

# Tinwald School Education Review

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

## About the School

Location	Tinwald, Mid Canterbury	
Ministry of Education profile number	3561	
School type	Contributing (Years 1 to 6)	
School roll	250	
Gender composition	Boys 60%; Girls 40%	
Ethnic composition	New Zealand European	71%
	Māori	15%
	Pacific	4%
	Other ethnicities	10%
Review team on site	December 2013	
Date of this report	4 March 2014	
Most recent ERO reports	Education Review	December 2010
	Education Review	November 2007
	Education Review	August 2003

## 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. 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.

### Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, [contact us](#), for ERO office addresses.

## 1 Context

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

Tinwald School is a long-established Year 1 to 6 school located in Ashburton.

The student roll has risen since the 2010 ERO review. An additional class was set up for Year 3 and 4 students in 2013. Currently, the roll has a high proportion of boys.

All new entrants began at the school in 2013 having had early childhood experiences. These students have good opportunities to become familiar with the school before starting.

A welcoming school environment and positive relationships make the school a supportive place for students.

The school/community hall and teaching spaces built in 2012 are being used well to extend students' learning experiences.

Planned property developments over the next two years include two new classrooms and the relocation of the administration and staff areas to nearer the school's entrance.

The school could make better use of ERO reviews to improve the school's performance. While some good progress has been made in extending assessment practices and developing the school's curriculum, many of the key areas for development in this report were also identified in the 2010 ERO report.

## 2 Learning

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

The school is making increasing use of achievement information in reading, writing and mathematics to promote students' learning. At the end of 2012, achievement was highest in reading and mathematics with the greatest need for improvement being in writing. Some groups of students, for example boys, Māori and Pacific students and some year levels were not achieving as well as expected in writing and mathematics.

School leaders and teachers:

- use a range of reliable assessments to identify students' strengths and needs
- respond to students' learning needs through targeted lessons and programmes
- link school-wide learning needs to teachers' ongoing professional training and appraisal
- are beginning to inquire more deliberately into the effectiveness of their practice.

Student progress is closely monitored. Teachers regularly discuss students' learning progress and share ways to extend this further. They have identified that they need to address the learning needs in writing, particularly of boys, in different ways. Teachers' professional development in writing has had a positive impact on the progress of targeted students.

A well-organised support programme provides additional learning experiences for students who are not achieving as well as expected. Teachers plan specifically for in-class support which is given by experienced and well-trained teacher aides.

Parents are well informed about student achievement in relation to the National Standards in literacy and mathematics. Reporting to students and parents in more depth on other learning areas is a key next step for the school.

The board receives regular reports on student achievement in literacy and mathematics, including how well special programmes are contributing to this.

Areas for development and review

A deeper analysis of student achievement data is needed so that:

- the progress of groups of students is clearly identified and reported

- the factors contributing to this progress and achievement are made known
- what the school plans to do differently to accelerate progress and improve achievement levels is clearly stated.

While school leaders and teachers realise the importance of sharing achievement and next steps with students, they acknowledge that there is variation in how well students can talk knowledgeably about their learning and what they need to do to improve.

### 3 Curriculum

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

The recently developed school curriculum is in the early stages of promoting and supporting student learning.

The innovative curriculum is based on an understanding of the different stages students move through in their learning. It emphasises a practical approach to learning, integrates technologies and gives suitable priority to the skills and attitudes learners need to succeed now and in the future. These expectations are shared with students in language that is easy for them to understand. Students report, in class surveys and other ways, good levels of interest and engagement in the many 'hands on' and enjoyable learning experiences they have.

A highly interactive programme planned for students in Years 1 and 2 is giving them greater choice and helping to successfully bridge the gap between their early childhood experiences and school.

Curriculum guidelines have well-defined expectations for students' learning particularly in literacy and mathematics.

Students learn in attractive classrooms that reflect the school's focus on literacy, mathematics and art.

Student views on their learning are regularly sought and acted on. They have good opportunities to be involved in making decisions about matters that affect them.

Areas for review and development

Further developments required to the curriculum include:

- showing how the New Zealand Curriculum principles will guide teaching and learning in this school
- making the expectations for teaching practice more explicit to contribute to greater school-wide consistency
- identifying what students need to know and do and how this will be assessed and reported in learning areas other than English and mathematics
- increasing the bicultural content of school programmes.

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

The school is in the early stages of promoting success for Māori learners as Māori.

Māori student achievement information is collected and reported to the board. In 2012, the achievement of Māori students in reading was higher than for all other groups of students. Achievement in writing and mathematics was similar to that of their non-Māori peers.

A performance group was established in 2013. This group has performed at a local festival and welcomed the ERO team with a mihi whakatau.

An experienced teacher with Māori heritage has responsibility for supporting Māori learners and extending teachers' expertise and confidence in this area. She has developed a programme of te reo and tikanga Māori that was introduced to Year 1 and 2 students in 2013.

Areas for development and review

The board has not yet developed and made known to the parents of Māori students policies, plans and targets for improving the achievement of Māori students. [Action 1]

The board and school leaders are aware of the need to seek more effective ways to consult with Māori whānau and engage them in culturally appropriate ways in the school.

The board and school leaders should continue to actively build the capacity among staff to promote success for Māori learners as Māori.

## 4 Sustainable Performance

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

The board acknowledges that improving its understanding of self review would put the school in a stronger position to sustain and improve its performance.

School leaders work well together. They are focused on making ongoing improvements to teaching and learning.

School leaders promote good practice and identify where improvements could be made through targeted professional development and a rigorous appraisal process. They encourage teachers to reflect on their practice and the effectiveness of their teamwork.

Teachers share a common goal of building and maintaining a supportive learning environment for students.

The board has a mix of experienced and new trustees. Trustees have had some training in their roles and responsibilities. Some good systems are in place to support board operations.

### Areas for development and review

The school does not yet have a clearly defined process and cycle for self review that is well understood to ensure its ongoing use at all levels of the school.

The quality of long and short-term planning needs strengthening.

ERO recommends that the board seeks training in self review to assist trustees in developing a self-review process that contributes to high-quality decision making and future planning.

### 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.

An area of non-compliance was identified during the review.

A. The board must consult with the Māori community about policies plans and targets for lifting the achievement of Māori students.

[National Education Goal 10 - National Administration Guidelines 1e]

When is ERO likely to review the school again?

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

Graham Randell  
National Manager Review Services  
Southern Region

4 March 2014