

# Liberton Christian School Education Review

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## About the School

Location	Pine Hill, Dunedin	
Ministry of Education profile number	4117	
School type	Full Primary (Years 1 to 8)	
Decile [ 1]	8	
School roll	75	
Gender composition	Boys 41 Girls 34	
Ethnic composition	NZ European/Pākehā	62
	Māori	7
	Asian	5
	Nigerian	1
Special Features	Special Character Integrated School	
Review team on site	November 2011	
Date of this report	24 January 2012	
Most recent ERO report(s)	Education Review	August 2008
	Education Review	July 2005
	Supplementary Review	June 2004

## The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides

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## 1 Context

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

The special character of the Liberton Christian School is very visible in practice. The school community is fully committed to fostering students learning from a Christian perspective.

The very positive relationships between students, their teachers and the families create a family atmosphere that provides students with a safe learning environment.

Since the last ERO review there have been some changes to the board and staffing. The board is skilled and knowledgeable. Trustees have undertaken recent training to help them in their roles and responsibilities. They fund a fourth teacher and additional teacher-aide hours to ensure that the needs interests and abilities of all students are met and that the targets to raise levels of student achievement are achieved.

The school roll is at full capacity. The board has applied to the Ministry of Education to extend the roll numbers to meet the growing demand for enrolment.

## 2 Learning

How well are students learning – engaging, progressing and achieving?

Most students are making good progress in their learning. The majority of students met the writing target set in 2010. Additional support was given to a small group of students to help them to achieve the target. Teachers undertook professional development in specific aspects of writing to increase their knowledge and skills to support students in their learning.

The small number of Māori students in the school are making satisfactory progress. Their progress and achievement is regularly monitored and reported to parents and the board.

The 2011 targets were set using baseline achievement data gathered in 2010 for writing and numeracy. These targets identify specific groups of students who are underachieving. Mid-year monitoring of targets shows most students have made steady progress and are now on track to meet the National Standards by the end of 2011.

Student engagement. Students show high levels of engagement and interest in their learning. The teachers know the students well and make the learning interesting and purposeful. Students develop learning goals with their teachers and are motivated to achieve these. They are encouraged and supported to develop their unique gifts and talents across the curriculum. Students told ERO they were confident that they know how well they are learning and what their next steps are.

Systems to monitor achievement. Teachers have a variety of effective ways to monitor student progress and achievement.

- Teachers regularly gather data at the classroom level about students' progress and achievement
- As a staff, the teachers discuss all students and find ways to improve their learning. For example teacher aide time is focused on specific aspects of learning
- Teachers regularly monitor individual students' achievement and update their records to show progress in reading, writing and mathematics
- The board receives student achievement information in all essential learning areas over time
- Teachers are using moderation and teacher judgements well to identify student levels of achievement in line with the National Standards.

Student progress in their learning. Most students are making good to very good progress in reading, writing and mathematics. This information is reported and discussed with the board

in detail. Parents are kept well informed of their child's progress with regular interviews and written reports. Achievement information about reading, writing and mathematics is aligned to the National Standards in reports to the board and parents.

### 3 Curriculum

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

Students' learning is supported by a well-designed school curriculum. The school curriculum is built around the Christian faith and values and the New Zealand Curriculum.

#### Strengths

Curriculum development and implementation. The board, principal and teachers have consulted extensively with their school community to ensure that the school's vision, values and beliefs are prominent in the curriculum. The principal and teachers have developed a manageable process for reviewing all the essential learning areas over time. Students are motivated and enjoy the stimulating and purposeful programmes in the arts, careers and gifted and talented programmes.

Teaching practice. Students benefit from high quality teaching. Teachers follow very clear curriculum guidelines and expectations and actively work to build and maintain a positive and safe learning environment. Small class sizes allow for targeted and individualised programmes. Teachers reflect on their practice and work as a team to make the best use of each other's skills and expertise. Volunteers and professionals who come and work alongside teachers in the classroom programmes further enhance students' learning.

## 4 Sustainable Performance

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

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

**Leadership.** The principal provides strong leadership to the board and staff. She has a passionate commitment to Christian education and the future direction of the school. She has high expectations for all students to learn and achieve while at Liberton Christian School.

The board has developed and implemented a useful self-review process to monitor and improve the programmes and practices throughout the school. The trustees acknowledge that they are in the process of further developing review practices.

### Area for Review and Development

**Self review.** The board needs to continue to build a robust self-review process. This includes ongoing review of the school's curriculum plans and finding ways to consult with Māori families about their children.

### 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 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
- attendance.

When is ERO likely to review the school again?

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

Graham Randell  
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Southern Region

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