



**BALMORAL**  
PRIMARY • INTERMEDIATE



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PRIMARY • INTERMEDIATE  
*Te Kura o Te Roto a Rangī*

“Where children  
become confident  
and competent  
learners”

Phone: 09 638 7960

Website: [www.balmoral.school.nz](http://www.balmoral.school.nz)

**Balmoral Primary School**  
**Te Kura o Te Roto a Rangī**  
**Curriculum Information Booklet**

19 Brixton Road - Mount Eden 1024  
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# The History of Balmoral School

## Te Kura o Te Roto a Rangi

Early Tamaki Makaurau (Auckland) was a very fertile place where different groups of people came together. At some stage in the late 1600s to 1750 Ngati Whatua from their base on the Kaipara Harbour began to have frequent excursions into the Auckland isthmus. The local Maori Te Wai O Hua, who had settled near Maungawhau (Mount Eden) and later at Maungakiekie (One Tree Hill), were involved in some skirmishes with Ngati Whatua.

Stories tell us that Rangi, a high ranking Te Wai O Hua wahine (female), was captured or kidnapped by a group of Ngati Whatua at a lake when she came down to collect some freshwater kai (food such as fresh water crayfish) with her entourage. Stories also tell us that the lake was on our school field and became known in Pre European times as Te Roto a Rangi or Rangi's Lake in memory of this event.

Today you can still find a damp gully to the south and west of the church running down towards the low ground on our school field by the intermediate playground. Flowing water can still be heard in the culvert on the north western boundary of our school grounds. The lake was situated at the rear of St. Alban's Church and is now dried up.

In the early 1900's the suburbs of Mt. Eden, Mt Albert and Mt Roskill were experiencing rapid population growth. The tram from Queen Street ran as far as Wiremu Street (Williams Street) and many of the side roads were just shingle lanes. In 1920 two sections of land were purchased from Mr J. Chapman at a cost of 9,600 pounds to establish a school.

Balmoral School was opened as Brixton School in 1926. Records show that some parents in the area disapproved the requirement that they had to leave their established schools to attend Brixton School.

The first lessons were held on April 6 1926 with a roll of 158 children. In 1927 the roll had grown to 500 pupils with more than 60 students in each class. In 1934 heating was installed and there was a noticeable improvement in the attendance. By 1937 an infant block had been built and the school became a full primary. Early the next year extra land was bought and an entrance established from St. Albans Road.

By 1945 the school had become an intermediate school under the leadership of Mr. T Pemberton. The infant school, which was located in the administration block, came under the jurisdiction of Maungawhau School. The next year Charles Beeby visited the school to check on its progress and the manual (technology) block was developed. The infant school was finally moved to Maungawhau School in 1965.

In 1994 after a review of schooling in Mt Eden it was decided to re-establish a primary school on the Balmoral School site. The first primary classes were opened in 1996. Over the next few years a number of new classrooms were built. By 2011 the end of year roll of the school had grown to about 810 students.

The school is currently operating as both a primary and intermediate School with an Associate Principal responsible for each school.

**Tena koutou he mihi nui he mihi aroha hoki ki a koutou**

**Welcome to Balmoral Primary School  
Te Kura o Te Roto a Rangī**

**Tena Koutou   Malo e Lelei   Talofa Lava   Bula Vinaka   Kia Orana  
Fakaalofa Lahi Atu   Ciao   Namaste   Al Salaam a' alaykum   Ni hao   Hola  
Annyong ha shimnikka   Greetings**

Dear Parents and Caregivers

We are a thriving school in your community, catering for the needs of primary aged students (5-10 years old).


Our school is innovative and forward thinking. Our most recent Education Review Office report, highlighted the teaching in our classrooms and our integrated learning approach through the development of our Inquiry process at Balmoral. We are constantly looking for ways to improve in order to make classroom programmes as challenging and exciting as we can.

We value your children as individuals, and cater for their strengths and learning needs. Whilst we are a large school, children feel that they are known and supported by staff and each other. Students at Balmoral feel safe and enjoy the friendly nature of our school.

The vision for our students is for them to value diversity and to be curious, confident and connected learners. We want them to develop the skills, attitudes and confidence to be successful and happy at school and beyond. In the early years at school, we focus on the foundation skills for learning and the development of literacy and numeracy skills. This is often done through our inquiry learning. As your child progresses through the year levels, the complexity of their learning tasks will widen and deepen.

We value open, honest and clear communication with our students and their families and welcome your involvement in our school community. Likewise, we will be honest with you about your child's achievement and behaviour.

We look forward to meeting you and your child in the near future.



**Malcolm Milner  
Principal**



**Katy Sparkes  
Associate Principal**

**Whakataū ki te Kura o te Roto a Rangī  
Welcome to Balmoral School**

At the start of each term, the school holds a whakatau which is a traditional Māori welcome, which literally means to settle. This ceremony is our way of welcoming new students and staff, along with their families, into the Balmoral School community. You are very welcome to bring extended family plus anyone who is important to your child as they begin their learning journey at Balmoral. You will receive an invitation to the whakatau nearest to your child's start date.

### What to expect at the whakatau:

- The manuhiri (visitors) will gather together outside the hall then someone will lead you into the whakatau
- The **tangata whenua** (hosts) will be seated facing the **manuhiri** (visitors) to welcome you.
- A **mihi** (welcome speech) will be made by a representative of the school. Then the children and staff will stand and sing a **waiata** (song) to support the speaker's message. (There may be other speakers, a waiata will follow each speech. Children and Staff will sit down.)
- A representative from the **manuhiri** (visitors) will respond, then the group will stand and sing to support the speaker, a **waiata**. The group will sit down.
- The last speaker will then be from the school.
- **Hariru** – the hosts and new families involved will shake hands, hongis (nose to nose) or kiss.
- Balmoral School will offer a simple morning tea or **kai** for everyone to share. This concludes the whakatau and signifies the coming together of the visitors and the Balmoral community.

### Tikanga – whakatau (Customs or Procedures)

After consultation with our school wide community, including staff, parents and the Board of Trustees, as well as consultation with local Kaumatua, we have developed our own school tikanga (customs or procedures) for our school whakatau, to reflect the visions and values of our school.

- Men and women are allowed to speak – this is both for the Tangata Whenua and the Manuhiri. The Principal will open the whakatau with a formal mihi.
- Speakers are welcome to speak in any language they feel comfortable with, however, a greeting in Te Reo Māori is encouraged.
- Men and women can sit in the front row – speakers should sit in the front row
- To recognise the Māori world view and respect the mana, members of the SLT, whānau leaders and the Tikanga team sit on the front row.
- If on the front row, you will be asked to take part in the Hariru, you can choose whether to hongis, handshake or kiss on the cheek.
- Student leaders and representatives from the Primary and Intermediate will be invited to sit on chairs with the teachers as Tangata Whenua.
- A haka pōwhiri, welcoming chant, may be performed by staff and students
- We do not have karanga, ceremonial call, at our whakatau. Karanga is traditionally viewed as a connection between the living and spiritual worlds, the karanga is steeped in tikanga and epitomises the mana wahine — the power of women within the marae. It is a spiritual call that has been heard through generations of whānau across the country and is usually used at a Pōwhiri, not a whakatau. As part of our whānau consultation, the local Kaumatua and whānau, felt that it was not appropriate for girls of Primary school age to be asked to karanga. It is also something that would require specialist teaching and this is not something we are currently able to offer at school.

- Manuhiri are invited to stay for a cup of tea, coffee or drink and a bite to eat to remove the tapu, sacredness from the ceremony. A karakia kai will be recited before manuhiri are invited to eat.

In all of our classrooms, we work with students from a range of different cultures and backgrounds. It is important to get to know all of our students and their cultural beliefs, traditions and values so that we can acknowledge them in a culturally responsive way.

As a school in Aotearoa (New Zealand), we also have a bi-cultural commitment. It is expected that as professionals, we "*understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.*"

### **Our school Karakia**

This is shared every day. It is non-denominational and allows us to come together and begin our day in a calm way with the intention of reminding students of our expectations - this can be spoken in Te Reo Māori and also in English so that the meaning is really understood. It reinforces our school vision, philosophy and habits.

### **Our school Tikanga is aligned with Māori Tikanga therefore:**

- We ask children not to sit on tables - this is because food may be eaten at the table
- We don't put hats or bags on tables - again, this is because food can be eaten at the tables
- Food is not wasted as part of our inquiry approach- ideally food would be out of date and able to re-purposed/composted at the end of its use. We are mindful of the environmental aspect of using food as part of our curriculum.
- Although this is a busy school, during lunchtimes, we encourage children to be aware of not stepping over lunchboxes or other children whilst they are eating - food is precious and should be treated carefully, it's not hygienic to walk over food. Heads are also considered to be tapu, sacred, in the Māori culture, as in many other cultures.

## OUR VISION

*To value diversity and to develop curious, confident and connected learners.*

## OUR VISION STORY

The vision for our school is simple. It will be a place where children can obtain the highest quality education. It will be a place where teachers and students feel challenged and safe, can innovate, make mistakes and achieve great things. Staff will love their work because the children will want to learn. It will be a place where good friends are made and great stories will be told. It will be a place where teachers and children can gain a greater understanding of the world around them. It will be a place where we discover our nation's heritage and celebrate who we are. And it will be a place where parents will play an active role in supporting all of our students' learning.



# Balmoral's Curriculum

The Balmoral School curriculum is based on research and current educational thinking. It has been developed using the New Zealand Curriculum and the five identified key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

The school has developed its own key habits based on the competencies.

- Thinking
- Persisting
- Creativity
- Managing self
- Communicating

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The school has also developed some values which are deeply held beliefs about what is important and are expressed by how we think and act:

## WHAIPAINGA, VALUES

**Manaaki, Respect:** We are all different. We show tolerance, understanding, care for others, ourselves and our environment.

**Mana Tu, Integrity:** We stand up for what we believe. We strive to be fair, courageous, and humble. By being honest and reliable, we do what is right and right our wrongs.

**Tō tātou, Inclusiveness:** In this place each of us is an integral part and we are welcoming. We work as a team and learn together, include everyone and value our diversities. We know we belong.

**Manawaroa, Resilience:** We maintain a growth mindset, learn from our mistakes and persist to succeed. We are optimistic, celebrate achievements and keep our sense of humour.

Children need an environment that places no barriers on their learning. They need to learn in meaningful, real-life, challenging contexts. Children need to have some control over the

direction of their learning and be able to ask and answer questions that have meaning and relevance to them, as well as their parents and teachers.

Children must learn in depth, see the links, think and solve problems and hopefully create new knowledge for themselves and others. Children need to learn about themselves. They need to realise their personal strengths and weaknesses and to develop their emotional intelligence. In a changing world the truly knowledgeable person is the one who will succeed.

The school is continuing to develop its understanding of how to teach across the curriculum with an inquiry approach. The teaching philosophies of Reggio Emilia, P4C, current research around teaching and learning, internationally and within New Zealand, are supporting us in our thinking.

## **Inquiry at Balmoral**

Purpose: to value diversity and develop curious, confident and connected learners

How: by thinking and doing for myself, through thinking and doing with others.

*To be truly educated is to know how to be a skilled inquirer that means knowing, understanding many things but also - much more important than what you have stored in your mind - to know where to look, how to look, how to question, how to challenge, how to proceed independently, to deal with the challenges that the world presents to you...in co-operation and solidarity with others. (Noam Chomsky (2015) - On being truly educated 2015*

### **What is Inquiry?**

Inquiry is a pedagogical approach that positions the learner as an active participant in the process of investigation. This approach to teaching invites the learners to be curious, question, investigate, make connections, transfer and continuously reflect. This goes across all elements of the curriculum and is a 'way of being.'

The second element of Inquiry is the planning and designing approach. The questions and wonderings of the children guide the class Inquiry, which is integrated across the curriculum as much as possible.

While underpinned by the New Zealand Curriculum and borrowing heavily from Te Whāriki, the children's questions and wonderings about the world lead the learning journey's path in the class. The genesis of Inquiry is in the work of educators such as Dewey, Bruner, Vygotsky and closer to home teachers such as Elwyn Richardson. Work undertaken by Loris Malaguzzi and the Reggio Emilia schools, Project Zero and Kath Murdoch also influence how we work.

This Inquiry approach to teaching is an ongoing journey for Balmoral, and one which sees the school constantly questioning and refining the approach to all aspects of learning, including both curriculum and how behaviour is managed. This quote, and the table below from Kath Murdoch, sum up the broad understanding of what Inquiry is: 'Inquiry is a 'stance' that sees the



child as a competent, capable learner, adult as a skilful facilitator and co-researcher, curriculum as fluid and contestable.' (Murdoch 2020)

### **Why this pedagogical approach at Balmoral School?**

The vision for our school is to cultivate within the child a lifelong passion for learning and creativity that is '**to value diversity and develop curious, confident and connected learners.**' We believe that all children are full of curiosity and creativity, capable of making connections and building deep understandings.

In meeting the intentions of the **NZC**, Inquiry enables:

- Students to learn more deeply and perform better on complex tasks when they can engage in more authentic learning opportunities.
- Motivation to learn when students are genuinely interested in or curious about the subject or have a problem to solve.
- Life-long, transferable skills to be developed.
- Student agency.
- Authentic contexts at the local level to be explored and connected to global contexts.

Two areas form cornerstones of our curriculum - **Te Ao Māori** and **Sustainability**. These focus Inquiry on what is real, tangible and local for the children. Te Ao Māori and Sustainability are themselves intrinsically linked.

### **Te Ao Māori**

The Māori worldview (te ao Māori) acknowledges the interconnectedness and interrelationship of all living and non-living things. The natural world forms a cosmic family, in the traditional Māori view. The weather, birds, fish and trees, sun and moon, are related to each other and the people of the land.

### **Sustainability**

The Enviroschools kaupapa creates a healthy, peaceful, sustainable world through learning and taking action together. Sustainable Communities act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.

Teachers should keep these as a 'lens' to guide their Inquiry.

### **Mana Model**

The Mana Model teaches us that 'every child enters the classroom with mana...they come to us whole and have things to teach us.' (Melinda Webber, Mitey, Sir John Kirwan Foundation)

Mana Whānau, Mana Ūkaipō (belonging), Mana Motohake (Identity), Mana Tū (Have skills) and Mana Tangatarua (Mental Wellness) all play an essential part in cultivating within the child a lifelong passion for learning and creativity. More about how these enhance our Inquiry work can be found here: <https://www.mitey.org.nz/portal/mana-model>

## **How is Inquiry taught?**

### **The Inquiry process**

There is no 'one way' or definitive model of working through a journey of Inquiry, but there are features that will always be part of the process at Balmoral school.

There will always be:

- Provocations to start the inquiry and throughout the journey
- Children's questions being explored and built on
- Teacher reflections and discussions with colleagues to make a teacher decision as to where to next, also guided by the NZC
- Continual reflection back to - "What is the purpose of this Inquiry? The purpose of responding to this question/wondering/statement?"
- A range of learning styles - consideration of the "Hundred languages of learning."
- Working theories - what do children think first? What do they think now?
- Close looking
- Teacher observations and listening - refraining from giving the answer!
- Integration across the curriculum as much as possible ensuring authentic learning opportunities - the class inquiry focus guides the learning across the curriculum
- Skirmishing around a provocation, taking time to explore initial ideas
- Student agency
- A focus on key competencies and skills - i.e. close looking/reasoning/collaborating/using clay.
- A broad range of stories/poems/myths/artwork... flooding the classroom with comprehensive links to main Inquiry focus - a literature-rich environment
- A focus on Te Ao Māori
- A focus on Sustainability

### **Philosophy for Children (P4C) 'Whakaaro Tamariki'**

Philosophy for Children was inspired by the work of John Dewe "How We Think' and was developed by Matthew Lipman in the 1950s for underprivileged students in New Jersey. By using stories purposely written, with big ideas and questions, he was able to open up the minds of these students. This approach proved to be very successful because it allowed students to express their ideas, listen to and critique other people's views and to accept challenges to their own thinking.

P4C enables critical thinking and encourages children to make reasonable judgements. Critical inquiry is involving 'thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgements that embody the qualities of a competent thinker. What makes a situation problematic is when there is some doubt as to the most appropriate action.'

These are skills that we all aspire to and ones that don't occur by osmosis; they need to be taught, practiced and reflected upon. In the modern education systems around the western world, thinking skills have become an important part of the classroom program. Philosophy for Children (P4C) allows children to practice these skills in a meaningful context which is one of the cornerstones of learning at Balmoral

P4C will be taught in classrooms each week and will be linked to the inquiry, literacy and numeracy programs, where practicable. In the Junior part of the school, the focus of P4C is, initially, on skills building. These skills based sessions will be linked to the inquiry or play wherever appropriate and when it feels purposeful to do so. These skills are then built on across all learning areas.

Skills covered in P4C will include: **(These universal skills are appropriate for each curriculum area)**

- asking relevant questions
- showing sensitivity to context in discussion
- demonstrating an ability to find relevant examples
- showing openness to new ideas
- identifying, justifying and clarifying ideas
- consistency when developing points of views
- expressing ideas coherently
- paraphrasing or building on another's ideas
- discussing issues with objectivity
- accepting corrections by peers willingly
- showing respect for members of the community of inquiry
- listening to understand
- evaluating the thinking used

### **Literacy and Numeracy**

Literacy and Numeracy form the foundation of all learning at Balmoral School. Skills and strategies are explicitly taught in both literacy and numeracy. There is also ample opportunity for children to further develop and demonstrate these in all areas of their inquiry learning. Wherever possible, Reading, Writing and Maths will link to the class' line of Inquiry. Children will often work in small groups or workshops with the the teacher for direct instruction.

#### **Literacy**

The literacy programme is structured around making meaning of ideas and information (listening, reading, viewing), and creating meaning for self and others (speaking, writing, presenting).

#### **Numeracy**

Our mathematics programme develops existing numeracy skills while further enhancing the other areas of mathematics that children need for success. Maths investigation work and problem solving underpin our mathematics programme.

### **Learning about Learning**

All members of our learning community (children, parents, teachers) are encouraged to experience different challenges, be innovative, make mistakes, identify weaknesses and strive for continued achievement. We encourage children to reflect on and discuss how and what they are learning and why they are learning it. This enables them to identify next learning steps and further develop their learning capabilities.

## **Learning Model in the Junior School – Years 0-2**

### **Balmoral School's rationale for Play**

Educationalists have known for decades that play is an essential component of learning for all children, not just those in Early Childhood Education. In the last 20 years, an extensive amount of research has been undertaken globally, which supports this belief. It is understood that the development of the Limbic system, the part of the brain that deals with social and emotional skills, is just as important as developing cognitive skills.

There are a number of foundational skills that children need before they are ready for 'formal' reading, writing and maths. As young children develop, the acquisition of social and emotional skills is paramount and is now thought to be an indicator of success later on in life. How our students view themselves as a learner is critical. During the early years of school, 5yrs to 8 yrs old, it is crucial that we support our students to build their creativity, imagination, resilience and social and emotional skills. Our school curriculum helps our students to do this through Play and an Inquiry approach to learning.

Research from many areas of education, psychology, neuroscience, and behavioural science, support the fundamental importance of play in developing the knowledge, skills and attitudes that children will require for their future.

Often there is an idea that play in the classroom is an either/or approach – either the children are playing or teachers are teaching. This is not the case. An effective play environment is rich with opportunities for children to engage in Literacy and Numeracy, along with the other learning areas of the curriculum.

### **Play in Years 0-2**

This will be a combination of self-initiated play and guided play, with the teacher asking questions, scaffolding and extending the play where appropriate. Teachers set up provocations each day, with different curriculum areas in mind, that children can choose to engage with and which build on the thinking and learning happening in the classroom. Our aim is to prioritise self-initiated Play and we do this by ensuring that the children have a good amount of time each day, dedicated to their chosen play.

Children will have the opportunity to return to their play during the day while the teacher works with groups of children for instructional groups or class sessions in Reading, Writing, Maths and Inquiry. Other timetabled learning activities will also take place across the week, outside of the children's play, such as P4C, Inquiry, PE, Swimming, Phonics.

For more information about our Play Based learning model, please see our school website or read the **“Welcome to Koru”** booklet which can be found on the enrolment page.

## **Pastoral Care**

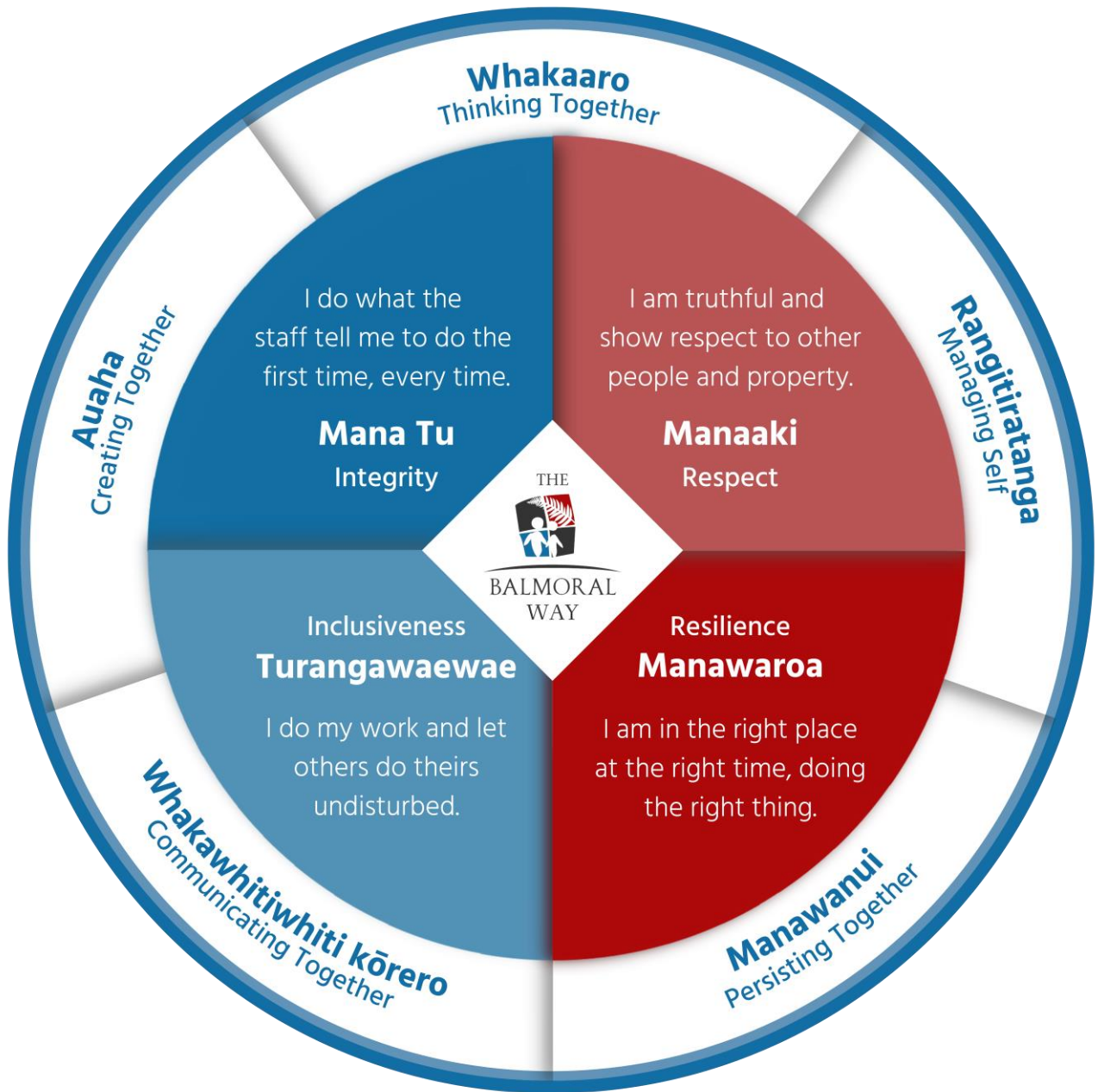
We have very high expectations for all of our children. We encourage them to develop a growth mindset, resilience and determination to overcome challenges. Running alongside this is our firm belief that children need to feel safe and supported at school and that they can be who they are. Our staff ensure that any issues are followed up and that children are aware of the consequences of their behaviour. We have well established procedures to keep children safe and you can feel this caring atmosphere as soon as you enter our gates. Children make lifelong friends here and feel a part of our community.

# Balmoral Habits

These habits may serve as mental disciplines. When confronted with problematic situations, students, parents and teachers might habitually employ one or more of these by asking themselves,

**“What is the most intelligent course of action I can take now?”**

Key Competencies	Our Habit	Features
<p style="text-align: center;">1. Thinking 2. Using language, symbols, and texts 3. Managing self 4. Relating to others 5. Participating and contributing.</p>	<p style="text-align: center;"><b>Thinking Together</b> <b>Whakaro</b> <b>whakakotahi</b></p>	<p>Making connections and reflecting on our learning Organising thoughts to propel new ones Applying our learning and thinking to different contexts Building on our own and others thinking Considering, respecting and empathising with others' perspectives Asking questions with curiosity and wonder Identifying problems and defining solutions Seeking clarification around misconceptions or misunderstandings Having an open mind to new ideas and ways of doing things Forming and justifying ideas and opinions</p>
	<p style="text-align: center;"><b>Persisting Together</b> <b>Tautoho</b> <b>whakakotahi</b></p>	<p>Trying hard and keeping on going to achieve goals Having belief in our own and others' strengths Accepting setbacks and repetition as part of the learning journey Relishing a challenge Being open to the notion of working with others' to solve problems Living the power of 'yet' Helping each other get through the hard stuff</p>
	<p style="text-align: center;"><b>Creating Together</b> <b>Toi-hangaia</b> <b>whakakotahi</b></p>	<p>Building from what's gone before and creating with a new perspectives Taking risks, making mistakes and learning from them Curious about the world and making connections Generating, innovating, evaluating and respecting ideas Valuing the individual's input</p>
	<p style="text-align: center;"><b>Managing Self</b> <b>Ngā Hononga</b> <b>whakakotahi</b></p>	<p>Being an honest and trustworthy person Making and reflecting on choices Making thoughtful decisions Managing time and being organised. Being aware of actions, taking responsibility for these and their impact on others Working collaborative Recognise, learn and use self regulation strategies. Knowing your role in the community and play your part</p>
	<p style="text-align: center;"><b>Communicating Together</b> <b>Mana Reo</b> <b>whakakotahi</b></p>	<p>Organising your thoughts coherently Actively listening, seeking clarification and adding to others ideas Agreeing and disagreeing with evidence Being able to give and receive feedback Interpreting and using 100 languages to communicate Forms of communication are appropriate for the context</p>



## Summary of ERO Report Dec 2018

These are excerpts from the findings of the Education Review Office's latest report on **Balmoral School**.

### Evaluation Findings

#### *1 Equity and excellence – achievement of valued outcomes for students*

##### **1.1 How well is the school achieving equitable and excellent outcomes for all its students?**

Balmoral School (Auckland) is highly effective in achieving equitable and excellent outcomes for students.

School achievement information over the last four years shows very high student achievement in reading, writing and mathematics. Comprehensive assessment and trend data are analysed well to inform decision making. Appropriate next steps are put in place and closely monitored to ensure that desired outcomes are achieved, and that timely adaptations are made when necessary.

Achievement information indicates that Māori students achieve highly, particularly in reading and mathematics. Over the last four years, Māori students have significantly improved achievement in these key curriculum areas. In addition, Māori learners at Balmoral School achieve higher when compared with Māori nationally in both reading and mathematics.

Leaders and teachers are successfully addressing a small disparity in the achievement of Pacific students and for boys in writing. School systems, practices and personalised approaches have resulted in increasing parity for students in key learning areas.

Students with additional learning needs benefit from effective, well-coordinated and high quality support. School achievement information for the small proportion of students who are achieving below expectations in reading, writing and mathematics, shows accelerated achievement for the majority of students and almost all make progress.

Students achieve very well in relation to other school valued outcomes. Students:

- reflect pride in who they are and relate well with each other
- demonstrate curiosity, confidence and collaboration in their active engagement in learning
- are inclusive, and accepting of diversity
- demonstrate the school's values.

##### **1.2 How well is the school accelerating learning for those Māori and other students who need this?**

Balmoral School (Auckland) is successfully accelerating learning for students who need it.



The school's charter and annual targets aim specifically to accelerate the progress of identified groups of students. Action plans that align with the school's achievement targets are developed collaboratively with teaching teams. Leaders value the importance of timely identification, making prompt and planned responses to accelerate learning progress. Progress toward school targets is closely monitored through collaborative team inquiries.

Leaders have continued to appropriately target the learning of Māori and Pacific students, particularly in writing. An in-depth and broad approach to addressing overall Pacific student achievement is in place.

Teachers identify children's strengths, interests and learning needs accurately and quickly. This helps them to plan specific targeted support that is well matched to children's identified needs. Learners benefit from teachers' collaboration in refining targeted classroom teaching and learning, and from a variety of additional learning support.

Leaders and teachers respond well to students with additional learning needs. Almost all students show positive shifts in wellbeing, confidence and engagement in learning. These positive shifts help students improve and sustain their learning progress over time.

The school has a growing number of children who speak languages in addition to English. These children receive highly effective learning programmes to build their English language skills and competency. Appropriate links are made between their classroom programmes and specialist English Language Learning support. The achievement of these students is carefully monitored to ensure that they have access to the full range of the curriculum.

## **2 School conditions for equity and excellence – processes and practices**

### **2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?**

The school's culture contributes to the achievement of equity and excellence, and acceleration of learning. A broad and holistic view of success and achievement is integral to the school's vision, philosophy and culture. Children are active participants in their education where curiosity, challenge, critical thinking and creativity are valued outcomes. The school promotes the joy of learning.

Leadership is collaborative, promotes ownership and a strong sense of belonging. The school's vision is clearly articulated among students, staff, parents and the Balmoral School community. Leaders develop clear goals and targets for all learners to achieve valued outcomes. There is a deliberate focus on growing leadership capability at all levels in learning, teaching, managing and governing.

Stewardship is strategic and coherent. The board actively supports the school's broad curriculum to be inclusive and responsive to learner needs, local contexts and the environment. Trustees ensure that the curriculum enables all students to become confident, connected and active, life-long learners.

The school's curriculum design draws on research and current educational thinking to meet the learning needs and aspirations of students and parents. It provides students with opportunities to learn, achieve and progress through the breadth and depth of the NZC. Leaders and teachers are exploring ways to promote seamless transition from *Te Whāriki*, the early childhood curriculum, to the NZC, by delivering a play-based curriculum in children's first year of school. The use of "Philosophy for Children" continues to be a cornerstone of the school's curriculum.

Students engage in cognitively challenging and purposeful learning opportunities that relate to real life contexts, issues and experiences. The school's inquiry learning approach enables students to pursue their own interests and strengths, lead their own learning, and collaborate to make sense of the world.

Evaluation, inquiry and knowledge building are embedded in school systems and practices. Relational trust supports collaboration, risk taking and openness to change. Effective communication supports the sharing of new knowledge to promote improvement and innovation. Leaders and teachers use internal evaluation and inquiry to contribute to evidence based decision making and ongoing improvement.

#### 4 Going forward

##### Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- leadership that is collaborative, grows future leaders and contributes to building a strong sense of belonging in a community
- stewardship that is strategic, coherent, and resources school initiatives to realise the school's vision
- an inclusive, culturally responsive curriculum that is clearly aligned to the intent of the NZC
- internal evaluation and inquiry that contribute to changes in thinking and practice
- a culture where children are at the heart and are supported to be leaders of their own learning.

A full copy of our most recent ERO Report dated 14/2/2014 can be viewed on the ERO website or by clicking on the link below.

<https://www.ero.govt.nz/review-reports/balmoral-school-auckland-20-12-2018/#about-the-school>







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