

Churton Park School Education Review

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1 Context

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

Churton Park School caters for Years 1 to 6 students who live in the local community. While mainly from New Zealand European backgrounds, the roll includes groups of students who identify as Chinese, Indian and Māori.

The school has a good ERO reporting history. The August 2011 report affirmed the quality of education provided and signalled next steps as strengthening; teaching practice, cultural responsiveness and self review.

Changes since then include review of the vision and strategic direction around connections to learning, excellence, the community and the future. Implementation is supported by developing curriculum and skills, using information and communication technologies. The school is well resourced for digital teaching and learning. All students in Years 4 to 6 work on individual devices.

Classes are organised to support students at their different stages of learning. Years 2 to 5 students learn in composite groups for two years to establish relationships. Years 1 and 6 students are placed with their year group to assist smooth transitions into school at age five and on to Year 7.

The school community works collaboratively to promote student achievement and wellbeing. The culture is consultative and inclusive.

2 Learning

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

Leaders and teachers gather data regularly, analyse it well and use the findings effectively to promote learners' engagement, progress and achievement. Information is used to identify trends and patterns, plan for improvement and provide additional support or challenge.

Most students achieve at or above the National Standards in literacy and numeracy. High overall performance has been sustained in reading and mathematics from year to year. The school has focused on raising the achievement of boys in writing to align with girls and their achievement in other curriculum areas. Since 2011, overall Māori student achievement has trended upward and is now on a par with schoolwide performance. There are no significant differences between any ethnic groups.

The board, community and parents receive appropriate information about student learning, progress and achievement. Trustees know how effectively board investment in programmes, interventions and professional development has made the intended difference for students.

Parents receive full reports about their child's learning across the learning areas and wider curriculum. Students, teachers and parents make good use of technology to discuss learning and wellbeing.

3 Curriculum

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

The school's curriculum promotes students' individual learning and personal development effectively. Over the six primary years, students develop and consolidate the habit of taking responsibility for learning in partnership with teachers.

Students are supported to engage with school expectations for achieving personal excellence and participate in the many opportunities to enjoy success. These include programmes for enrichment, skills building and leadership.

Programmes incorporate The New Zealand Curriculum principles and competencies and school values. Priority is given to establishing sound foundations in literacy and numeracy to enable inquirybased learning in integrated curriculum studies.

Professional development is guiding teachers in catering for more personalised student inquiry pathways. Documentation for curriculum design is under review to link the essential learning areas to the vision for being 'connected'.

Teaching observed by ERO was of high quality. Teachers are accountable for planning and preparing well for instruction. Practice assists students to learn cooperatively and independently in purposeful environments.

Students requiring additional support or specific intervention are provided for effectively. Teachers, learning assistants, families and specialists work collaboratively with the special needs coordinator to develop and implement individual plans. Leaders and teachers know students well and ensure their progress is ongoing.

Students and teachers work comfortably across the curriculum using both traditional resources and modern technologies.

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

Twenty-five students identify as Māori. Leaders are responsive to the aspirations of their parents and whānau. Consultation is regular, formal and informal. Feedback acknowledges the improved levels of te reo me ngā tikanga Māori and opportunities tamariki have to develop talents and be leaders.

Leaders and teachers have worked with Ka Hikitia - Accelerating Success 2013-2017 and Tātaiako: Cultural Competencies for Teachers of Māori Learners, to be more culturally

responsive. Continued development in response to self reflection and the findings of appraisal is planned.

Being Māori is affirmed through curriculum experiences that recognise Māori as tangata whenua. The school has fostered links with Ngati Toa and Maraeroa Marae to support provision. Further development of te ao Māori in curriculum design, in particular, learning about local iwi history, is being explored.

Progress information shows that significant gains have been made by individual Māori students to achieve at or above the National Standards by the end of 2013. Student survey information indicates students are proud of their cultural identity and their achievements. The school is promoting Māori success effectively.

4 Sustainable Performance

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

The school is very well placed to sustain its performance. Self review is effective in informing improvement over time. The principal leads steadily-paced school development and review. Processes and practices are understood and systematic. They include:

- a planned triennial governance review cycle to check accountability in relation to the National Education Goals and National Administration Guidelines and report progress toward strategic aims and annual goals
- termly student progress monitoring
- analysis of varied sources of information, including research and the views of staff, parents and students
- responsiveness to emerging issues
- evaluation of evidence gathered against relevant criteria to make decisions confidently in the interests of students.

Teachers are supported to reflect individually and collectively on data. They evaluate the effectiveness of their teaching, in particular, to identify which strategies are accelerating the progress of those students who are not meeting the National Standards. This learning needs time to be more incisive and embedded.

An inclusivity review has highlighted the value of feedback from special needs students in effecting change. The special needs coordinator plans for this to be a regular practice.

The board works strategically to improve outcomes for students. Trustees seek to be well informed about the impact of curriculum and promotion of wellbeing to realise the school's vision. Community members are actively involved in school life.

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

Most students at Churton Park School achieve at or above the National Standards. School community members share high expectations for student learning and achievement. Wellbeing and success are promoted through rich curriculum opportunities. Students are highly engaged, selfdirected learners. The culture is inclusive, responsive and improvement focused.

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

Joyce Gebbie
National Manager Review Services
Central Region

5 August 2014

School Statistics

Location	Wellington	
Ministry of Education profile number	2824	
School type	Contributing (Years 1 to 6)	
School roll	355	
Gender composition	Male 53%, Female 47%	
Ethnic composition	NZ European/Pākehā	62%
	Chinese	16%
	Māori	7%
	Indian	7%
	Other ethnic groups	8%
Review team on site	June 2014	
Date of this report	5 August 2014	
Most recent ERO report(s)	Education Review	August 2011
	Education Review	September 2008
	Education Review	October 2005