

School Report

School Name: Alfriston School

Profile Number: 1203

Location: Manurewa

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Every New Zealand state and state integrated school has an ERO review at least once every 4 years to evaluate what is working well for learners and what needs to be improved.

About the School

Alfriston School provides education for students in Years 1 to 8 with a roll of 360 students. The largest group of students is Asian (56%), followed by Pacific (15%), European/Pākehā (14%), Māori (10%), and Other (5%).

The school's vision is to create a supportive learning community where everyone can reach their potential, guided by the values of Challenge, Pride, Excellence, and Empathy.

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones. educationcounts.govt.nz/home

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

What we know about learner success

This section provides a summary of learner success and wellbeing. The judgments are based on the ERO School Improvement Framework and the evidence provided to ERO during the evaluation.

How well are learners succeeding?	Success and progress for all learners is increasing.
What is the quality of teaching and learning?	Learners benefit from high quality teaching practice that improves progress and achievement in reading, writing, and mathematics.
How well does the school curriculum respond to all learners' needs?	<p>Learners have rich opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is a consistent focus on supporting learners to gain skills in literacy and mathematics.</p> <p>Learners with complex needs are well supported to achieve their education goals.</p>
How well does school planning and conditions support ongoing improvement?	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
How well does the school include all learners and promote their engagement and wellbeing?	The school successfully promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	<p>The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.</p> <p>The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.</p>
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

Achievement in Years 0 to 8

This section is about learner achievement. It outlines how well learners across the school meet or exceed the expected curriculum level of The New Zealand Curriculum in foundational skills.

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 65%	65 to 79%	80 to 90%	Over 90%

Reading	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Writing	A large majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Mathematics	Most learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.

Attendance

This section is about school attendance and the progress the school is making towards meeting the Government target of 80% regular attendance.

- The small majority of learners attend school regularly.
- The school is approaching the target of 80% regular attendance.
- The school has a suitable plan in place to improve attendance.
- Regular attendance is improving towards or beyond the target.
- Chronic absence is reducing overtime.

Assessment

This section is about how the school assesses learner progress and achievement.

- The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.
- Assessment information is used well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

Progress

This section is about how well the school supports all learners to make sufficient progress.

- The school has good quality planning to increase the rate of progress for all groups of learners.
- The school has significantly improved achievement and progress for those learners most at risk of not achieving since the previous review.
- The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.
- The school is making progress towards meeting Government reading, writing and mathematics targets set for 2030 and agrees this will need to be a key strategic priority.

Next steps for improvement

This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It outlines what the school is doing well and identifies actions for improvement.

Areas of Strength

- The school prioritises high expectations and academic excellence for all learners. They carefully monitor progress and use data to determine next steps for learners.
- Students with additional learning needs are supported by well-established systems that respond well to their needs and interests.
- Learners confidently participate and contribute. They demonstrate a strong sense of belonging and pride in their school that supports their wellbeing and engagement in learning.
- A School Board and leadership team provide a clear vision and direction through comprehensive strategic planning, data-informed decision-making and ongoing review and evaluation for school improvement.
- The school has well-established, consistent approaches to teaching structured literacy and numeracy, resulting in positive academic outcomes.
- The school regularly review the design and delivery of the curriculum to ensure it is relevant and enhances learners' experiences, knowledge, and understanding.
- Staff professional learning is targeted, planned and strategically implemented for ongoing development of teaching and learner outcomes.

Key priorities for the school:

- Implement additional approaches to enhance regular attendance.
- Accelerate progress and raise achievement learners at risk of not meeting curriculum expectations.

Actions to bring about improvement:

Every six months:

- leaders will review approaches that effectively increase regular attendance
- leaders review the progress and achievement of learners including those at risk of not meeting curriculum expectations monitor progress

Annually:

- leaders and teachers will evaluate strategies that had the most impact on improving regular attendance
- the School Board and leaders will review achievement outcomes for learners at not meeting curriculum expectations plan next steps to sustain improvement.

Expected outcomes:

- Improved regular rates of attendance.
- Increased learning opportunities and better outcomes for learners.
- Equity in academic achievement for all groups of learners.

Regulatory and Legislative Requirements

This section of the report is about how the school meet regulatory and legislative requirements. This includes the provision of education for international students and provision of boarding at a school hostel.

Board Assurance with Regulatory and Legislative Requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

International Students

This section of the report is about the quality of the provision of education for international student enrolled at the school.

Findings

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code.

No international students were enrolled at the time of the ERO review.

The next public report on ERO's website will be a School Report and is due within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki

Let's continue to work together for the greater good of all children

Sharon Kelly

Director of Schools (Acting)