

# Broadlands School Education Review

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## 1 Context

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

Broadlands School is a contributing primary school situated in a rural area 30Km North of Taupo. The student roll has increased since the 2010 ERO review, and is currently 102. There are 32 students who identify as Māori, and many whakapapa to Ngāti Tahu and Ngāti Whaoa.

The principal continues to provide clear educational professional leadership that ensures high quality curriculum design, effective teaching strategies and professional development for staff. He has been pivotal in establishing and maintaining a respectful school culture based on the virtues approach. School leadership has recently been restructured to provide more opportunities for curriculum and senior management responsibilities.

The board of trustees is well led and bring appropriate skills and expertise to their roles. They govern the school in the best interests of students. The school's purpose and vision are clearly set, documented and shared. Strategic priorities are identified in detailed plans.

The school has a very positive reporting history with ERO, and responded effectively to the recommendation to further develop teaching as inquiry.

## 2 Learning

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

A very high proportion of students, including Māori, are achieving at or above in relation to National Standards in reading, writing and mathematics. Levels of student achievement are in advance of regional and national comparisons, and of similar schools. Students are engaged and interested in their learning. They are well informed about their own achievement and progress, and assisted to set learning goals.

Highly effective management of assessment information supports teaching practice and educational outcomes for students. The principal and syndicate leaders provide detailed plans for curriculum and assessment to guide teacher practice. These guidelines ensure students requiring additional support and extension with their learning are identified and appropriate interventions put in place. The Special Needs Coordinator (SENCO) maintains a register and oversees the team of teacher-aides and classroom teachers. School leaders recognise that the monitoring and evaluation of programmes for students with special abilities could be more formalised.

Thorough and robust moderation processes ensure valid overall teacher judgements (OTJs) about student achievement in relation to National Standards. Syndicate leaders and teachers share evidence from a variety of sources and work samples. Moderation of writing has also occurred across schools in their regional cluster.

Parents are well informed about student achievement and progress, particularly within the current year. They have the opportunity for various meetings with their child's classroom teacher and these complement evidence in learning journals and written reports. School leaders recognise that sharing information with parents about student progress from year to year could be strengthened.

Trustees are well informed about student achievement through regular detailed reports from school leaders. They use this information to make decisions about strategic priorities, to allocate resources, and to set appropriate targets for student progress.

### 3 Curriculum

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

The school curriculum provides students with a broad range of opportunities to participate and experience success in academic, sporting, cultural, leadership and social areas. These opportunities are facilitated by staff, and include strong support and involvement from parents and the local community. Tuakana-teina relationships are naturally integrated into school and classroom practices.

High quality teaching practice is evident across the school. Teachers set and model high expectations for students, and reflect a belief in the positive potential of all learners. Classrooms are well resourced and attractively presented. The use of information and communication technologies to enhance learning is well developed. School leaders ensure that teaching practice is well informed through:

- detailed curriculum and assessment plans
- collaborative planning and assessment practices amongst staff, reflecting the principles of teaching as inquiry
- ongoing, in-depth professional development and learning
- performance management that encourages reflective practice.

Students are well supported in their learning by teachers who share the purpose and knowledge of learning. They are well informed about what successful learning looks like and receive structured feedback on their learning and how to improve.

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

Māori students have their tikanga very well affirmed and respected. They experience similar levels of success to non-Māori in all areas of the curriculum. The thoughtfully developed natural environments combine with art works to reflect the schools bi-cultural development.

A local cultural leader has been very effective, over an extended period of time, in developing kapa haka that involves all students. This allows students to gain knowledge and confidence in tikanga as they participate in pōwhiri and cultural festivals. Classroom and school routines include daily karakia, himene and waiata. Teachers use te reo Māori as appropriate in class, and are involved in professional development to further develop their knowledge and confidence.

School leaders recognise that their next step is to make reference to Ka Hikitia, Accelerating

Success as they review and further develop their productive partnership with whānau and iwi.

## 4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance. Factors are:

- Trustees who make effective use of self-review processes, to maintain a focus on school development and improvement.
- The experienced principal who has successfully built a team of highly competent teachers and support staff committed to supporting success for students in their learning.
- Students who are able to learn and experience success within a positive, respectful and supportive school culture.
- The continued support of parents and the wider rural community for the school and its activities.

### Area for Review and Development

The board and principal acknowledge that the current governance model systems, the practices in balancing respective governance and management roles and community partnerships need to be reviewed in order to sustain school development and improvement.

### 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

Students at Broadlands School achieve very well academically and enjoy an extensive range of sporting, cultural, leadership and social opportunities. School and board leadership is experienced and effective. Students are able to learn within a positive, respectful and supportive culture. Classroom teaching and learning is at a consistently high standard.

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

Dale Bailey  
Deputy Chief Review Officer Northern

30 June 2015

## School Statistics

Location	Reporoa, 30km North of Taupo	
Ministry of Education profile number	1698	
School type	Contributing (Years 1 to 6)	
School roll	102	
Gender composition	Boys 53% Girls 47%	
Ethnic composition	NZ European/Pākehā	64%
	Māori	31%
	Other	5%
Review team on site	May 2015	
Date of this report	30 June 2015	
Most recent ERO report(s)	Education Review	December 2010
	Education Review	May 2008
	Education Review	November 2004