



**Silverdale School**  
**Silverdale, Auckland**

**Confirmed**

**Education Review Report**

# Education Review Report

## Silverdale 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?**

Silverdale School, on Auckland's North Shore, caters for students from Years 1 to 8. The school has an extensive history in the area. It has been on the current site for eight years and is in a phase of rapid growth. The roll has increased by more than 200 students over the past three years.

Despite changes in size and demographics, the community continues to place a high value on the sense of history of the school. The majority of students are New Zealand European/Pākehā and about 10 percent are Māori.

A new principal started at the school this year. Due to roll growth, the leadership team has been extended and five new teaching positions have been added to the staff for 2015.

In 2014, the board and senior leaders consulted with all stakeholders as part of a review of the school charter, mission statement and values. The charter outlines the key priorities that the school focuses on to build successful learners.

The school's 2012 ERO report noted positive, respectful relationships and high levels of student engagement in learning. Since that report the school has maintained the positive school culture and continued to develop innovative teaching approaches. The board continues to manage school growth and property developments effectively.

### 2 Learning

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

Achievement information is used well to support student progress. This information indicates that most students, including Māori students, are achieving at or above the National Standards.

The board, senior leaders and teachers use data well to make positive changes for learners. Data gathered inform school achievement targets, curriculum decisions and decisions about the effectiveness of learning support programmes. Teachers plan programmes that cater for students'

strengths and learning needs. Achievement information is also used to identify relevant professional learning priorities for teachers.

High levels of student engagement in learning are evident throughout the school. Students set learning goals with their parents and teachers, and support each other's learning. They understand how well they are achieving and what their next learning steps need to be.

Students with special education needs are supported by inclusive and responsive practices. Teachers and teacher aides work together well to help students to participate fully in appropriate learning programmes and classroom activities.

Students enjoy a range of leadership opportunities, particularly in Years 7 and 8. They benefit from the use of digital technologies and modern learning environments that provide flexibility and variety in their learning.

Senior leaders could consider tracking the progress of groups of student over their years at the school. This would help to evaluate the longer-term impact of teaching programmes on student achievement.

### **3 Curriculum**

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

The school continues to make very good progress to develop a curriculum that promotes student success and that reflects the future learning needs of students. The curriculum emphasises the values and key competencies of *The New Zealand Curriculum* (NZC). This emphasis is guiding teachers to help students to develop a lifelong love of learning.

The school curriculum's principles of *Building Learning Power* help students to learn attributes of 'resilience, resourcefulness, reflectiveness and reciprocity'. The school's curriculum framework provides coverage for the NZC learning areas and gives adequate time for in-depth learning.

There are very good examples of teachers supporting students to make decisions about and reflect on their learning. The curriculum for new entrant children is now more responsive to their particular strengths, interests and needs. It supports their successful transition into school.

A notable feature of the curriculum is a home learning programme that celebrates students' effort and commitment to take on challenges in their own time. This programme takes advantage of students' involvement in the wealth of learning opportunities outside of school. The electives programme also offers students a broader range of learning experiences.

Teachers are well supported to deliver the school curriculum. They share their strategies and perspectives, and are encouraged to continue their professional learning.

ERO and senior leaders agree that the curriculum could be further developed by:

- co-constructing the curriculum with students
- building teachers' understanding and consistent use of 'teaching as inquiry' practices
- reviewing how well the NZC principles are integrated into teaching and learning programmes.

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

The school is developing Initiatives to promote educational success for Māori students that include:

- making links with the local marae
- developing a sequential te reo and tikanga Māori programme
- providing professional learning and online resources for staff to increase their knowledge of, and confidence in, teaching te reo Māori.

The majority of Māori students are achieving well in relation to the National Standards, but are not yet achieving at the same levels as the whole school. To further promote educational success for Māori students, senior leaders and the board could consider:

- using Ministry of Education resources *Ka Hikitia*, the Measureable Gains Framework and *Tātaiako* to evaluate the school's provision for Māori student success
- developing a long term plan to promote success for Māori, as Māori
- aligning the school curriculum's competencies and attitudes to learning with Māori concepts
- Māori representation on the board of trustees.

## 4 Sustainable Performance

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

The school is well placed to sustain and improve its performance.

The board provides effective governance. Trustees are experienced and capable, and have a strong commitment to ongoing governance training. They are well informed about curriculum developments and student achievement. The board consults widely to guide decision making that is strategic and focuses on improving outcomes for students. Good working relationships ensure the work of the board and school managers is well coordinated through the school's strategic and operational processes.

The new principal is assisted well by a capable senior leadership team. Teachers are involved in both internal and external professional learning and development. They are provided with good opportunities to develop and grow their leadership capability.

The school culture is very positive. Warm and caring relationships are a strong feature of the school. Staff and students enjoy high levels of parent input and support.

To further improve school performance, senior leaders could be more deliberate in documenting school self-review. Self-review could also include the evaluation of programmes and school systems.

### Provision for international students

This 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. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review processes for international students is thorough.

At the time of the review there were three international students attending the school. International students receive good learning opportunities and participate in a range of school activities and events. They are supported through the school's pastoral care systems. Their English language acquisition is developed through regular class programmes and/or additional language programmes.

This year a new staff team has been set up to review the effectiveness of school systems, processes and practices that support international students' pastoral and educational needs.

### **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.

During the review ERO identified one area of non-compliance. To address this, the board must ensure that all members of the teaching staff receive an annual performance appraisal.

*National Administration Guidelines 3(a)*

### **Conclusion**

[from the options below, delete the two that don't apply]

Students at Silverdale School benefit from good quality teaching and most achieve at and above the National Standards. They respond well to a curriculum that is increasingly student centred and appropriate for their learning needs. A vibrant, positive and inclusive tone in the school supports the learning of all students.

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



Dale Bailey  
Deputy Chief Review Officer Northern

24 June 2015

## About the School

Location	Silverdale, Auckland	
Ministry of Education profile number	1482	
School type	Full Primary (Years 1 to 8)	
School roll	539	
Number of international students	3	
Gender composition	Girls 52% Boys 48%	
Ethnic composition	Māori NZ European/Pākehā African British/Irish Chinese other	10% 64% 5% 5% 5% 11%
Special Features		
Review team on site	May 2015	
Date of this report	24 June 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2015 March 2009 February 2006