

Garston School Education Review

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

About the School

Location	Garston
Ministry of Education profile number	3953
School type	Full Primary (Years 1 to 8)
Decile [<u>1</u>]	8
School roll	17
Gender composition	Girls 11 Boys 6
Ethnic composition	NZ European/Pākehā 15 Māori 2
Review team on site	June 2011
Date of this report	2 September 2011
Most recent ERO report(s)	Education Review April 2001 Education Review February 2005 Accountability Review September 2001

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. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

[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 Corporate 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's context that have an impact on student learning?

An important feature of this school is its isolation. It is an important hub for the district and the community and board have placed a strong emphasis on exposing the students to a range of interesting and relevant learning experiences in the wider world. This is achieved through excursions, camps, visitors to the school and the use of information technology.

The trustees and staff build and sustain strong links with the community. The community has a wide view of achievement, including academic, sporting, social and cultural. It has high expectations that students are challenged and extended in their learning. The teachers have responded by developing the "SPIRIT" concept so that the key competencies are threaded through all aspects of the school's curriculum.

Students and teachers make very good use of the school's extensive grounds to support learning beyond the classroom, particularly in the social sciences and education for sustainability.

At the time of the review the school had a roll of 17 students and three teachers, creating a favourable teacher to student ratio that is used to advantage the students.

The principal and teachers are also supporting students in developing an understanding and knowledge of New Zealand's bicultural heritage.

2 Learning

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

Most students are achieving at or above National Standards in reading, writing and mathematics. Individual students' achievement records show that most students are making satisfactory progress as a result of their willing engagement in the learning opportunities provided for them.

The principal and teachers are effectively targeting students not achieving at expected levels. They use the achievement information effectively and respond to the need for identified students to make accelerated rates of progress. Targets are well supported by action plans that include relevant professional development, how the targets will be monitored and the specific areas teachers will focus on.

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

Currently the school has small numbers of Māori students. Reports to the board show these students are achieving well in reading, writing and mathematics.

3 Curriculum

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

The principal and teachers have developed the school's curriculum in response to the revised New Zealand Curriculum, community priorities and the needs of the students.

Areas of Strength

Variety of learning experiences. Students continue to have a wide range of learning experiences in and beyond the school. The board and community support the teachers in achieving this wide range of learning experiences for students through using facilities and resources outside the school to enhance teaching programmes. Over the past three years they have had a strong involvement in environmental projects around the school. All learning areas are well planned throughout the school year to give a broad and balanced coverage.

Preparation for National Standards. The school has embraced the intent and usefulness of National Standards in supporting students' progress and achievement. The teachers:

- view National Standards as a way of ensuring consistency
- have developed school-wide indicators that align with the National Standards
- have a useful and clear reporting system to parents
- are in the early stages of using information gained from other learning areas to help form their judgements in literacy and mathematics.

Area for review and development

The principal has led the development of the school curriculum, with the support of the teachers. The next steps in implementation should include:

- teachers continuing to develop common understandings of moderation, including those for National Standards and the role students can have in the moderation process
- formalising the reporting of reviews of the overall effectiveness of teaching.

4 Sustainable Performance

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

The board's strategic direction is well planned and documented in its charter and related planning. The board agrees that it needs to further develop the self-review process. This should include consistently reporting and recording outcomes following each review. These are important steps for assurance that accountabilities are met and should be more useful for planning the next steps.

ERO recommends that the board:

- continues to develop an effective self-review process that identifies priorities for improvement, develops and implements plans, monitors progress, and evaluates and reports outcomes
- further develops the performance-management system to ensure that the school's curriculum outcomes and expectations are included in appraisals where appropriate.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. 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 students' 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.

When is ERO likely to review the school again?

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

Graham Randell
National Manager Review Services
Southern Region

2 September 2011