



Education Review Office
Te Tari Arotake Mātauranga

Our Lady of Snows School (Methven)
Methven

Confirmed

Education Review Report

Education Review Report

Our Lady of Snows School (Methven)

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?

The previous ERO report, in 2014, identified that ongoing school improvement would be dependent on developing a more positive school culture and better governance and leadership practices. In response to a request from the board for additional support, a Limited Statuary Manager (LSM) was appointed by the Ministry of Education (MOE) to work closely with the board to enable them to address the areas of concern.

Over the last two years there have been ongoing staff changes. This includes the appointment of a new principal in term two 2017 (acting principal in term one). In June 2016 board elections resulted in a range of new and experienced trustees. A new chairperson was appointed from the experienced trustees. The LSM stepped back at the beginning of 2017 and became a specialist advisor to the board.

2 Review and Development

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

The board, principal and teachers have made significant progress in addressing the areas for review and development identified in the 2014 ERO report. They are in a good position, with the improved governance and leadership, to further develop internal evaluation and aspects of the curriculum and assessment practices, to accelerate student achievement.

Priorities identified for review and development

The 2014 ERO report identified the following areas for review and development:

- school culture
- student achievement
- aspects of curriculum development (including bicultural perspectives)
- leadership and management
- governance and sustainability.

School Culture

Progress

Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.

The school and the parish community have developed closer, collaborative working relationships. The special character of the school has been given renewed emphasis and is visible in all aspects of the school's operation and curriculum.

The board, principal and teachers actively foster professional, supportive, in-school relationships and promote a positive school culture. They are pro-active in identifying and drawing on community resources to enhance children's learning opportunities.

Parents, whanāu and the community participate in school activities and contribute constructively to decision making in a variety of productive roles. The 'Friends of the School' provide strong support for the school and have been publicly recognised for their valuable contributions to the community.

Student Achievement

Progress

School leaders and teachers have an increased awareness and commitment to raising student achievement. In 2017 the principal and teachers introduced some new processes to better focus on the needs of individual children at risk of not achieving.

The trustees are clear about the type of information they need to make strategic and governance decisions. They are well informed about student achievement through regular reports from the principal. The trustees, principal and teachers are making good use of data and the school charter and planning to focus on raising student achievement.

The principal and teachers are developing ways to share children's learning with parents on a more regular basis, including the use of digital technologies by the children and staff.

Key next steps

The principal and teachers should now give priority to further developing:

- specific targets to accelerate student achievement
- the use of school data, including moderation practices within and between schools
- stronger analysis of variance to identify what is working well and what needs to improve
- systems to track student achievement overtime.

Curriculum

Progress

The principal and teachers have made good use of external support to update some aspects of the school's curriculum documents, including incorporating the school's vision and values. They have also developed plans to increase bicultural perspectives and practices within curriculum delivery.

Key next steps

The board, principal and teachers have identified that further development is needed. They have re-engaged external support to continue to build on this work, which includes:

- reflecting the gospel values within the curriculum
- realising plans to increase bicultural perspectives and practices
- including career education and language components for Years 7 and 8 children
- continuing with curriculum review to ensure that it is relevant to current learners and staff.

Leadership and management

Progress

School leaders actively involve students, parents, whānau and the community in reciprocal and collaborative learning-centred relationships that build trust in the school. They understand the unique and special character of the school.

The board is purposeful in the appointment of new staff to ensure that the vision and values of the school will be shared and enacted. They provide a well-planned approach to the support of the new principal, including external mentoring and targeted appraisal.

There is an increasingly strong focus on ongoing improvement to school practices. Importance is given to developing professional connections and engagement with the local Community of Learning that includes other local schools and early learning services.

Key next steps

The principal has been developing appraisal and internal evaluation processes. Emphasis must now be given to:

- improving the documentation of these processes and successfully implementing appraisal and attestation practices
- strengthening internal evaluation at leadership and teacher level.

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 well placed to sustain and continue to improve and review its performance.

The proactive board has strong leadership and the capability to actively represent and serve the school in its stewardship role. Trustees have made good use of external support, including the LSM provided by the MOE. Professional development has been specific to the needs of the trustees and has increased their confidence to fulfil their roles and responsibilities.

The board consults and collaborates with the school community to inform decision making about school priorities and the strategic approach to planning improvements.

The improvements made to governance systems and practices, including a culture of questioning and evaluation, is ensuring better sustainability for governance. This includes a greater focus on the difference board decisions are making to outcomes for children.

Key next steps

The board has identified that the key next step is to monitor and evaluate the effectiveness of strategic planning on accelerating student achievement and achieving equity and excellence for all.

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 board, principal and teachers have made significant progress against the priorities from the 2014 ERO report. The special character of the school is visible in all aspects of the school's operation. The school has capable leadership and governance to support further development of internal evaluation and the curriculum to promote student achievement and wellbeing.

ERO will review the school on the regular review cycle. The next review will be in 2019.

Lesley Patterson

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

30 June 2017

About the School

Location	Methven	
Ministry of Education profile number	3462	
School type	Full Primary (Years 1 to 8)	
School roll	30	
Gender composition	Boys: 18 Girls: 12	
Ethnic composition	Maori	4
	Pākeha	9
	Pacific	3
	Other ethnicities	14
Review team on site	May 2017	
Date of this report	30 June 2017	
Most recent ERO report(s)	Education Review	November 2014
	Education Review	December 2011
	Education Review	January 2009