

7 December 2010

## **To the Parents and Community of Devonport School**

These are the findings of the Education Review Office's latest report on Devonport School.

Devonport School, in North Shore City, continues to provide a very good standard of education for students in Years 1 to 6. The board has successfully managed a growing roll and ongoing property developments.

A positive school environment supports the learning of all students. A high quality of pastoral care and good relationships between teachers and students are strongly in evidence throughout the school. Teachers know their students well and are responsive to their diverse needs. Classrooms are supportive learning environments in which students' work is valued and celebrated. Students display a strong sense of belonging in the school.

The school has a strong partnership with its community. Many parents participate in school programmes and contribute to a wide range of extra-curricular activities that capture students' interests and extend their skills. Effective consultation with the community informs the school's strategic plan and senior leaders and teachers talk with parents about learning and assessment to improve outcomes for students.

School data show high levels of student achievement in literacy and mathematics for all groups of students, including Māori. High levels of student achievement were also noted in the 2007 ERO report. Students are confident and motivated learners. They engage well with each other and appreciate the rich learning opportunities the school offers them through its well developed curriculum.

Teachers are highly enthusiastic, work in a collegial and collaborative manner and use a range of good teaching strategies. They could now build on the current high levels of student achievement and maximise learning in the core curriculum areas. They should continue to use strategies that shift the locus of control for learning from the teacher to the student, thus enabling students to have more ownership of their learning.

The different skills of the leadership team contribute to the settled tone of the school, and has enabled successful curriculum development to occur within a positive and supportive staff environment. The principal has increased the leadership team in order to distribute and develop leadership opportunities and skills through the school. The current review of the roles and responsibilities of the leadership team is likely to strengthen systems for supporting good professional practice across the school.

The recently constituted board is well placed to move the school forward. Trustees have a range of relevant skills and have sought training to support them in their governance of the school. A framework to guide self review has been developed and a regular cycle of self review is in place. Documenting the implications and

recommendations of self-review findings for the different users of these findings should increase the usefulness of the school's self-review practices.

### **Future Action**

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

### **Review Coverage**

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and self-review information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, [www.ero.govt.nz](http://www.ero.govt.nz).



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