

Glenbervie School Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance

About the School

Location	Whangarei	
Ministry of Education profile number	1011	
School type	Contributing (Years 1 to 6)	
Decile [1]	7	
School roll	249	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	NZ European/Pākehā	79%
	Māori	20%
	other	1%
Review team on site	March 2012	
Date of this report	9 May 2012	
Most recent ERO report(s)	Education Review	January 2009
	Education Review	March 2006
	Education Review	October 2002

The Purpose of an ERO Report

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.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school’s decile the more funding it receives. A school’s decile is in no way linked to the quality of education it provides.

Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

1 Context

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

Glenbervie School is a semi-rural school in the Whangarei area that provides education for students from Years 1 to 6. The well established school serves a widespread and increasingly diverse community and is a valued part of the local community. Many families have multi-generational connections with the school. The school actively maintains links with its community through a focus on environmental learning and a strong relationship with the local marae.

The school is lead by a long serving and capable principal and is well served by the board of trustee's active commitment to the school's vision and direction.

2 Learning

How well are students learning – engaging, progressing and achieving?

Students at all year levels are highly engaged in learning. They are active participants in classroom programmes and proud of their achievements. An inclusive environment supports students to experience success in a variety of areas. Learning environments are settled and focused and students form positive relationships with each other and with their teachers.

Teachers know their students well. Flexibility in programmes and teaching approaches enables teachers to individualise student learning. The school's focus on recognising strengths and celebrating success promotes students' self esteem and engagement in learning. Students set realistic learning goals and can talk about strategies they use to achieve their goals.

The school has high expectations for student achievement. School information shows that most students continue to progress and achieve at high levels in reading, writing and numeracy. Teachers use a range of assessment tools to gather individual student achievement information. They use data to inform their teaching programmes and to improve student learning.

The principal collates school-wide achievement information. Data indicate that most students are reading at or above the applicable National Standard, and most are writing at the National Standard. The school is working towards collating data against National Standards in mathematics.

The school uses achievement data to identify individuals and cohorts of learners who would benefit from additional support. Students of all abilities are supported and extended through good quality planned interventions and effective use of school staff, teacher aides and external agencies.

Teachers use a wide range of reporting strategies to inform parents of students' progress and achievement. Their focus on enabling students to take responsibility for their own learning means that students can talk about their learning strategies and next steps.

The school is now beginning to provide written reports in plain language to parents about students' progress against the National Standards. The school first reported in writing against these standards at the end of 2011. Processes require further development to provide clear information to parents and students in this regard. This reporting is an area for improvement that the principal and staff intend to work on.

In working towards implementation of National Standards the school has reviewed assessment tools and processes. The principal has identified the need to further refine data gathering and analysis processes. This should help to ensure more strategic use of achievement data, and should improve the quality of target setting and reporting.

How well does the school promote Māori student success and success as Māori?

Twenty percent of the students at Glenbervie School identify as Māori. Māori student achievement data for the whole school and individual year levels are collated and reported to the board of trustees. This information shows that Māori students achieve at levels comparable to non-Māori students in the school.

Māori students at Glenbervie School show pride in being Māori. High numbers, from all year levels, participate in the school kapa haka group. This group is well supported by teachers and tutors from the local marae. It is an integral part of school culture and students are proud of the school's success in regional competitions. School programmes include Māori content and perspectives across most learning areas.

School leaders are strongly committed to supporting staff to grow confidence in their use of te reo Māori and reflection of tikanga. Tutors from the local marae assist teachers to do so. Designated staff members have responsibility for monitoring Māori student success, and supporting teachers in incorporating Māori perspectives into teaching programmes. The school maintains ongoing links with its Māori community and teachers value the close connections.

ERO and school leaders agree that the school should continue to embed and sustain the good practices evident in the model they have developed.

3 Curriculum

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

The school's curriculum promotes and supports student learning effectively.

The Glenbervie School curriculum is very closely aligned to The New Zealand Curriculum. Through a collaborative approach to curriculum design and planning, school leaders and teachers have developed a holistic curriculum that is responsive to the interests and needs of learners. Shared understanding of the school vision and curriculum philosophy is evident across the school. Good quality systems support teachers to carry this philosophy into their classroom practice. These systems and structures contribute to effective teaching practice.

The school curriculum is based on an inquiry-learning approach and the promotion of purposeful learning. Thinking skills and key competencies are incorporated across learning areas. Teachers see students as resourceful and capable learners, and students are encouraged to be self managing. A widely shared set of values underpins the culture of the school. Principles of the school's CHOICES programme are evident in respectful relationships and positive guidance interactions.

Appropriate priority is given to establishing a sound base in literacy and mathematics. Programmes in literacy and mathematics are well monitored. School leaders are continuing to refine processes for monitoring delivery across all learning areas.

High quality teaching is evident throughout the school. A school-wide commitment to innovation and flexibility encourages teachers to trial and evaluate new approaches to teaching and learning. Appropriate professional development is implemented, and many opportunities are provided for collaborative planning and practice. These strategies support teachers' ongoing development and promote student learning.

4 Sustainable Performance

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

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

The school board consists of new and experienced trustees with a range of skills to support their governance of the school. The experienced board chairman works closely with the principal. School leaders and trustees gain insight into community perspectives through informal communication and some formal consultation. Trustees are considering ways to address board succession planning.

The principal and board of trustees have a commitment to ongoing improvement. They have revised their school values to reflect the importance of innovation in the school's programmes. School vision and direction is articulated in the school charter and there are high levels of shared understanding among the staff. Considered professional development and sound appraisal processes that are linked to the philosophy and vision help to embed understanding and increase capability.

The principal has continued to develop a distributed leadership model that has been effective in utilising staff capabilities and fostering shared ownership. To further strengthen leadership and sustainability the principal and board have recognised the need to refine the leadership model. They will consider ways of strengthening leadership roles, creating more cohesive responsibility and clarification of processes and practices.

The school has a clearly stated process of self-review. This self-review model has been implemented effectively in the management of teaching and learning. However links between organisational self review focuses and the school's strategic documentation are not clearly evident. ERO and school leaders agree that it would be timely to review how well governance and management selfreview processes help achieve clarity and connection between the different layers of school operation.

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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Current systems of assuring the board that legislative requirements are met are informal and often lack written records. In order to improve current practice the board should formalise systems of reporting to the board in regard to:

- monitoring of health and safety
- identification and elimination of hazards
- approval for provision of EOTC (education outside the classroom).

In order to meet legal obligations, the principal and teaching staff must:

- report to students and their parents on the student's progress and achievement against National Standards. Reporting to parents in plain language in writing must be at least twice a year

National Administration Guideline 2A (a).

When is ERO likely to review the school again?

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

Makere Smith
National Manager Review Services
Northern Region (Acting)

9 May 2012

