



Carterton School
Carterton

Confirmed

Education Review Report

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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. 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. The report answers four key questions about the school.

Findings

1 Context

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

Carterton School caters for students in Years 1 to 8. At the time of this review it had a roll of 327 students and 29% identify as Māori.

School leaders have responded positively to areas identified in the January 2012 ERO report. Staff participate in a number of nationally supported professional learning initiatives to improve the effectiveness of teaching and learning.

The school's 3R's of Respecting Self, Respecting Others and Respecting the Environment are well embedded.

2 Learning

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

The school makes good use of student achievement information to improve student engagement in their learning.

Teachers use an appropriate range of nationally referenced assessment tools to gather baseline data. This is collated, analysed and well used to inform and evaluate class programmes. It is appropriately used to identify students in need of additional support or extension. Specific student achievement targets are set. The board receives regular reports on trends and patterns, progress against school targets and specific programmes. Student achievement information is used by the board to inform resourcing and staffing decisions.

The school reports that the majority of students achieve at or above the National Standards expectations in reading, writing and mathematics. End-of-year 2013 data identified that generally Māori student achievement was not as high as all students. School targets for 2014 are explicitly aimed at raising the achievement of Māori students to match school wide levels. Information gathered at mid year shows that while there is a general improvement in Māori students' achievement, there is more work to do to reach the targets. A range of effective systems and programmes identify, monitor and support students with special learning needs.

Parents receive regular reports on student progress, with opportunities for specific meetings with the teachers to discuss wellbeing, next steps and shared strategies.

Well-embedded processes support teachers to make judgements about students' progress and achievement in relation to National Standards. Effective moderation processes are enhanced by including neighbouring schools to share good practice and further improve consistency and reliability of judgements.

School leaders recognise the importance of continuing to focus on developing teachers use of student achievement information. Ongoing professional development to support the consistent use of classroom data should enhance teacher planning to meet identified student needs. This should also strengthen teachers' ability to evaluate the impact of teaching strategies and programmes.

3 Curriculum

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

Student learning is well supported by the school's curriculum. Students participate and celebrate success in academic, sporting, artistic, cultural and leadership activities. The curriculum is responsive to students and the community with local themes and learning contexts.

There is a clear literacy and numeracy focus across the curriculum. Computer technology is effectively used to support student engagement and learning. A school wide inquiry learning model guides students and teachers. Te reo Māori is widely used with teachers and students having opportunities to learn about te ao Māori.

Teachers are reflective and participate in formal, ongoing school wide professional development to better support student learning. There are high expectations for students' participation, progress and behaviour. Students are settled in their classes, on task and engaged in their learning. Relationships among students and with teachers are positive and respectful.

School leaders and ERO agree it is timely to review the school curriculum. This should include how well the document aligns with *The New Zealand Curriculum*, the impact of recent professional development initiatives, changing contexts and how effectively all curriculum areas are covered.

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

Māori students' language, culture and identity are acknowledged and valued. A strategic approach supports Māori students. This includes a number of effective initiatives aimed at growing active learning partnerships with families and whānau.

The Akonga Māori class, started in 2013, supports student, parent and whānau engagement in the life of the school. The school reports their data shows this is contributing to improved achievement and pride in being Māori.

4 Sustainable Performance

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

The school is well placed to sustain and improve its performance. Factors contributing to this include:

- the board's well-informed strategic focus on student achievement and continual improvement
- shared understanding and expectations through clear alignment between charter, strategic plan and annual plan linked to professional development and appraisal
- effective professional leadership by the principal and senior leaders who have complementary skills and strengths
- collegial, collaborative staff, committed to continual improvement and success for all
- close partnership with whānau and parents.

There is an established culture of critical reflection, school wide. School leaders regularly review school operations and student outcomes. They have identified and are refining how self review can be further enhanced and strengthened.

The school participates in a number of major national initiatives aimed at enhancing student achievement and engagement. Leaders recognise the importance of evaluating the impact each is having, identifying priorities and including these as key aspects of curriculum review.

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 learn in a supportive environment where relationships are positive and respectful. They are settled in their classes and engaged in learning. The majority of students achieve at or above the respective National Standard expectation in reading, writing and mathematics. There is a close partnership with whānau and parents.

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



Joyce Gebbie
Deputy Chief Review Officer - Central
Central Region

22 January 2015

About the School

Location	Carterton	
Ministry of Education profile number	2820	
School type	Full Primary (Years 1 to 8)	
School roll	327	
Gender composition	Male 51%, Female 49%	
Ethnic composition	Māori	29%
	NZ European/Pākehā	63%
	Other European	4%
	Pacific	2%
	Other ethnic groups	2%
Review team on site	November 2014	
Date of this report	22 January 2015	
Most recent ERO report(s)	Education Review	January 2012
	Education Review	November 2009
	Education Review	October 2006