



**Education Review Office**  
Te Tari Arotake Mātauranga

## **Confirmed Report**

### **NEW SCHOOL ASSURANCE REVIEW REPORT**

## **Rāwhiti School**

Location: Christchurch  
Ministry of Education profile number: 696

# **New School Assurance Review Report**

## **Rāwhiti School**

### **1 Introduction**

A New School Assurance Review is a review of particular areas of school performance and is undertaken to specific terms of reference.

New School Assurance Reviews are generally undertaken within the first year of the school's opening.

#### **Terms of Reference**

This review is based on an evaluation of the performance of Rāwhiti School. The terms of reference for the review are to provide assurance to the community:

- that the school is well placed to provide for children
- that the school is operating in accordance with the vision articulated by the board of trustees.

### **2 Context**

Rāwhiti School opened at the beginning of 2015 with a roll of 460. Central New Brighton, Freeville and North New Brighton Schools were merged and a new school, Rāwhiti, was established as part of Christchurch's post-earthquake Shaping Education – Future Direction Programme.

The school was initially situated on two separate sites and moved into purpose-built facilities in January 2016. The school has faced a number of challenges, including three boards in three years, and a number of staff changes. A parent elected board now governs the school.

### **3 Background**

Children learn in six innovative learning environments (called studios). Parents are able to choose to have their children educated through a bilingual programme using both the English and Māori languages.

The school has quickly developed strong direction and expectations for children's learning. The diverse student roll has grown quickly with 52% of the roll new to the school. As a result of this growth, the Ministry of Education has put an enrolment zone in place.

The board has prioritised building positive relationships to bring the three school communities together as one new community.

### **4 Findings**

Rāwhiti School is well placed to provide for its students and is operating well in accordance with its vision and values.

The board and senior leadership team have high expectations for children's learning, wellbeing and achievement. They are future focused and work together effectively. The school's vision and strategic plan are guiding school operations and practices.

The school is strongly focused on incorporating bicultural perspectives into all aspects of learning and teaching. They have been well served by the local iwi, Ngāi Tūāhuriri, to include the history of the local environment into the school's curriculum. Associated kīwaha (sayings) align well with the school's vision, 'To rise above the ordinary'.

The bilingual programme strongly model the use of both Māori and English languages. Children learn in a supportive, whānau-based environment. Teachers are making effective use of professional learning to strengthen their use of Te Marautanga o Aotearoa (the Māori curriculum). They are working with whānau to develop a graduate profile for Year 8 leavers going to secondary school.

The school's curriculum provides opportunities for older children to support younger children in their learning and play. These tuakana-teina relationships closely reflect the school's bicultural emphasis.

A significant feature of the school is its high quality transition to school programme for new entrant children and their parents. The play-based learning approach in the junior school is effectively supporting children's transition and engagement in learning. Teachers collaboratively work with early childhood staff to make the transition process for children as smooth as possible. Parents are well informed of the ways that they can help their children's learning at home.

Leaders and teachers have implemented a well-considered, responsive approach to the curriculum. The needs of children have been central to its emerging design. Teachers purposefully provide children with choices and leadership opportunities to strengthen their decision-making and build their independence and ability to manage their own learning.

The assessment of children's writing has been strengthened. Teacher confidence and consistency in making judgements has improved the reliability of assessment in writing. Some good cohort progress in literacy is evident. The level of professional sharing by teachers is building a cohesive and collegial team.

The board provides strong support for children with additional learning needs. Substantial pastoral care is provided for children and their whānau. A range of specialist agencies and the Ministry of Education provide professional skills and resources to support improved outcomes for children.

The board and principal have a good understanding of internal evaluation. The principal and teachers are reflective and appropriately evaluate the effectiveness of their processes and procedures. These include spontaneous reviews and concept evaluations that result in positive outcomes for children.

The board and senior leadership team effectively provide a range of professional learning and development to build on teacher strengths and increase their understanding of new approaches to teaching and learning. Teachers share their new professional knowledge and innovative or effective strategies that have led to positive outcomes for children.

The senior leadership team effectively recognises and uses staff strengths to increase leadership and decision making across the school. Team leaders are well supported in their roles and are encouraged to be innovative and try fresh ideas to enhance children's learning. The board and principal are strategic in the way they appoint teachers who will positively contribute to the school's approaches to learning and teaching.

The board and senior leadership team are developing effective systems to ensure the smooth operation of the school and children's wellbeing and learning. The appraisal process is rigorous and focused on achieving quality teaching. Specific consultation has helped the board and staff to build an environment that responds to the expectations of parents and the community.

ERO and the school agree the next steps include:

- continuing to develop the school's curriculum and review processes
- developing consistent assessment practices across the school
- reviewing provision and structure for learning support.

### **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:

- school management and reporting
- 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
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

### **Conclusion**

The school is very well governed and led with children's wellbeing and learning central to all decision-making. While aspects of the school's operation are still in the early stages of development, ERO is confident that the priorities focused on, have been well chosen. The curriculum is appropriate and innovative. The community can be assured that the school is in a very good position to move forward.

ERO is likely to carry out the first full review of the school by the end of the third year of the school's operation.

A handwritten signature in black ink that reads "Lesley Patterson". The signature is written in a cursive style with a long, sweeping underline.

Dr Lesley Patterson  
Deputy Chief Review Officer  
Southern Region/Te Waipounamu

## About the School

Location	Christchurch	
Ministry of Education profile number	696	
School type	Full Primary (Years 1 to 8)	
School roll	517	
Gender composition	Boys 54%; Girls 46%	
Ethnic composition	Māori	28%
	Pākehā	66%
	Pacific	3%
	Asian	1%
	Other ethnicities	2%
Review team on site	February 2016	
Date of this report	10 May 2017	