

Muritai School Education Review

- 1 The Education Review Office (ERO) Evaluation
- 2 Muritai School's Curriculum
- 3 Board Assurance on Legal Requirements
- 4 Future Action
- About The School
- Community Page

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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: Muritai School

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

Muritai School is a primary school that provides education for students in Years 1 to 8 in the Eastbourne area of Wellington. Strong leadership and low staff turnover have contributed to a useful period of consolidation since ERO's 2007 review.

Significant developments include reviewing the school's curriculum to reflect The New Zealand Curriculum and developing an assessment and reporting framework that aligns with the National Standards. Good progress has been made with building school-wide knowledge and understanding of te reo me ngā tikanga Māori. A policy and specific interventions for students who are dyslexic have also been implemented. The school is a Green Gold Enviro-School, demonstrating its commitment to environmental learning and action.

The school has a clearly articulated focus on student achievement and most students, including Māori achieve at or above national expectations in reading, writing and mathematics. Targets for these subjects are based on information from previous years and data collated in term 1.

Students' progress is carefully tracked throughout the year. High quality collation and analysis of assessment information contributes to evidence-based decision-making about allocation of resources to improve achievement. Appropriate actions and interventions are in place to address identified individual learning needs and improve outcomes for students.

Management of the school is an area of strength. The principal and senior leaders work effectively as a team and demonstrate a commitment to the school's strategic direction. They implement a distributed leadership model, comprising four senior teachers who are responsible for the quality of teaching and learning in their designated year level teams. Engagement of families and whānau in the life of the school is well supported.

Students are highly engaged in learning, in a well-resourced and safe environment. The positive school tone is characterised by mutually respectful interactions among students and staff. Teachers use effective strategies to actively involve students in their own learning, including the use of information and communication technologies. They set high expectations

and work with students to develop class and individual goals. Learning programmes include a range of activities that provide for different levels of attainment. Students receive regular feedback on their progress and next steps for learning.

In the course of their self review, school leaders have recognised the need to continue to develop aspects of reporting, assessment moderation, provision for gifted and talented students and consistent integration of te ao Māori into the school's curriculum. ERO's external evaluation affirms these objectives.

Future Action

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

2 Muritai School's Curriculum

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

School context and self review

Muritai School has sustained its emphasis on teaching and learning in literacy and numeracy. Student achievement targets in reading, writing and mathematics for 2009 were set by each year level team, based on historical information and assessment data collated in term 1. The end of year analysis of variance described the progress of students against the 28 targets and this information was used to identify focus areas for 2010.

In 2010, ten student achievement targets have been set for each team. Alignment of the National Standards and classroom teaching strategies forms part of the targetsetting process. The midyear achievement of Years 3 to 8 students has been collated and reported to the board in relation to the National Standards.

Since 2007, separate analysis of Māori student achievement has been embedded and reported on. Results show that these students achieve at similar levels to their non-Māori peers in the school.

In response to identified need, an overall school focus in 2010 has been the development of a policy about dyslexia, the implementation of particular teaching strategies for all students and specific interventions for those students who are dyslexic.

Areas of strength

Student engagement in learning

Students show high levels of interest in and understanding of their own learning. Information from regular assessment of their progress enables them to participate constructively in learning conversations with their teachers and peers. They talk confidently about how well they are doing, what their next learning steps are and how they will know when they have achieved the goals they set for themselves. Students are becoming increasingly independent learners.

Learning environment

Students learn in a well-resourced environment that effectively supports their learning and well-being. The Heart of the School initiative promotes the establishment and maintenance of a positive tone. The values underpinning the school's curriculum and operation are evident in classrooms and consistently reinforced by teachers and school leaders. Children with special learning needs are well catered for through appropriate interventions and programmes.

Students feel safe, expressing trust in their teachers and a strong sense of pride in belonging to this school community.

School-wide focus on student achievement

Achievement information is well used to inform target setting and action plans to support student learning in literacy and mathematics. Throughout the year, each of the four teaching teams monitors the progress of its students towards their targets. Teachers meet regularly to discuss the learning of individuals and groups such as Māori. They evaluate the effectiveness of teaching strategies and modify their approach in response to this reflection. Where appropriate, students receive personalised learning support in class, in the 'learning den' or through special programmes that target individual needs.

Collated and analysed assessment information is regularly reported to the board. The mid-year report shows that most students achieved at or above national expectations in reading, writing and mathematics. High quality collation and analysis contributes to evidence-based decision-making about allocation of resources to improve student achievement.

Effective teaching

Teachers use a range of effective strategies to promote students' engagement, progress and achievement. These include:

- articulating high expectations for learning and behaviour;
- seeking student input into lesson and unit planning;
- implementing a range of learning opportunities that incorporate individual, group and pair work;
- flexible grouping for differentiated teaching to provide for diverse and changing needs;
- affirming students' progress and success; and
- giving regular feedback to students to guide their learning.

These effective teaching strategies are underpinned by an innovative peer coaching programme, which involves groups of teachers working collegially to develop and strengthen their professional practice. This initiative reinforces individual teachers' inquiry into the impact of their teaching on their students.

Leadership and management

School leaders provide strong support and effectively facilitate continuous improvement in teaching and learning. The shared leadership model builds staff capability and consistency in practice. School curriculum development and integration of the National Standards has been

highly consultative and collaborative, leading to shared understanding and successful implementation of agreed priorities. Ongoing review and reflection support decision making about further development.

Since ERO's 2007 review, school leaders have made good progress with developing and implementing school-wide programmes to promote students' and teachers' knowledge of te reo me ngā tikanga Māori.

Leaders demonstrate a strong commitment to helping students be 'the best that they can be'.

Use of ICT

An extensive range of computer-based technologies enhances teaching, learning and communication at classroom, school and community levels. The school website includes comprehensive information to support parents' understanding of developments in education and at the school. ICT is used well to enhance teaching and learning at classroom level and involve parents in the life of the school.

Areas for development and review

In the course of its own self review, the school has identified the need to continue to develop:

- reporting to parents;
- assessment moderation processes, to refine overall teacher judgements in relation to the National Standards; and
- shared understanding of criteria for identifying students who may be gifted and talented.

ERO's external evaluation agrees with these findings and also identified, and the board agreed, that an important next step is to continue to increase consistency of understanding and integration of te ao Māori in the school's curriculum.

3 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Muritai 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.

In order to improve current practice, the board of trustees should formalise its system for reviewing its own effectiveness in relation to operational requirements, particularly those assuring health and safety in the school.

4 Future Action

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

Kathleen Atkins
National Manager Review Services
Central Region

13 January 2011

About The School

Location	Eastbourne, Hutt City
Ministry of Education profile number	2920
School type	Full Primary (Years 1-8)
Decile <u>[1]</u>	10
School roll	405
Gender composition	Boys 51% Girls 49%
Ethnic composition	New Zealand European/Pākehā 95% Māori 4%, Other ethnic groups 1%
Review team on site	October 2010
Date of this report	13 January 2011
Previous three ERO reports	Education Review July 2007 Education Review June 2004 Accountability Review June 2000

[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

13 January 2011

To the Parents and Community of Muritai School

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

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Significant developments include reviewing the school's curriculum to reflect The New Zealand Curriculum and developing an assessment and reporting framework that aligns with the National Standards. Good progress has been made with building school-wide knowledge and understanding of te reo me ngā tikanga Māori. A policy and specific interventions for students who are dyslexic have also been implemented. The school is a Green Gold Enviro-School, demonstrating its commitment to environmental learning and action.

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In the course of their self review, school leaders have recognised the need to continue to develop aspects of reporting, assessment moderation, provision for gifted and talented students and consistent integration of te ao Māori into the school's curriculum. ERO's external evaluation affirms these objectives.

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.

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
- 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.