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This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

About The School

Location	Tauranga
Ministry of Education profile number	1694
School type	Contributing (Year 1-6)
Decile rating	5
Teaching staff:	14.00
Roll generated entitlement	1.55
Other	16.00
Number of teachers	
School roll	301
Gender composition	Boys 54% Girls 46%

Ethnic composition	NZ Pākehā/European 64% NZ Māori 30% Other Ethnic Groups 6%
Special features	Montessori Classes 3
Review team on site	September 2008
Date of this report	28 October 2008
Previous ERO reports	Education Review December 2005 Education Review October 2002 Accountability Review April 1999 Assurance Review September 1995 Effectiveness Review July 1993

The Education Review Office (ero) Evaluation

Bellevue School is situated in the Tauranga suburb of Otumoetai, and provides education for Years 1-6 students. The school has three Montessori classes that cater for students across all year levels. Buildings and grounds are well maintained and the infrastructure for Information Communication Technologies (ICT) has been recently upgraded to improve capacity and accessibility for e-learning in all classrooms. The school has recently become an Enviro School.

Since the last Education Review the school has maintained its focus on e-learning as an important aspect of the school's curriculum. Some progress has been made in addressing the areas for improvement about assessment identified in the previous ERO report.

The school's longstanding principal retired at the end of 2007 and the school is planning to appoint a new leader, to start Term 1 2009. The school's deputy principal has fulfilled the role of acting principal throughout 2008. She is providing collaborative and considered leadership to maintain stability within the school and its community. Currently, the board is seeking advice and working collaboratively with members of the school community as they prepare for the appointment process of the new principal.

The school's student achievement information in reading shows that at all year levels, the majority of students are achieving at and above age-appropriate levels, in accordance with national expectations. In mathematics, achievement information in numeracy shows that students across the school are achieving within the expected stages of the national numeracy framework. Several

students at Years 5 and 6 are exceeding these expectations. Further development of formative assessment practices by teachers and improved interpretation of school-wide achievement information by management staff is likely to improve learning outcomes for students.

The school's knowledgeable senior management team is providing focused leadership for teachers in curriculum development, especially about the use of ICT as part of the teaching learning process. The acting deputy principal has specific expertise in this area and she is providing high quality professional development for all staff. Teachers' increased confidence and knowledge are contributing to more consistent use of ICT across all classes. The collaborative development of an agreed model of inquiry learning is the next phase of development for the school.

Teachers are increasingly integrating learning across the curriculum to include purposeful use of ICT. Students are encouraged and supported to use tools such as data projectors, digital cameras, and computer technology for research and presentation purposes. Some aspects of an inquiry learning approach including higher order thinking and problem solving are also evident in classroom programmes.

The school provides a well-resourced educational environment for students and teachers. Ongoing prioritisation of e-learning as an integral part of the curriculum is highly motivating for students. Teachers model confident use of, and enthusiasm for, ICT. ERO observed high levels of student engagement in classrooms, especially when the learning was being enriched through the integration and use of technology. In the Montessori classes, students are developing skills that are enabling them to become self-directed learners.

Students interact positively with their teachers, and with other students. The school's identified values of responsibility, resilience, reliability and respect feature strongly in the culture of the school and teachers continue to give careful consideration to how these are to be woven into the agreed vision for the Bellevue learner.

Board members are knowledgeable and bring a range of skills and expertise to their respective positions. Trustees demonstrate a high level of commitment to training in governance practice so that they can fulfil their roles effectively. They have adopted a sound strategic approach to the development of ICT, in keeping with the school's agreed priorities for development. School-wide achievement targets are identified each year and data is reported to the Ministry of Education. Improved data interpretation by the school's management staff is likely to increase the board's capacity to make decisions about future development and resourcing that are informed by student achievement.

The school continues to enjoy a strong and positive relationship with its parent community. Parents are very supportive of staff and feel well informed about their children's progress and development. Students' individual needs are recognised and provided for in the school. Students and their families are able to get involved in many aspects of school life and particularly value events such as the art auction and the biannual production.

This report evaluates the use of ICT to enhance teaching and learning, the school's progress with matters related to the achievement of its Māori students and the school's preparedness to implement the revised New Zealand Curriculum in 2010. Compliance with health and safety matters, including strategies to manage or eliminate bullying behaviour should it occur, is also investigated.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

The Focus Of The Review

Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

The school uses externally referenced assessment tools to measure achievement in reading comprehension, numeracy and mathematics.

The school's achievement information in reading indicates that by the end of their second year at school, the significant majority of students are achieving at and above the expected level. Achievement information for Years 3-6 indicates that across all of these levels the majority of students are achieving at levels at and above their chronological age. Management uses achievement data from running records to demonstrate progress and this information is validated by the use of Progressive Achievement Test (PAT) reading comprehension at Years 3-6 and Supplementary Test of Achievement in Reading (STAR) at Year 4. The majority of Māori students at Years 2-6 are achieving at and above age expectations in reading.

The school also closely tracks students' achievement in spelling and is able to demonstrate progress through the levels during the school year.

While teachers measure students' achievement in writing using the national exemplars, the management team is yet to collate and analyse this data to develop a school-wide overview of achievement in this aspect of literacy.

Achievement in numeracy at Years 3-6 is measured and monitored using the Global Observation Student Survey (GLOSS). This data indicates that the majority of these students are achieving within

the expected stage of the National Numeracy Framework. At Years 5 and 6, a considerable number of students are exceeding the expected stages. This achievement information also shows student progress within and between these stages throughout the year.

In mathematics, achievement at Years 3-6 is measured using PAT. This data indicates that most students at each year level are achieving slightly below the national norms.

Management gathers and analyses comparable achievement data in reading, numeracy and mathematics each year and is able to use this to track levels of achievement over time for year level cohorts. More in-depth interpretation of this data by management to identify the learning patterns and trends, including areas of curriculum strength and weakness, should assist them to identify relevant teaching and learning priorities and school-wide targets for planning and reporting.

School Specific Priorities

Before the review, the board of Bellevue Primary School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Bellevue Primary School.

ERO and the board have agreed on the following focus area for the review:

- the use of Information Communication Technologies (ICT) to enhance teaching and learning.

ERO's findings in these areas are set out below.

The Use of Information Communication Technologies (ICT) to Enhance Teaching and Learning

Background

In recent years, the board has prioritised resourcing for the inclusion of ICT as part of the school's curriculum. Since the last ERO review the school has been involved in an ICT cluster initiative with other local schools that has focused on developing the knowledge and skills of lead teachers in 2007, and of all teachers in 2008. In conjunction with this professional learning the school has been redesigning its curriculum, making increased use of an integrated approach and using ICT to enhance teaching and learning across all curriculum areas. ERO evaluated school-wide systems, practices and initiatives to engage students as learners in an inquiry-based learning environment where ICT is used by students and teachers to access and present information.

Student progress and achievement

The school is yet to develop school-wide systems and practices to assess and report on student achievement and progress in this area. However, in classrooms teachers are using some aspects of formative assessment, particularly self assessment, to gauge students' progress and achievement in the use of e-learning.

Areas of good performance

Strategic planning: The school's comprehensive charter provides clear strategic direction for the development of ICT. E-learning is integral to the school's vision and goals for future development. The board has consistently allocated funding for the provision of ICT tools and more recently for the development of the infrastructure. This well-planned approach is contributing to ongoing development and to the preparation of the school's students for 21st century learning.

Professional leadership: The school's knowledgeable senior management team is providing focused leadership for teachers in curriculum development. The quality of the documentation supporting the implementation of e-learning is a strength. The development of the school's implementation plan is ongoing and provides clear direction for teachers in the use and integration of ICT.

Professional development: A skilful member of the management team who is also a facilitator on the ICT contract, is providing high quality professional development for all staff. Teachers have individual training sessions with this facilitator and whole school and cluster workshops are ongoing. In 2008, development in ICT has become more closely aligned with the appraisal process for teachers and when fully implemented this approach has the potential to enhance teacher skills and performance. Teachers' increased confidence and knowledge are contributing to more consistent use of ICT across all classes.

ICT to communicate and share information: The school is making effective use of ICT to enhance communication, both school-wide and within the community. Teachers and students have developed their own wikis, interactive pages for the presentation and sharing of learning activities. Blogs (weblogs) are also developed by students and teachers and used to record classroom learning experiences. These tools enable parents and students to access information about curriculum programmes and homework from home. The school's core goal of developing communication and discussion skills through the use of varied technologies is being met.

Teaching practice: ERO observed some examples of good practice to integrate e-learning into the curriculum. Teachers and students were confidently using tools such as data projectors, digital cameras and computer technology for research and presentation purposes. Some aspects of an inquiry learning approach, including higher order thinking and problem solving, are also evident. There are some useful models in the school where teachers are successfully integrating ICT to enhance teaching e-learning.

Integrated learning: Teachers are increasingly integrating learning to include purposeful use of ICT. This is evident in teachers' planning and classroom displays of students' work especially in all

aspects of literacy and in science, social studies and the arts. The development of a school-wide focus for learning such as "Our Place" is providing purposeful contexts for e-learning and meaningful cross-curricular links. This integrated approach is becoming embedded in teaching practice.

Montessori classes: Teachers are using ICT successfully to enhance teaching and learning in these classes. They encourage and support students to research topics of their interest independently, think critically about information accessed and present it in a variety of ways using ICT. Students support one another and share their skills in e-learning through a class buddy system. These students are developing skills that enable them to become self-directed learners.

Student engagement: The school's focus on e-learning as an integral part of the curriculum is highly motivating for students. Teachers model enthusiasm for e-learning and this is assisting students to develop as confident users of ICT. Access to a range of ICT resources is adding challenge and complexity to their learning. ERO observed high levels of student engagement in classrooms, especially when the learning was being enriched through the integration and use of technology.

Learning environment: The school provides a well-resourced educational environment for students and teachers. They have access to a range of tools and resources to support teaching and learning. Classroom environments are literacy rich and students' artwork is attractively presented, often through the use of ICT, valuing their achievements. Wall displays include computer-generated examples of students' work and informative teaching charts, reflective of current learning focuses. Students are benefiting from this thoughtfully presented and well-resourced learning environment.

Areas for improvement

Embedding practice: The collaborative development of an agreed model of inquiry learning is the next phase of development for the school. Teachers' understanding of inquiry learning is variable and some are unsure of how to integrate these practices into the curriculum programme. The clarification of expectations and increased understanding of the underlying principles of this inquiry approach is likely to lead to higher levels of teacher ownership and confidence to embed these practices.

Assessing and reporting e-learning: The school now needs to develop assessment practices that will enable management and teachers to report the impact of e-learning on student achievement. The further development of formative assessment practice across all classrooms should provide valuable qualitative information that students and teachers can use to reflect on and make decisions about the integration of e-learning into an inquiry model. In addition, this information should enable management to report to the board about how effectively ICT is being used to enhance teaching and learning.

Areas Of National Interest

Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Bellevue Primary School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

The Achievement of Māori Students: Progress

In this review, ERO evaluated the progress the school has made since the last review in improving the achievement of Māori students and in initiatives designed to promote improved achievement.

Areas of progress

The school has a memorandum of agreement developed in 2004 with Ngati Ranginui iwi, creating a formal partnership between the schools of the Otumoetai cluster and with the iwi, in the promotion of Māori achievement in this community.

School-wide achievement data indicates that the majority of these students are progressing at comparable rates to non-Māori. It is evident from this data that most are achieving at and above their chronological age in reading.

Support programmes are introduced for those students who are underachieving and teacher aide support is provided.

Basic Māori vocal and waiāta are incorporated into classroom programmes. Two teachers who are fluent speakers of Māori provide students with good examples of te reo and lead the kapa haka group.

Area for further improvement

While parents of Māori students have opportunities to discuss the achievement and progress of their children, the board needs to give further consideration to involving the Māori community in policies, plans and targets to raise the achievement of these students, in accordance with the school's charter.

Implementing the New Zealand Curriculum in 2010

Progress to date

In preparing for teaching the New Zealand Curriculum in 2010 the school has:

- identified agreed school-wide priorities and values for the curriculum at Bellevue School; and
- begun to develop teacher knowledge and understanding of the key underlying principles of the revised New Zealand Curriculum.

Next steps

The school has decided that its priorities for preparation over the next three to six months are to:

- consult with the community;
- link key competencies to the curriculum; and
- develop and align learning areas to student needs.

Board Assurance On Compliance Areas

Overview

Before the review, the board of trustees and principal of Bellevue Primary School completed an ERO Board Assurance Statement and Self-Audit Checklist. 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; and
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

Compliance

During the course of the review ERO did not identify any areas of non-compliance.

In order to improve current practice, the board of trustees should:

- review current behaviour management policies and practices in consultation with management and staff with a view to developing strategies for managing bullying behaviour should it occur; and
- review and implement strategies to improve the safety of the senior adventure playground, especially the soft-fall material.

Recommendation

ERO recommends that:

6.1 management seeks further school-wide development opportunities for all staff in inquiry learning and formative assessment practice.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

Gavin Baumberg

Acting Area Manager

for Chief Review Officer

28 October 2008

28 October 2008

To the Parents and Community of Bellevue Primary School

These are the findings of the Education Review Office's latest report on Bellevue Primary School.

Community Page

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Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Gavin Baumberg

Acting Area Manager

for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

Review Coverage

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Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is

no direct link between the number of recommendations in this report and the overall performance of this school.

Decile 1 schools draw their students from areas of greatest socio-economic disadvantage,
Decile 10 from areas of least socio-economic disadvantage.