

Brunswick School Education Review

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1 Context

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

Brunswick School is located 15 kilometres north of Whanganui. It provides education for students in Years 1 to 8. At the time of this ERO review there were 75 on the roll and eight identify as Māori. Many students travel from the urban area to attend this rural school.

The strategic vision and values promote respect, pride in personal best and a sense of belonging. The environment is welcoming, inclusive and supportive of students' diverse needs. The school uses the surrounding area for learning experiences and the curriculum has an environmental sustainability focus.

Parent engagement and involvement is highly evident in participation for assisting students' learning, fundraising and caring for the grounds.

Since the June 2012 ERO report there have been few changes of personnel. School development has focused on consistency of teacher practice across the four classrooms and cultural responsiveness.

The school has a positive reporting history with ERO.

2 Learning

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

Leaders and teachers consider achievement information carefully to engage students and promote their progress and achievement. Data reported indicates that the majority of students achieve very well in relation to National Standards in reading, writing and mathematics.

Expectations for student learning and self-management are high. There is a positive and industrious tone throughout the school. Individual student progress is closely monitored and tracked over the years. Goal setting with students, parents and whānau assists learners' success. Parents are provided with clear, useful information about their child's progress, achievement and next steps for learning.

Students at risk of not achieving and those with special learning needs are well supported through interventions and individual education plans. A team approach is adopted. Leaders and teachers work with external specialists, parents and whānau in targeting needs. Progress is evident for most. For some students this is not sufficient to meet the Standards within the timeframe. School practice is to continue with targeted support.

Teachers use good strategies to engage children in learning. Data is used to focus teaching programmes for individuals and groups. Leaders and teachers recognise that inquiry into data needs to be more critically evaluative to explore and be clear about reasons for student gains or lack of progress.

3 Curriculum

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

The curriculum is effective in reflecting the school vision, the principles of The New Zealand Curriculum and key competencies for learning. Students demonstrated good understanding of the values and how they are important for their life at school.

Learning programmes are consistently managed by leaders and teachers. Appropriate emphasis is given to developing literacy and numeracy skills and understanding. Topic studies integrate learning objectives across other curriculum areas and are pitched at the year levels. Leaders and teachers plan to add depth and breadth to student learning, particularly for gifted and talented learners. This is timely. A full review of the school curriculum should consider how well the vision, values and guidelines for programme design are aligned and implemented.

Students are enthusiastic about their learning opportunities and engage well in their tasks.

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

The school effectively promotes educational success for Māori, as Māori. Students achieve very well in reading and writing. Culture and language are acknowledged and celebrated throughout the school. The building of te reo me ngā tikanga Māori programme across the school is strengthening and supporting teachers' and students' understanding of te ao Māori. The incorporating of cultural competencies within the appraisal process is helping to embed effective teaching practices for Māori learners.

Leaders have identified that it is timely to consult with whānau of Māori students, iwi and the wider community to ascertain aspirations for the success of their children. This should strengthen a placebased curriculum design which acknowledges cultural contexts.

4 Sustainable Performance

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

The school is well placed to sustain and continue to improve its performance. Trustees have a clear understanding of their governance role and are focused on promoting positive learning outcomes for all students. The board is provided with, and responsive to, well presented and timely student information that clearly guides resourcing and strategic planning.

The principal develops teacher practice and leadership effectively across the school. Teachers and students step up to new challenges. The appraisal process is promoting consistency and building capability. The next step is to make deliberate links between observed performance and student achievement results to identify what has been most effective for promoting outcomes for students.

Self review is well established. Progress towards the schools goals and targets is systematically monitored. Thinking is guided by useful questions about information gathered. Clarifying expectations for success, and what would count as evidence, would help to focus evaluation and inquiry into findings.

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

Brunswick School positively involves students, parents and whānau. There is a culture of high expectations for learning and behaviour. School systems and processes focus on improving student achievement. Students achieve well in relation to the National Standards.

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

Joyce Gebbie
Deputy Chief Review Officer Central

30 March 2015

School Statistics

Location	Whanganui	
Ministry of Education profile number	2342	
School type	Full Primary (Years 1 to 8)	
School roll	75	
Gender composition	Female 44, Male 31	
Ethnic composition	Māori	8
	NZ European/Pākehā	65
	Indian	2
Review team on site	February 2015	
Date of this report	30 March 2015	
Most recent ERO report(s)	Education Review	June 2012
	Education Review	April 2009
	Education Review	April 2006