

Broadlands School Education Review

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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: Broadlands School

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

Broadlands Primary is a small rural school located near Taupo catering for students in Years 1 to 6. At the time of the review in November 2010, the roll was 95, of whom 21 were Māori. The environment is welcoming and attractive, which reflects the priority that students, parents, teachers and trustees place on providing a high quality facility for teaching and learning.

Data gathered by the school shows that all students, including Māori, achieve well and make pleasing progress in reading, writing and mathematics. The school makes highly effective use of achievement data to plan for school improvement and has made good progress with implementing the National Standards in reading, writing and mathematics.

Teachers work hard to provide high quality, needs-based learning opportunities. They know their students well and teaching programmes are focused on improving student achievement while nurturing student wellbeing. Teaching interactions are sensitive, appropriate and students enjoy taking part in school activities. Thorough systems are in place that enable parents and families to be well informed about individual student achievement, goals and progress.

A caring and respectful culture is evident throughout the school. Teachers and the principal consistently model relationships that promote a positive school culture. Classrooms are well resourced, settled and high levels of on-task learning behaviour are evident. Thorough systems are in place to keep students safe while at school.

The principal is providing staff, parents and the wider school community with high quality professional leadership characterised by inclusive and respectful relationships with all school stakeholders. He consults widely and provides trustees with extensive information about school operations.

The board of trustees is providing stable and well-informed governance. Self-review processes are well developed and provide a sound foundation for decision making about ongoing school development to sustain high quality teaching and learning.

Future Action

ERO is likely to carry out the next review in four-to-five years.

2 Broadlands School's Curriculum

How effectively does the curriculum of Broadlands School promote student learning - engagement, progress and achievement?

School context and self review

The Broadlands School Curriculum was developed in close consultation with students, parents and families from the largely rural local school community. It reflects an agreed vision of 'actively promoting a virtues-based culture where students are part of a learning community of creative and critical thinkers who take pride in all areas of their learning'. The values and vision also articulate the aims to ensure students:

- possess a strong sense of belonging;
- are valued for the positive contributions they bring to their school and society;
- develop the skills and confidence to become actively engaged life-long learners; and
- work in a stimulating and progressive learning environment.

The school has comprehensively addressed the recommendations from the previous ERO report. Since that review in 2008, there have been changes within the team of teachers, major enhancements to school facilities and the election of a new group of trustees earlier in 2010. Self-review processes are well developed and provide a sound foundation for evidence-based decision making about ongoing school development and the sustainability of high quality teaching and learning. The Broadlands School Curriculum is effectively promoting student learning, engagement, progress and achievement.

Areas of strength

Student achievement: The school uses a range of appropriate assessment tools and strategies to gather achievement data in reading, writing and mathematics. This data shows that achievement levels are above national expectations. In addition, the data shows that Māori students are achieving as well as non-Māori students at the school.

Teaching and learning: Teachers work hard to provide high quality learning opportunities that address the learning needs of individuals and groups of students. Aspects of teaching practice that contribute to this are:

- high expectations for student engagement and behaviour that are realised in classrooms;
- students being provided with relevant feedback and guidance for next steps in their learning;

- numerous opportunities for students to set individual goals, self assess and reflect about their learning in classrooms;
- valuable opportunities for students to be involved in environmental education and appropriate developments both within the school and the wider region;
- carefully prepared, well resourced and attractive learning environments; and
- the meaningful integration of information and communication technologies (ICT) to enhance student opportunities and engagement.

Leadership: The principal is providing staff, parents and the wider school community with high quality professional leadership, which is evidenced by:

- inclusive and respectful relationships with all school stakeholders, built on regular opportunities for consultation and open communication within the school community;
- a sustained focus on improving educational outcomes for students in the context of current best practice about teaching and learning;
- effective use of achievement data to ensure teaching programmes address the learning needs of students;
- robust and well-developed performance management and professional development programmes; and
- a strong and supportive working partnership with the board of trustees.

The Māori dimension: New Zealand's bicultural heritage is promoted and celebrated throughout the school in a variety of appropriate and inclusive ways, such as:

- the integration of tikanga and te reo Māori into classroom programmes and throughout the school;
- the support of local Māori and the wider parent community;
- the knowledge, enthusiasm and leadership evident within the team of teachers;
- the way students naturally and spontaneously engage in pōwhiri, waiata, daily greetings and other tikanga-based activities; and
- the way Māori students succeed alongside their peers.

School culture: A caring and respectful culture is evident throughout the school. This culture is consistent with the school-wide 'virtues programme' and is evidenced by:

- the high priority given to sharing and reinforcing appropriate virtues;

- use of a shared language about respecting self and others;
- classroom and playground environments where students interact appropriately;
- a welcoming atmosphere and open-door policy; and
- the way teachers and the principal consistently model relationships that promote a positive school culture.

Self review: The principal works closely with trustees, classroom teachers and students to systematically review all aspects of school operations. Thorough processes are in place to consult with parents and families. Highly effective use is made of analysed student achievement information to establish the effectiveness of teaching programmes and make appropriate resourcing decisions. These review practices place the school in a good position to continue to successfully foster student progress, achievement and engagement with learning.

3 Agreed Priorities

ERO and the board of trustees agree that the next stages of school development should focus on the principal and teachers working together to develop:

3.1 a student-focused inquiry model; and

3.2 a pedagogical understanding of evidence-based research about inquiry teaching and learning.

4 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Broadlands 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 legal obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that 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; and
- attendance.

5 Future Action

ERO is likely to carry out the next review in four-to-five years.

Richard Thornton
National Manager Review Services
Northern Region

21 December 2010

About The School

Location	Taupo
Ministry of Education profile number	1698
School type	Primary (Years 1 to 8)
Decile <u>[1]</u>	9
School roll	95
Gender composition	Girls 53 Boys 42
Ethnic composition	New Zealand European/Pākehā 71 New Zealand Māori 21 Other European 3
Review team on site	November 2010
Date of this report	21 December 2010
Previous three ERO reports	Education Review May 2008 Education Review November 2004 Discretionary Review Report November 2001

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic 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.

Community Page

21 December 2010

To the Parents and Community of Broadlands School

These are the findings of the Education Review Office's latest report on Broadlands School.

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Future Action

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Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, www.ero.govt.nz.

Richard Thornton
National Manager Review Services
Northern Region

General Information about Reviews

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

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

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.