

Worser Bay School Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance
- School Statistics

1 Context

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

Worser Bay School caters for students in Years 1 to 6. At the time of this ERO review, there are 197 students enrolled, including 15 who are Māori. Students learn in attractive, open-plan environments, with team teaching in multi-level situations.

The school is located on a site of significant importance to Māori and the community: Whetukairangi, in Miramar, Wellington. An integral part of the school's localised curriculum is instilling in students a sense of responsibility or kaitiaki for the unique space that the school occupies, the surrounding bush and the coast.

School staff work collaboratively and with families and whānau to develop educational relationships that support students' learning. There is a strong focus on fostering students' wellbeing. In 2013, the school reviewed student wellbeing in Years 3 to 6. The review affirmed what was working well for students and identified areas for further investigation, teacher inquiry and changes to practice.

Shared, collaborative leadership, and a focus on continuous improvement to all aspects of its practice, are embedded in the school's culture.

The June 2011 ERO report identified that the school's self review affirmed good practice and identified appropriate priorities for ongoing improvement. These good practices have been sustained and extended.

2 Learning

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

The broad collection of data, using a valid range of assessment tools, contributes positively to informing teachers' judgements about students' achievement in relation to the National Standards. Assessment information is well used to determine achievement levels and to analyse the performance of specific groups of students, including for year levels, gender and Māori.

Data reported by the school at the end of 2013 showed that the majority of students, including Māori, achieved at or above the National Standards in reading, writing and mathematics. Overall, students achieve at higher levels in mathematics and reading, than in writing.

Priorities to raise achievement in 2014 are informed by thorough analysis of data. Annual targets and supporting plans focus on improving outcomes for all, and for specific groups of students whose learning is a priority.

Individual students who are identified as requiring additional support are well catered for through interventions and targeted, in-class support. Productive partnerships between the school, external agencies and families support learners' holistic and academic progress.

Teachers have identified, through the teaching as inquiry process, that they could extend their use of assessment information to identify how well programmes and specific teaching strategies have supported students' progress and achievement. This information could then contribute as evidence to support school self review and decision making. ERO's evaluation affirms this direction.

3 Curriculum

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

Students experience positive outcomes through their participation in the Worser Bay School curriculum.

The school's vision and values aspire to see children valued as individuals who are motivated and inspired to participate and experience success, and have their achievement celebrated. These aspirations are an integral part of students' schooling experience. Students actively participate in a range of meaningful opportunities across the curriculum that motivate their engagement in learning.

A focus on literacy and mathematics learning reflects national priorities and is supported by clear curriculum statements that guide teaching practice. Strong links between the school's curriculum and the key competencies in The New Zealand Curriculum are evident.

Strategies that promote a sense of belonging and wellbeing among students are well considered. Students make two transitions through the open-plan learning areas during their time at the school. Teaching staff in each area plan for and assess learning together. Leaders regularly reflect on what they think is working well and where further improvements to programmes and teaching can be made.

An integrated curriculum approach, and inquiry learning through authentic experiences that are of high interest to students, supports their learning about science, the social sciences, technology, health and physical education, the arts, and aspects of te ao Māori.

The school is well resourced. A strategic approach to the use of digital technologies has been supported by ongoing professional learning and development (PLD). Teachers and students have had opportunities to explore and experiment with these tools to enhance teaching and learning.

Parents' and whānau input at school is valued. Opportunities are created for them to contribute to aspects of students' learning and to be informed about students' progress and achievement. School blogs and digital newsletters provide parents and the wider community with a 'window into the school'. Learning journals, interviews and conversations between teachers, parents and students promote a shared knowledge of students' learning journeys.

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

The previous ERO report acknowledged the school's commitment to the inclusion of te reo

me ngā tikanga Māori. Many positive actions have occurred since then to further support the inclusion of culturally responsive practice for Māori learners.

"Celebrating our place" is a strategic goal for the school. This focus on a place-based education approach has potential to enhance Māori learners' culture, language and identity. A plan is in place to support leaders and teachers to include te ao Māori across the curriculum. Te reo Māori learning is both timetabled and integrated. Teaching staff and Year 6 leavers are expected to have conversational fluency in te reo Māori. A culture of care and relationship-based teaching underpins interactions between teachers and students.

Developing productive educational partnerships with Māori whānau is a focus. It is timely for teachers, in partnership with whānau and iwi, to further explore and express the agreed aspirations, vision and values they share for Māori learners. A next step is to further strengthen planning by including indicators of good practice and more specific timeframes for outcomes.

These actions should provide a more cohesive framework for measuring the extent to which teachers' practice, the school's curriculum and programme initiatives are responsive to and reflective of te ao Māori. As part of this process, the school should continue to build teachers' knowledge and capability in relation to success for Māori as Māori through their relationships and engagement with Māori learners and their whānau.

4 Sustainable Performance

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

The school is well placed to sustain improvement and further promote curriculum outcomes for its students.

Trustees govern the school well. They demonstrate relevant knowledge and skills, engage in suitable training and receive useful information to support their work as the board. Strategic and annual planning is well informed and supports the achievement of planned developments. The principal reports to trustees on the progress of the priority learners identified in annual targets.

Trustees, school leaders and teachers are improvement focused and work collaboratively as a community of learners. Self-review practice continues to improve and is well used by trustees, school leaders and teachers to inquire into a wide range of school practices.

Inquiries into specific aspects of the curriculum enable teachers to implement a range of strategies and initiatives to enhance students' learning. A professional coaching observation approach and targeted PLD supports continuous staff development, deeper levels of reflection on and improvements to practice.

The school is in a good position to extend its self-review practices to identify how effectively or to what extent curriculum programmes and initiatives, including teaching and learning practices, support students to accelerate their progress and achievement.

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

At Worser Bay School, collective responsibility is taken for the continuous improvement of all students' learning, wellbeing and holistic development. An inclusive environment is evident. Students experience positive outcomes through their participation in the school's curriculum. The majority achieve at or above the National Standards in reading, writing and mathematics.

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

Joyce Gebbie
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School Statistics

Location	Miramar, Wellington	
Ministry of Education profile number	3077	
School type	Contributing (Years 1 to 6)	
School roll	197	
Gender composition	Male 52%, Female 48%	
Ethnic composition	Māori	8%
	NZ European/Pākehā	69%
	European	9%
	Other ethnic groups	14%
Review team on site	July 2014	
Date of this report	8 October 2014	
Most recent ERO report(s)	Education Review	June 2011
	Education Review	June 2008
	Education Review	May 2005