



2 March 2009

To the Parents and Community of Silverdale School

These are the findings of the Education Review Office's latest report on **Silverdale School**.

Silverdale School is a semi-rural primary school that caters for Years 1-8 students. The 2006 ERO review of Silverdale School noted the positive planning that had been done to prepare for the relocation of the school at the end of 2006. The school is now successfully established on a larger site with attractive modern facilities and many features that reflect the school's focus on planning for environmental sustainability. The school roll has increased and there is an expectation that it will continue to do so because of its location in an area of housing development. The resignation of the board of trustees in August 2007 resulted in the Ministry of Education's appointment of a commissioner, who set about preparing for the election and induction of a new board of trustees in July 2008.

The induction process has been skilful and members of the new board are confident about carrying out their roles as trustees. They have done training with the board adviser appointed by the Ministry of Education and have focused on ensuring open communication with the school community. They are keen for parents to see them as their representatives and have initiated the production of a board newsletter after each monthly meeting to keep parents informed about the work of the board. Trustees should continue to develop their knowledge of strategic planning, policy development and the monitoring of school performance, including student achievement. ERO and the board agreed that communication systems should be an area of focus for this review.

In recent years teachers have participated in school-wide professional development related to assessment, information and communication technologies (ICT) and numeracy. In the last two years, teachers have been part of a funded initiative involving a local cluster of schools focusing on further developing teaching practice in writing. As a result, teachers are increasingly confident about teaching writing and have identified the need to embed new teaching strategies in their practice in 2009. It will be important that professional support for teachers provides an individualised programme of observation and feedback focused on meeting identified teacher needs. The quality of teaching and learning, with an emphasis on writing programmes, is another area of focus in this report.

Students are a diverse group with varied interests and strengths. As the result of teachers' professional development, students are becoming more aware of the purposes of their learning and of the ways in which they can assess their own work.

6 Recommendations

ERO recommends that:

- 6.1 school managers continue to develop students' ability to take more responsibility for their own learning and behaviour;
- 6.2 school managers continue to extend their use of student assessment information to guide their decisions about curriculum planning, teaching and setting targets for groups of students who are at risk of not achieving as well as might be expected;
- 6.3 school managers continue to develop curriculum planning and extend the use of inquiry learning and ICT; and
- 6.4 trustees continue to develop their knowledge of strategic planning, policy development and the monitoring of school performance, including student achievement.

7 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.



Elizabeth Ellis
Area Manager
for Chief Review Officer

2 March 2009