

## ERO External Evaluation

### Whanganui East School, Whanganui

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 those students who need it. 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

Whanganui East School caters for 187 students in Years 1 to 6. Over 60% of students are Māori.

The school's vision statement is: Every Child Achieving. This is supported by the ACHIEVE values, focused on: attitude; cooperation; hauora; integrity; effort; values; and enjoyment. The strategic plan has three key goals relating to the curriculum, community and culture.

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

- progress and achievement in reading, writing and mathematics
- wellbeing.

The school is in the sixth year of the Ministry of Education initiative Positive Behaviour for Learning (PB4L) and has undertaken teacher professional development in Accelerating Learning in Mathematics (ALiM) since 2016.

Since the November 2014 ERO report, there have been significant changes in the staff. Three out of the four board representatives are in their second term.

#### Evaluation Findings

### 1 Equity and excellence – valued outcomes for students

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

Schoolwide achievement trends in reading, writing and mathematics show improvement over time since 2014. The majority of students achieve well. Most learners targeted during 2017 made accelerated progress in reading, writing and mathematics. Girls achieve better than boys, particularly in literacy. Lifting the achievement of boys remains an ongoing priority.

## **1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?**

The school has increased the effectiveness of its strategies to support Māori students' progress and achievement. Significant gains in mathematics and writing occurred during 2017.

Most Māori students targeted for improvement made accelerated progress in reading, writing and mathematics during 2017. Since 2014, there is a general upward trend in achievement.

## **2 School conditions for equity and excellence**

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

There is a sustained focus on reducing disparity and increasing student achievement through targeted actions, particularly for boys and Māori students. Strengthened and coherent schoolwide systems for tracking, monitoring and reporting contribute to improved student achievement.

Teachers carefully identify strategies and critically reflect on their impact on students' progress. Parents of children who need support receive reports on learning each term. Inclusive practices are highly evident.

Redevelopment of the school curriculum is increasingly focused on collaborative learning and how students can lead their own learning. A clear focus on literacy and mathematics is sustained, as is targeted support for each individual.

Learning opportunities celebrate and build upon the strength of Māori learners' language, culture and identity. These include learning te reo Māori, kapa haka, pōwhiri and other valuable experiences. Teachers continue to increase their culturally responsive practices through ongoing professional learning and development.

Cohesive and student-centred professional leadership supports ongoing improvements in learning. Assessment practices are robust. Regular interrogation of results strengthens their dependability. Teachers increasingly work collaboratively, using their strengths to enhance learning.

The appraisal process is robust and evidence based. High expectations for teaching and learning are upheld.

Stewardship by the board is centred on ensuring students have opportunities to learn through focused strategic targets and resourcing decisions. Termly scrutiny of the progress of target students is contributing to increased levels of progress. Trustees appropriately focus on improving the school property and environment to support collaborative teaching and learning.

The board, school leaders and staff build productive partnerships for learning within the school community. This practice includes drawing on community resources and initiatives to enhance learning opportunities and wellbeing.

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

School leaders should continue their focus on strengthening the effectiveness of teaching practices through the implementation of the appraisal process and linking this to inquiries into their individual practices.

The use of internal evaluation is beginning to become more evaluative. Continuing to improve the use of internal evaluation to support ongoing curriculum development should enable school leaders and teachers to identify practices that contribute to successful student outcomes.

Trustees should strengthen the governance framework by ensuring that there are sufficient procedures to support policy implementation.

## **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.

### **Areas for improved compliance practice**

To improve current practice, the board of trustees should ensure there are sufficient procedures to implement school policies, including a procedure for police vetting of staff.

## 4 Going forward

### Key strengths of the school

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

- a relentless focus on improving learning through robust and coherent schoolwide systems
- professional leadership focused on growing the effectiveness of teaching strategies
- responsiveness and inclusive approaches for learning.

### Next steps

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

- continuing to strengthen teaching practices and student outcomes through appraisal linked to teaching as inquiry
- continue to strengthen the use of internal evaluation to support ongoing curriculum developments and improvements
- strengthening the governance policy and procedure framework.

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

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



Alan Wynyard  
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Te Tai Pokapū - Central Region

12 February 2018

## About the school

Location	Whanganui								
Ministry of Education profile number	2476								
School type	Contributing School (Years 1 to 6)								
School roll	187								
Gender composition	Female 52%, Male 48%								
Ethnic composition	<table> <tr> <td>Māori</td> <td>58%</td> </tr> <tr> <td>Pākehā</td> <td>37%</td> </tr> <tr> <td>Pacific</td> <td>2%</td> </tr> <tr> <td>Other ethnic groups</td> <td>3%</td> </tr> </table>	Māori	58%	Pākehā	37%	Pacific	2%	Other ethnic groups	3%
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Review team on site	November 2017								
Date of this report	12 February 2018								
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>November 2014</td> </tr> <tr> <td>Education Review</td> <td>August 2011</td> </tr> <tr> <td>Education Review</td> <td>September 2008</td> </tr> </table>	Education Review	November 2014	Education Review	August 2011	Education Review	September 2008		
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