

Owhiro Bay School Education Review

- The Education Review Office (ERO) Evaluation
- Owhiro Bay School's Curriculum
- Recommendations
- Board Assurance on Legal Requirements
- Future Action
- About The School
- Community Page

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.

The Education Review Office (ERO) Evaluation

Confirmed Education Review Report:
Owhiro Bay School

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

Owhiro Bay School is small school situated in a valley between the central city and Wellington's south coast. At the time of this review, there were 111 students on the roll, 52% of whom were New Zealand European/Pākehā. The remaining 48% comprised several ethnic groups, the largest being 12% Māori.

Since returning to self governance in 2007, the Board of Trustees has worked in collaboration with the principal and community to review documentation for school direction and curriculum design. The vision for student education and wellbeing is clearly defined and shared by the kindergarten recently established on site. Students learn from programmes that are underpinned by values of respect, care and inclusion and incorporate the principles of te ao Māori and competencies for working cooperatively. The local community resources are used to support learning experiences, especially in things environmental.

The principal leads school development effectively, maintaining the focus on teacher and student learning. Expectations for student achievement are high. These expectations are informed by national assessment tools, defined in collaboration with staff and monitored through regular quality assurance. Staff and students are encouraged to take leadership responsibilities and contribute to the running of the school.

Programme provision is guided by assessment information and targets individual students and group needs. Teachers give clear instruction and provide models of quality to guide students. Students are able to explore interests and develop skills in a range of contexts, such as the junior discovery programme, music and Māori enrichment classes. Specific tuition is provided for selected students to accelerate their progress toward the benchmarks. From internal review, the school has identified that strengthening data analysis and use of assessment findings is the next step in developing teacher practice.

Overall student performance compares favourably with national norms and means for the tests in reading, mathematics and numeracy. School test information shows that students make good gains over the first and subsequent years. In Year 6 most score at or above the median achievement band and several perform well above. The school has identified that about 40% of students need accelerated progress to reach the end-of-year expectations in writing. This is a school development focus.

The tone of the school is warm, friendly and purposeful. The effort and contributions of students are celebrated. Interactions across the school and the community are positive. An open-door policy is practised and family or wider community participation is welcome.

Future Action

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

Owhiro Bay School's Curriculum

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

School context and self review

Since the 2007 ERO review the school, under the leadership of the board of trustees and the principal, has reviewed its vision, values and direction in consultation with its community. In response to this process, the school's curriculum is designed to incorporate value for te ao Māori, conservation and experiential learning, using the local surroundings and resources.

The vision and values are clearly stated and known to the community. They are made visible throughout the environment in art work and thoughtful displays and are modelled in daily practice by staff and student leaders. Guiding school documents comprise a coherent framework for operation, monitoring, reporting and review. The board is responsive to the information it receives in determining priorities and budget allocations.

Significant achievements include the establishment of a kindergarten and an afterschool programme on site as part of the goal to become 'one learning community' under a shared philosophy. Positive, constructive working relationships are evident across the community.

The focus of this review was decided in consultation with the school. As school development in effective teaching for promoting engagement and achievement is continuing in 2010 and targets literacy, the board agreed that ERO's findings would be useful for complementing the school's knowledge gained from self review.

Areas of strength

Professional leadership

The principal has high expectations for teachers' and students' performance and their contribution to the life of the school. These expectations are decided in collaboration with staff and monitored through quality assurance processes. Feedback is constructive and promotes school development.

The principal leads professional learning with staff. Team commitment to improving practice is visible in ongoing professional inquiry and classroom teaching.

Effective teaching

Teachers implement the school vision by communicating the expectation that students can and will achieve success. To support this they:

- use assessment and other information to identify needs, guide programme planning and teach to group and individual needs;
- share and revisit the lesson purpose, assisting students to make real connections with the teaching points;
- provide students with models of excellence to aspire to and assist with self monitoring;
- encourage students to take responsibility for carrying out activities and standards of work; and
- present classrooms meaningfully with appropriate levels of information, prompts and resources to support learning.

Teachers are well planned for classroom instruction. Curriculum design reflects expressed community priorities and the emphasis required on oral language, literacy and mathematics. Juniors receive a sound foundation in these areas. Students have opportunities to consolidate their skills and apply them to learning across a range of interesting contexts over time.

Most students are learning self management through working toward next steps, setting goals and reflecting on how well their learning is going. Students whose learning gives cause for concern receive additional support to accelerate their progress. A collaborative approach is implemented by teachers and teacher aides. When necessary, external intervention is provided.

Interactions between teachers and students and amongst students are positive. Classrooms are safe places for taking risks in learning and the effort and work of students are celebrated.

Transition to the beginning classroom is well managed. The deputy principal liaises with the kindergarten (and other local early childhood centres) to facilitate a good start to school. Strategies include reciprocal visits for developing familiarity with people and the environment, and to enjoy the library, playground and buddy reading with the six year olds. Students are supported to start school with confidence and a sense of belonging.

Student engagement and achievement

Expectations for student achievement are clearly defined for each year group. These expectations have been guided by national norms, benchmarks for age and year, expected rates of progress, and more recently, the National Standards. Student performance is reported against these.

Overall, students are progressing well in reading. Long-term data show an annual pattern of low entry scores at age five. After the first year, around half the 2009 intake achieved at or above the national norms for the six-year-old test. Data for subsequent year groups indicates

a steady upward trend. About three quarters of students in years 3 to 6 scored within or above the median band. Almost all year 6 students read with comprehension at or above expectation and nearly half this cohort appear in the upper three bands.

Improved achievement in writing is a teaching focus for this year. The February assessments indicate that about 40% require targeted teaching to reach the endofyear expectations.

Students in Years 4 to 6 achieve favourably in comparison with national norms for mathematics. Test results show that two thirds perform within or above the median percentile band and about a quarter achieve in the upper three bands. At the beginning of 2010, most students in Years 3 to 6 were achieving at the national endof-year expectations for numeracy.

Several ethnic groups are represented in 48% of the roll. While data are analysed by ethnicity, statistical comparisons need to be interpreted cautiously as numbers in each group are small. On the whole, the performance distribution of Māori and Pacific students is similar to that of other students. Proportionally more Māori achieve in the higher levels for reading. Pacific students are represented in the small group identified as gifted and talented.

Area for development and review

Assessment

From internal quality assurance processes, regular reflection and professional discussion, the principal and teachers have identified the need to strengthen some aspects of practice. In particular:

- increasing the depth of analysis and evaluation of data at all levels;
- sharpening the focus of teaching points and success measures;
- giving written feedback to students pertinent to the expectations and shared criteria; and
- scaffolding students' understanding and confidence for working with these expectations and criteria to become self-monitoring learners.

Taking these steps is likely to:

- enhance differentiation for the range of identified needs; and
- increase student ownership of learning and their ability to participate more deeply in self and peer evaluation and self reporting.

Recommendations

ERO and the board of trustees agree that the school:

3.1 continue professional development in effective teaching and sustain the gains made.

Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Owhiro Bay 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 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; and
- attendance.

The checking process indicated that the school has established policies, procedures and practices to enable it to meet its legal obligations.

Future Action

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

Kathleen Atkins

National Manager Review Services

Central Region

About The School

Location	Owhiro Bay, Wellington
Ministry of Education profile number	2942
School type	Contributing Primary (Years 1-6)
Decile[1]	9
School roll	111
Gender composition	Male 59%, Female 41%
Ethnic composition	New Zealand European/Pākehā 52% Māori 12% Pacific 7% Chinese 7% Other European 7% Indian 7% Other ethnic groups 8%
Special features	Resource Teachers: Learning and Behaviour
Review team on site	May 2010
Date of this report	26 July 2010
Previous three ERO reports	Education Review June 2007 Education Review September 2004 Accountability Review June 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

26 July 2010

To the Parents and Community of Owhiro Bay School

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

Owhiro Bay School is small school situated in a valley between the central city and Wellington's south coast. At the time of this review, there were 111 students on the roll, 52% of whom were New Zealand European/Pākehā. The remaining 48% comprised several ethnic groups, the largest being 12% Māori.

Since returning to self governance in 2007, the Board of Trustees has worked in collaboration with the principal and community to review documentation for school direction and curriculum design. The vision for student education and wellbeing is clearly defined and shared by the kindergarten recently established on site. Students learn from programmes that are underpinned by values of respect, care and inclusion and incorporate the principles of te ao Māori and competencies for working cooperatively. The local community resources are used to support learning experiences, especially in things environmental.

The principal leads school development effectively, maintaining the focus on teacher and student learning. Expectations for student achievement are high. These expectations are informed by national assessment tools, defined in collaboration with staff and monitored through regular quality assurance. Staff and students are encouraged to take leadership responsibilities and contribute to the running of the school.

Programme provision is guided by assessment information and targets individual students and group needs. Teachers give clear instruction and provide models of quality to guide students. Students are able to explore interests and develop skills in a range of contexts, such as the junior discovery programme, music and Māori enrichment classes. Specific tuition is provided for selected students to accelerate their progress toward the benchmarks. From internal review, the school has identified that strengthening data analysis and use of assessment findings is the next step in developing teacher practice.

Overall student performance compares favourably with national norms and means for the tests in reading, mathematics and numeracy. School test information shows that students make good gains over the first and subsequent years. In Year 6 most score at or above the

median achievement band and several perform well above. The school has identified that about 40% of students need accelerated progress to reach the end-of-year expectations in writing. This is a school development focus.

The tone of the school is warm, friendly and purposeful. The effort and contributions of students are celebrated. Interactions across the school and the community are positive. An open-door policy is practised and family or wider community participation is welcome.

Future Action

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

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.

Kathleen Atkins

National Manager Review Services

Central 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
- 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.