

# Board of Trustees Newsletter

Term 3, 2011



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Wow, here we are at the end of term 3, where has the year gone?

The big news from the board this term would have to be our ERO report. We are extremely pleased with the feedback we have received and once again wish to acknowledge all the hard work and extra hours put in by our management and teaching staff in the lead up to and during the week of review. A summary of the main points of the report follows, and a full copy can be accessed on the school website on the "About our school" page or on [www.ero.govt.nz](http://www.ero.govt.nz)

### **An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?"**

School leaders across all year levels, collate and analyse assessment data in aspects of literacy and numeracy. Working alongside teachers, they have established high expectations for learning and behaviour. Teachers use achievement information to inform classroom teaching practices and monitor how well students progress during their time at school. Student achievement information, at the end of 2010, indicated that most students made progress over the year, and they are achieving at and above national expectations in reading, writing and numeracy. Students identified with special abilities, specific needs and at risk of underachieving are monitored, make progress and are well catered for by a range of high quality internal and external support interventions.

The school has identified that achievement of Māori students in aspects of literacy is lower than their non-Māori peers. They have consulted with whānau and have put in place strategies to raise their achievement in literacy. Numeracy assessment data shows that achievement levels of Māori students in Years 1 to 6 are comparable to their non-Māori peers.

Meaningful relationships are fostered with the Māori community through the whānau group. Links with Maungatautari Marae and a kaumātua of Ngāti Koroki Kahukura Hapu are enhancing the bicultural status of the school. Māori students have many opportunities to participate as tangata whenua in a range of activities and events that include kapa haka, pōwhiri and te reo Māori language opportunities.

Strong features of curriculum design are:

- extensive consultation with the community about school development
- a school philosophy that integrates core goals and virtues
- effective plans that guide curriculum implementation, particularly in aspects of literacy and mathematics
- clear expectations that provide guidance for the teachers
- many opportunities for students to participate in a wide range of academic, cultural and sporting experiences.

Committed and hard working teachers ensure students learn in well-resourced, print-rich classrooms that reflect the school's priorities for learning and teaching. Positive relationships among staff and students contribute to student engagement in learning in a settled and affirming environment. The highly effective school transition programme ensures that new students are familiar with the school learning environment and are well settled.

The principal has built a strong and cohesive senior leadership team focused on raising student achievement. The leadership team has successfully aligned school priorities with professional learning and development initiatives and teacher appraisal goals. Team leaders and teachers are increasingly building a reflective learning community.

On that positive note, we wish you all a safe and happy holiday break.

**Go the ALL BLACKS!**