| School type | Contributing (Years 1 to 6) | |
| School roll | 214 | |
| Gender composition | Male 55%, Female 45% | |
| Ethnic composition | Māori | 27% |
| | New Zealand European/Pākehā | 54% |
| | Pacific | 8% |

| | | |
|----------------------------|----------------------|-----------|
| | Indian | 4% |
| | Other ethnic groups | 7% |
| Review team on site | May 2014 | |
| Date of this report | 4 July 2014 | |
| Most recent ERO report (s) | Education Review | June 2011 |
| | Supplementary Review | June 2008 |
| | Supplementary Review | June 2007 |