

## ERO External Evaluation - Draft

### Orewa North Primary School, Orewa

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

#### School Context

Orewa North Primary School caters for approximately 390 students from Years 1 to 6. The school serves an increasingly diverse community. Māori students make up 17 percent of the roll.

The school's motto is '*Learning: the link to the future*', and the overarching vision is to improve valued outcomes for children.

The board's strategic goals are focused on improving outcomes for learners. These include

- building effective leadership and stewardship
- developing strong educational connections with parents, whānau and the wider community
- providing a broad curriculum and depth of learning opportunities
- building teachers' professional knowledge and adaptive expertise through professional learning.

The current targets for improvement in outcomes are to increase the number of students achieving at or above expected levels in reading, writing and mathematics.

Leaders and teachers regularly report to the board schoolwide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics
- progress and achievement for students with additional learning needs.

The board of trustees appointed a new principal in Term 3, 2018. Since the 2015 ERO review, the school roll has increased by over 100 students. Due to local housing developments in the Orewa area, this rapid roll growth is anticipated to continue for the next few years.

The school is part of the Orewa Kāhui Ako (Community of Learning), comprising of six schools. In 2017, the achievement focus was on writing and mathematics. The 2018 achievement focus is on digital fluency.

The 2015 ERO report identified curriculum policies, teaching practices and collaboration as areas for development. All of these areas have been addressed.

## **Evaluation Findings**

### **1 Equity and excellence – achievement of valued outcomes for students**

#### **1.1 How well is the school achieving equitable and excellent outcomes for all its students?**

Overall, achievement data since 2014 show that the school is achieving equitable and excellent outcomes for most of its students.

Over time school data show that most children achieve at or above expectations in reading, writing and mathematics. Maori children achieve at similar levels to all children.

Although there are small numbers of Pacific students, the large majority are achieving at or above expected levels in reading, writing and mathematics.

School data show that there is increasing parity in achievement between boys and girls.

Other valued outcomes evident in the school include students who:

- are lifelong and passionate learners
- have a strong sense of belonging and connection to the school
- value respectful and supportive relationships
- are confident and articulate
- positively contribute to and participate in the wider school community.

#### **1.2 How well is the school accelerating learning for those Māori and other students who need this?**

The school is effective in accelerating learning for students who need this.

The school has good systems to identify students who need to make accelerated progress. Student achievement is tracked, monitored and discussed by teachers and leaders. The school has a range of strategies and interventions to accelerate student learning.

Teachers know children well. They identify and use appropriate strategies to accelerate learning for individuals and groups of students.

The school ethos promotes collaboration between teachers and whānau, and between children and teachers. School leaders make good use of external agencies and support services to enable students to participate in appropriate and supportive learning programmes.

## **2 School conditions for equity and excellence – processes and practices**

### **2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?**

A positive school culture, school leadership and stewardship, a strong bicultural partnership and a deliberate focus on building professional practice are effective school conditions that enable learners to achieve equity and excellence.

School leaders and teachers continue to nurture a strong culture of community involvement. Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning. They receive information and participate in learning opportunities that enable them to constructively support their children's learning.

The school's vision, values and valued student outcomes permeate all aspects of the school. Strong and caring relationships are highly visible throughout the school. A sense of shared ownership and commitment to student wellbeing and learning is evident in relationships between staff, parents and the community. Children have a strong sense of belonging and enjoy being at school.

The school has had a long-term commitment to strengthening its bicultural partnership. This commitment includes a deliberate strategy to collectively build a culturally responsive school environment. The values of manaakitanga, whanaungatanga, ako and mahi tahi enrich the positive school culture for all.

Teachers have engaged in purposeful, targeted professional learning to inquire into their own teaching practices, and evaluate the impact that these have on student engagement and achievement. Increased collaboration is strengthening teacher understanding and skills to accelerate student learning.

The board of trustees actively represents and serves the school's community. Trustees share a strong understanding of their governance role and responsibilities. They proactively build relationships and consult with the school community. The board regularly reviews, clarifies and reflects on the school's progress and effectiveness in achieving valued student outcomes.

### **2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?**

ERO and school leaders have identified that further developments are needed in teacher professional learning and internal evaluation to achieve equity and excellence.

Leaders and teachers should access professional development to deepen their understanding of curriculum design and of teaching, learning and assessment practices that promote student agency.

Leaders and teachers should continue strengthening their collective capacity to sustain improvement and innovation. Building teachers' capability in internal evaluation would contribute to changes in their thinking and practice, and increase teacher professional agency.

### 3 Board assurance on legal requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the *Vulnerable Children Act 2014*.

#### Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

### 4 Going forward

#### Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- stewardship that is committed to achieving valued outcomes for all learners
- effective school leadership that is responsive and improvement focused
- a culture of community collaboration and powerful connections that maintain high expectations for learner success.

#### Next steps

For sustained improvement and future learner success, priorities for further development are in:

- deepening teacher understanding of the curriculum, and effective teaching and learning practices to support student agency
- strengthening collective internal evaluation capacity to sustain improvement and innovation.

### **ERO's next external evaluation process and timing**

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

Violet Tu'uga Stevenson  
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Te Tai Raki - Northern Region

## About the school

Location	Orewa
Ministry of Education profile number	1406
School type	Years 1-6 (Contributing Primary)
School roll	390
Gender composition	Girls 52% Boys 48%
Ethnic composition	Māori 17% Pākehā 61% Pacific 4% other European 5% other ethnic groups 13%
Students with Ongoing Resourcing Funding (ORS)	Yes
Review team on site	November 2018
Date of this report	
Most recent ERO report(s)	Education Review June 2016 Education Review June 2012 Education Review February 2009