



**Tua Marina School
Blenheim**

Confirmed

Education Review Report

Education Review Report

Tua Marina School

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?

The school's rural location strongly influences the curriculum and students' learning. There is a positive, inclusive school culture. Students have many opportunities to learn about their community and beyond.

Students learn in an attractive and well-resourced learning environment, with a wide range of facilities, including a school pool.

There have been few changes in key leadership roles since the last ERO review in 2012.

The school has a positive reviewing history with ERO. It has continued to build on the areas of strength identified in the 2012 ERO report. Self review, the only area for improvement, has been strengthened.

The school is part of a group of schools that are planning to work more closely together to share effective teaching practices and improve students' learning and wellbeing.

2 Learning

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

The board, principal and teachers make very effective use of achievement information to promote students' learning.

Teachers use a range of carefully chosen strategies to successfully increase students' rates of progress and achievement. Approaches to lift achievement are highly evident in teachers' planning. Data is well analysed to identify, monitor and plan programmes for students at risk of not achieving.

School leaders have monitored achievement of student year groups over time. They have a thorough understanding about the learning patterns of these groups of students. This information shows consistent improvement, for year groups, over several years.

The board, principal and teachers all play an active role in setting annual achievement targets. Trustees receive high quality achievement information about how well students are progressing toward targets. They also know how well students are achieving at school, regional and national levels against the National Standards for reading, writing and mathematics.

Students are fully involved in goal setting and sharing this with their families. These goals are regularly updated so they remain relevant. Students' learning goals are well linked to reports to parents.

The principal and teachers work together to find useful ways of tracking student progress and achievement in subject areas other than literacy and mathematics. Some careful consideration and trialling has occurred. ERO agrees this is a useful focus for ongoing school improvement.

3 Curriculum

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

The school's curriculum is highly effective in promoting and supporting students' learning. School-wide assessment data shows high levels of student achievement in reading, writing and mathematics. Māori students are achieving at levels slightly above their peers against the National Standards.

The school vision is well embedded in strategic planning, school culture and the curriculum. Students understand the vision and how it relates to their learning and wellbeing. Teachers skilfully reinforce the vision and its underlying values regularly in classroom programmes. Students and their parents have contributed to the vision's development over time.

Teachers work collaboratively. They reflect on their practice and engage in regular, robust, professional discussions about ways to promote better learning outcomes for students. They skilfully select strategies most likely to engage and motivate student learning.

Students benefit from a broad, balanced curriculum that is carefully linked to their learning needs and wellbeing. Teachers ably plan inclusive classroom lessons with specific learning outcomes for groups and individuals. Students have many opportunities to experience learning outside the classroom.

Teachers use a consistent approach to help students carry out investigations across a range of integrated subjects. Students contribute ideas for topic work. Teachers actively seek to incorporate students' contributions and interests in relevant ways. The school's curriculum is well documented with useful guidelines for teaching and learning.

Students are increasing their confidence and capability in using technologies to support and extend their learning. Teachers effectively integrate e-learning into classroom programmes. School leaders and teachers value the contribution e-learning can make to students' independent learning. They have a useful e-learning strategic plan in place to direct future developments.

The principal and teachers know their students and families well. There is a shared approach for supporting the learning and wellbeing of students.

School leaders and teachers have identified, and ERO agrees, that the next steps are to continue to extend their knowledge, understanding and use of modern learning practices and the implementation of their e-learning to further support students' learning outcomes.

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

The school demonstrates an ongoing commitment to providing opportunities for Māori students to experience success as Māori. Examples include:

- use of te reo and tikanga Māori in teaching practices and aspects of the environment
- Māori contexts and concepts regularly included in learning programmes
- leadership opportunities across all areas of school life
- conscious use of Māori role models to share skills and experiences with students
- recognition of what a gifted and talented learner looks like in a Māori cultural context.

Teachers are making effective use of professional development to increase their awareness and knowledge of teaching practices known to foster the progress and achievement of Māori learners. Teachers have high expectations that students will achieve well.

Māori are well represented on the board and amongst the staff. The board and school leaders recognise the importance of building purposeful relationships with school whānau and local iwi and the impact this has on student's learning and wellbeing. This is an ongoing journey for them. ERO has identified that the next steps include:

- raising the status and sharing of a Māori strategic plan, in consultation with Māori, and ensuring feedback on progress is regularly monitored and communicated
- reviewing the local curriculum to ensure the high quality school practices are well reflected in documentation.

4 Sustainable Performance

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

The school is sustaining and improving its performance effectively.

Trustees, school leaders and teachers are strongly focused on gaining positive outcomes for students. They receive high quality achievement information and use this effectively to inform decision making. The board's charter, strategic and annual plans are effectively linked. School priorities are evident in classroom programmes.

Self review is well established at all levels and used to improve learning outcomes for students and improve school operations. The board values self review to inform forward planning.

Trustees are mindful that they represent and serve their school community. They regularly gain parents' views in a wide range of different areas and respond appropriately.

Trustees have a strong governance model in place. The board chair understands the roles and responsibilities of trustees and provides regular useful training for the board.

The principal and teachers work well together. The principal's approach to leadership benefits students' learning and wellbeing through a strong focus on effective teaching practice. Effective and specifically-targeted professional development balances the needs of individuals and the school as a whole.

The principal and teachers are supported through rigorous appraisal.

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

The school effectively caters for students' learning and wellbeing. Student achievement levels in reading, writing and mathematics are high. Māori students are achieving very well against the National Standards. Quality teaching practices support the implementation of the school's broad curriculum. E-learning is well established in classrooms. School governance and leadership is strong. Strengthening Māori success as Māori is an ongoing focus.

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



Graham Randell
Deputy Chief Review Officer Southern

5 May 2015

About the School

Location	Blenheim	
Ministry of Education profile number	3050	
School type	Full Primary (Years 1 to 8)	
School roll	117	
Gender composition	Boys 51%; Girls 49%	
Ethnic composition	NZ European/Pākehā Māori Other ethnicities	76% 19% 5%
Review team on site	March 2015	
Date of this report	5 May 2015	
Most recent ERO reports	Education Review Education Review Education Review	February 2012 September 2008 November 2005