

Seatoun School Education Review

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About the School

Location	Seatoun, Wellington	
Ministry of Education profile number	2987	
School type	Full Primary (Years 1 to 8)	
Decile [<u>1</u>]	10	
School roll	402	
Gender composition	Female 55% Male 45%	
Ethnic composition	NZ European/Pākehā	62%
	Māori	9%
	Other ethnic groups	29%
Review team on site	June 2011	
Date of this report	16 August 2011	
Most recent ERO report(s)	Education Review	August 2008
	Education Review	October 2005
	Supplementary Review	July 2002

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

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1 Context

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

Seatoun School has a prominent place in its community. A strong sense of identity, inclusive of diverse cultural backgrounds and family involvement, is evident. School culture is vital and innovative. Members are open to seeing possibilities and opportunities for making learning fun.

High expectations are held for student success. These are expressed clearly in the school vision, values and four education pillars; 'learning to know, learning to do, learning to live and learning to be'. The board, principal and staff demonstrate individual and collective responsibility for translating the shared aspirations into action.

Leadership is effective, fostered at all management levels and includes growing leadership amongst students. This approach works well for maintaining the developmental momentum, succession planning, cross communication and fertilisation of ideas. Prudent governance and targeted board planning ensure the curriculum is well resourced with teaching and learning materials, equipment and a high quality physical environment.

Relationships are respectful and positive across the school. Students report appreciation for the work of their teachers, the variety of opportunities they are offered and the quality of learning environment.

At the time of this ERO review an extensive rebuilding project was mid-way through the planned timeframe. Project management is focused on minimising disruption to student learning and enjoyment and guarding the safety of those on site.

2 Learning

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

Students are highly engaged in school life. Overall, they are able to experience success across a wide range of activities, including inter-school competitions. Achievements are acknowledged and shared with the community.

Achievement information indicates strong progress and achievement in literacy and numeracy. Nationally referenced test results and teachers' overall judgements show that most students are progressing and achieving well in relation to National Standards in reading, writing, numeracy and mathematics and work at appropriate curriculum levels. At the end of 2010, about 90% of students achieved at or above in relation to the National Standards in reading, numeracy and mathematics and just over 80% in writing. The 2011 mid-year results indicate high percentages of students achieving in relation to the National Standards and the remainder on track for achievement by the end of the year.

Longitudinal progress data gathered on entry at age five shows that students initially sit around the lower to middle bands of the achievement distribution. After the first year the gap between baseline scores and expected benchmarks for six-year-olds is closed for the majority of students, with many well above in relation to National Standards in reading, writing and mathematics. By Year 3, most students are at or above expectation. Records show that individual students sustain a pattern of steady progress over their primary years.

Investigation of data by staff is full and rigorous. Information is thoroughly analysed to identify patterns of achievement according to gender, ethnicity, year and specifically targeted groups. The difference between overall reading and writing performance is being actioned. A wider achievement spread for one group of students is also receiving attention so that its profile is more similar to those of others. A small group has specific learning needs and these students are supported to learn and progress at an individually appropriate rate. Leaders and teachers think creatively about interventions and monitor effectiveness closely to assess the need for continuation or change of strategy.

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

Māori students are active participants in all school programmes and achieve success across a wide field of opportunities. They feature in school leadership positions, scholarship awards, public recognition of success and in sporting, science and cultural activities. As for non-Māori, most students are either meeting or exceeding expectations in relation to National Standards in reading, writing, numeracy and mathematics.

3 Curriculum

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

The school's curriculum effectively promotes and supports students' interest and learning. The underpinning philosophical beliefs are clearly stated and the framework, from which teachers plan, is well considered. Curriculum leaders and teachers are keen motivators who work collaboratively.

Students are offered a broad and rich curriculum for their holistic development. Programme design is dynamic and exciting. Teachers incorporate use of community expertise and resources within learning contexts. Units of study are planned for developing:

- strong foundations in literacy and numeracy
- integration of concepts across the curriculum
- learning through first-hand and practical experiences
- key competencies across the curriculum
- connections between learning activities, the family and the community
- competence in using information literacy resources and information and communication technologies (ICT).

Students can extend their interests and challenge themselves within a wide range of learning opportunities.

Teachers are effective in their use of strategies for engaging students, promoting independence and responsibility for learning. Students are aware of their own learning and progress. Most are able to speak confidently about what they are focusing on, why, how the task relates to the lesson purpose and how well they are mastering the new ideas. Goal setting and reflection are established practices and students write annual reviews that capture their overall sense of satisfaction and accomplishment.

4 Sustainable Performance

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

High quality self review throughout the school leads to considered decision making. The board is fully informed on National Administration Guideline matters. Trustees receive comprehensive reports on curriculum and student achievement that provide sound reasons for resourcing programmes or special interventions. The board uses this information to decide how best to support staff and students for improving outcomes.

Planning gives priority to areas of need or opportunity. A strategic approach to professional development, coaching and mentoring, using both external and internal expertise, helps to consolidate teachers' new learning. Processes are well supported by effective use of school systems for sharing information, thinking and professional debate.

Community members have various ways to be informed, learn about and interact with school programmes and activities. Recent parent satisfaction survey results scored highly on all dimensions. The home-learning programme is an important vehicle for students and their families to participate in real-life activities that have value for reinforcing learning and development of the key competencies.

The board and staff have identified next steps for development. These have been expressed as continuing:

- in-depth self review for sustainability
- development of the ICT infrastructure and training for extending the use of tools and purposes to support teaching and learning.

Changes implemented since the 2008 ERO review have been substantial. A new cycle of strategic planning begins this year. As part of this process and the ongoing review of curriculum, ERO recommends that the board and senior leadership team reflect on:

- school beliefs about written feedback to students within the shared philosophy and four pillars of learning
- ways to enhance strategies for 'learning to be' from the diverse cultural perspectives
- manageability of development priorities and a sustainable pace of change.

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 four-to-five years.

Kathleen Atkins
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Central Region

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