

Education Review Office Report

Glen Oroua School - 09/12/2014

- Findings
- 1. Context
- 2. Learning
- 3. Curriculum
- 4. Sustainable Performance
- About the School

Findings

How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?

Glen Oroua is a welcoming and inclusive school with a strong focus on traditional rural values. Maintaining respectful and reciprocal relationships with students and their families is prioritised. Staff continue to develop the curriculum to promote and support learning. There is a focus on empowering students and building partnerships with parents to promote independent learning.

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

1. Context

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

Glen Oroua School is situated in rural Manawatu and caters for students from Years 1 to 8. At the time of this review there were 66 students on the roll.

It is a welcoming and inclusive school, with a strong focus on traditional rural values expressed through the motto "living and learning today for tomorrow". A playgroup meets once a week on the school site. A sense of community is promoted and the school receives high levels of support from parents for school events and activities.

Since the September 2011 ERO report the native garden area has been further developed with the inclusion of new planting, a boardwalk and an open-air teaching space.

Teachers have recently engaged in professional learning focused on improving the teaching of writing and mathematics. A present focus is the development of leadership and assessment. Teachers are engaged in *The Ariki Project* which involves them collaborating and critiquing their practice.

2. Learning

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

Leaders and teachers at Glen Oroua School are developing their use of achievement information to make positive changes to learners' engagement progress and achievement.

Teachers use an appropriate range of assessment tools to gather and collate useful student achievement information. They use this information to group children, inform teaching strategies and make teacher judgements about achievement and progress. Strengthening moderation through external support and networking with other schools should improve the quality of overall teacher judgements in relation to National Standards.

School-reported assessment data indicates that most students achieve at or above the National Standards expectations in reading, writing and mathematics. Those students identified at risk of underachieving are targeted in strategic plans and provided with additional support. Trustees receive regular information about student achievement and progress.

Teachers are developing their use of achievement information to reflect on the effectiveness of their teaching. They are increasing their use of evidence in the inquiry process, and are focused on improving their use of data to show the impact of strategies on student outcomes.

Increasing students' understanding of their achievement and being more involved in decisions about their learning is a present focus for teachers. Better use of assessment information by teachers in learning conversations should support students to more clearly identify their next learning steps and reflect on their progress.

Student portfolios provide parents with useful information about their child's learning and progress. Children share their learning and achievement and identify goals. The proposed review and development of portfolios should improve how information is shared with parents about their child's achievement and progress in relation to National Standards. Increasing parents' understanding of where students are at and where to next should support the school in achieving their expressed goal of strengthening partnerships with parents that support learning.

3. Curriculum

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

Leaders and teachers are continuing to develop the school's curriculum to promote and support student learning.

The Glen Oroua School curriculum reflects *The New Zealand Curriculum* priorities. It integrates the key competencies and has a clear focus on literacy and numeracy. It aligns with key school documents that provide guidelines and expectations for teacher practice in reading, writing and mathematics.

Students are clear about the purpose of their learning. They can talk about their learning intentions and understand what success looks like. There is a focus on empowering students to take more responsibility for their next steps. They are supported to develop skills that will promote independent learning. Students with additional or high needs are well catered for within classroom programmes.

Teachers use a good range of strategies to engage students. They are developing teaching responses and planning to meet identified individual student needs. As a result of teachers' professional development a writing focus is evident in the environment and programmes. Good use of teacher questioning refocuses learning and at times extends students' thinking. Oral feedback is used effectively to inform students of their successes and areas for improvement. Teachers are focused on developing their own practices and being more responsive to students' individual learning needs within the multi-level classes.

Respectful and reciprocal relationships are evident across the school. Students cooperate and work well with each other. They follow well-established routines and expectations.

The principal identified that the school curriculum requires review and development. ERO's external evaluation confirms this priority. The intended review should consider:

- expectations that better reflect recent professional learning
- stronger integration of *The New Zealand Curriculum* principles to inform curriculum priorities
- how effectively it responds to students' cultures and identities
- increased coverage of health and careers education for Years 7 and 8 students
- how it can integrate an environmental focus that highlights the impact of the new outdoor environment on students' learning.

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

Glen Oroua School is improving its capacity to promote success for Māori as Māori.

The school charter states a commitment to honouring the Treaty of Waitangi and to New Zealand's bicultural heritage. School leaders have considered *Ka Hikitia - Managing for Success: The Māori Education Strategy 2013-2017* in their strategic planning.

Māori students achieve at comparable levels to their school peers in reading, writing and mathematics. Leaders are strengthening links to the community and all students visit the local marae. Teachers are focused on building their own capability to better respond to the language, culture and identity of Maori learners.

4. Sustainable Performance

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

Glen Oroua School is developing its capacity to sustain ongoing improvement.

There are useful processes for reviewing activities, practices and school operation. Reviews are informed by student achievement information and a range of perspectives. Self-review findings are reported to trustees and inform their decision-making. The board has a clear picture of students' achievement and what is happening at the school.

Strengthening self review should enable leaders and teachers to:

- evaluate the impact and effectiveness of decision-making on student outcomes
- measure the impact of teaching strategies and programmes on improving outcomes for all learners, particularly those most at risk
- establish next steps for improvement.

Teachers are becoming increasingly reflective and are developing their understanding of how to

inquire into the effectiveness of their practice. *The Ariki Project* provides good opportunities for professional learning conversations and the sharing of good practice.

Performance management is suitably linked to the schools' strategic priorities. It provides evidence for teachers' attestation. Appropriate professional learning supports teachers to address school priorities. A next step is to strengthen teachers' shared understanding of practices to address students' identified learning needs. Setting measurable goals linked to outcomes for students, and evaluating the progress towards these, should help clarify next steps for development.

Trustees are developing their understanding of their roles and responsibilities. They are becoming more proactive and involved in decision-making and developments. Recent classroom "walkthroughs" have increased trustees' understanding of teaching and learning. Relevant training to build capacity is accessed where possible.

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.

Conclusion

Glen Oroua is a welcoming and inclusive school with a strong focus on traditional rural values. Maintaining respectful and reciprocal relationships with students and their families is prioritised. Staff continue to develop the curriculum to promote and support learning. There is a focus on empowering students and building partnerships with parents to promote independent learning.

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

Joyce Gebbie

National Manager Review Services

Central Region

9 December 2014

About the School

Location	Palmerston North	
Ministry of Education profile number	2360	
School type	Full Primary (Years 1 to 8)	
School roll	66	
Gender composition	Male 38	
	Female 28	
Ethnic composition	Maori	6
	NZ European/Pākehā	60
Review team on site	October 2014	
Date of this report	9 December 2014	
Most recent ERO report(s)	Education Review	December 2011
	Supplementary Review	November 2008
	Education Review	November 2007