

Te Ara Huarau | School Profile Report

School Name: Crofton Downs Primary School

Profile Number: 2823

Background

This Profile Report was written within 18 months of the Education Review Office and Crofton Downs School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website. www.ero.govt.nz

Context

Crofton Downs Primary School (CDPS), located in Crofton Downs Wellington, provides education for learners from years 1 to 6.

Crofton Downs Primary School's strategic priorities for improving outcomes for learners are:

- Cultural Responsiveness
- Wellbeing and Inclusion
- Core Curriculum
- Localised Curriculum.

You can find a copy of the school's strategic and annual plan on Crofton Downs School's website.

ERO and the school are working together to evaluate how effectively programmes and interventions enhance and contribute to each learner's confidence in their identity, sense of belonging, understanding of their learning, and continuous and sustained improvement.

The rationale for selecting this evaluation is:

- that it encompasses all learners, and acknowledges whānau, leaders and staff's commitment to further strengthening the school's culturally responsive approach, te reo me ngā tikanga Māori and local curriculum
- that the board, leadership and staff are highly committed to achieving equity and excellence for all learners.

The school expects to see:

- the further strengthening of schoolwide decision-making that directs and aligns strategic direction
- enhanced teacher practices and whānau learning that will further improve student identity, sense of belonging and understanding of learning
- the embedding of high-quality evaluation schoolwide for continuous improvement in hauora, belonging, and achievement outcomes for all learners.

Strengths

The school can draw from the following strengths to support the school in its goal to enhance and contribute to each learner's confidence in their identity, sense of belonging, understanding of their learning, and continuous and sustained improvement:

- the CDPS community has built and maintains a strong level of relational trust between students, teachers and whānau that contributes to each learner's hauora and achievement
- deliberate and proactive consultation with whānau has supported responsive practice and decision making: 'we ask, listen and act'
- inclusive practice that has supported all learners to achieve individual success.

Where to next?

Moving forward, the school will prioritise:

- building onto CDPS's strong strategic model of self-improvement, so that the alignment between culturally responsive practices and behaviours is strengthened to meet CDPS's vision statement and Charter promise
- building on internal capability and knowledge to deliberately and meaningfully incorporate te reo Māori and tikanga Māori into everyday life and programmes at CDPS.

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



Dr Lesley Patterson
Director Review and Improvement Services (Southern)
Southern Region | Te Tai Tini

12 December 2022

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