



Education Review Office
Te Tari Arotake Mātauranga

**Governors Bay School
Canterbury**

Confirmed

Education Review Report

Education Review Report

Governors Bay School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Governors Bay School caters for Years 1 to 8 children. The school has a roll of 82 children, including four Māori children. Governors Bay School has had a variable reporting history with the Education Review Office. This is the fifth review in eight years. The 2016 ERO report identified concerns regarding leadership, governance and relationships with the parent community. Curriculum and assessment practices also required considerable work to better meet student needs, interests and strengths.

Since the 2016 ERO review a new principal and deputy principal have been appointed. A number of new teachers have also been appointed. The board has a new board chairperson and most trustees are new.

ERO facilitated an internal evaluation workshop in February 2016. The Ministry of Education and the New Zealand School Trustees Association have also provided support.

The principal and trustees have been proactive and considered in their approach to successfully addressing almost all areas for improvement identified in the 2016 ERO report. While some actions are in the early stages of implementation, significant progress has been made in the key areas most likely to promote positive outcomes for children's learning.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

Priorities for this review included:

- developing a responsive curriculum, better assessment procedures and school systems and practices
- improving governance, leadership and the quality of adult relationships as they impact on children's learning.

These areas are covered under sustainability section 3 of this report.

Progress

The school has made considerable progress and is effectively addressing areas for review and development.

Children's learning opportunities have improved significantly. Children are benefiting from a wider range of learning experiences that are well-connected to their interests, needs and strengths. The curriculum has stronger connections to the local community and an improved bicultural emphasis. Children also have increased opportunities in the arts and physical education and a greater range of experiences to learn within and beyond the classroom.

Leaders and teachers are effectively collaborating in relation to the ongoing development of the curriculum. Each learning area is being addressed in a systematic, in-depth manner. This shared approach to making school-wide decisions is resulting in a clear direction for children's learning, and expectations for teaching practice.

The principal and teachers are effectively implementing many newly developed coherent systems, processes and practices that promote children's learning and wellbeing. These include:

- increasing student leadership, with links to careers education, in the senior school
- defining gifted and talented education and providing enrichment programmes
- putting in place school-wide assessment and data collection processes to identify, target, support and closely monitor children at risk of not achieving
- developing a shared response to supporting children to make suitable decisions about their behaviour and be responsible for their choices
- providing specific opportunities for teachers to support children in sharing their learning with their parents and setting useful, relevant learning goals.

Key next steps

The board and principal agree with ERO that the pace of improvement and change demonstrated by the school needs to continue, to support equity and excellence for all children. Key priorities for the board and the principal are to:

- engage in closer scrutiny of the board's annual student achievement targets and plans
- fully implement processes that support teachers to inquire into their teaching practice, linked to appraisal
- ensure effective moderation practices continue to be developed
- continue to develop student ownership of their own learning
- develop a stronger framework for ongoing curriculum evaluation.

3 Sustainable performance and self review

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

The school is very well placed to sustain and to continue to improve and review its performance.

Findings

Strong board and school leadership is effectively promoting schooling improvement. The board and principal have clarity and shared understandings of their roles and responsibilities. They have developed very useful overarching development plans that show good cohesion from the charter through to curriculum delivery. These documents provide a focus for action and internal evaluation. Very effective use is made of external expertise when needed.

There is a positive school culture based on collaboratively developed and agreed values and principles. These values and principles underpin the direction of the school and inform the curriculum.

Many parents are regularly involved in the life of the school and children's learning. School leaders actively seek, and are responsive to, teacher, student and community views. Links with the rūnanga have been formed and communication strengthened.

An effective appraisal process is now in place. The principal promotes and participates in teacher learning and development to build teachers' capability and capacity. As a team they are building shared understandings and expectations for their practice and children's learning.

The ability to use internal and external evaluation has been strengthened. More coherent organisational conditions are providing a sound basis for evaluation, inquiry and knowledge building. Relational trust is supporting collaboration, risk taking and openness to change.

Key next steps

ERO identified the following key priorities as the school continues to move forward:

- principal's reports to the board need to be more closely connected to strategic goals so that progress can be more easily identified and measured
- longer term evaluation plans need to be developed to ensure the significant improvements noted in this report are sustained and built on over time
- the board needs to work with Māori to develop a strategic Māori development plan and targets showing how the school can best honour bicultural relationships and te ao Māori in the school setting.

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.

International Students

The school is a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016 established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

No international students were enrolled at the time of the ERO review.

4 Recommendations

Recommendations, including any to other agencies for ongoing or additional support.

ERO recommends the work of the MOE Student Achievement Function Practitioner (SAF) be extended to further support the board and classroom teachers. This support needs to focus on annual target development and planning and building capacity to more effectively scrutinise data to inform decisions and monitor children's progress.

Conclusion

Children are benefiting from a wide range of learning opportunities and the development of shared understandings, systems and practices known to impact positively on learning outcomes. The board, principal and teachers have effectively collaborated with the parent community to redefine the direction of the school and the values that underpin decisions and the curriculum.

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



Dr Lesley Patterson
Deputy Chief Review Officer Southern (Te Waipounamu)

11 May 2017

About the School

Location	Canterbury	
Ministry of Education profile number	3354	
School type	Full Primary (Years 1 to 8)	
School roll	82	
Number of international students	0	
Gender composition	Girls: 48 Boys: 34	
Ethnic composition	Māori Pākehā Other ethnicities	4 69 9
Review team on site	March 2017	
Date of this report	11 May 2017	
Most recent ERO report(s)	Education Review Education Review Education Review	February 2016 November 2012 May 2010