

## ERO External Evaluation

### Rāwhiti School, Christchurch

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

Rāwhiti School is purpose-built and opened on its current site in 2016. The roll of 534 students in Years 1 to 8 is drawn from a culturally diverse community.

The school's vision is: Rising above the ordinary. The valued outcomes for students are conveyed through the RISE values of: resilience, integrity, success and empathy.

The school's key strategic goals include promoting and supporting innovative ako (learning) that is engaging, challenging, accessible to all, and prepares for both the present and future. They are also for enhancing learning and a sense of connectedness through effective relationships with whānau and positive engagement with the local and wider community; and, creating a vibrant and inviting environment that children will love.

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

- reading, writing and mathematics
- additional learning needs
- engagement and wellbeing for success.

The school has identified that mathematics is a priority area for development in 2019.

Māori Medium education is provided in a Years 1 to 8 bilingual class. The school is involved in the Manaikalani Outreach Project, for the use of digital technologies in teaching and learning.

## 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?

The school is effectively achieving equitable and excellent outcomes for its students. Achievement information for 2018 shows that most students, including Māori students, achieve at or above expected curriculum levels in reading and writing. The majority of students, including Māori, achieve at or above expected curriculum levels in mathematics.

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

Overall, 2018 school information shows that targeted responses to accelerate the rate of learning in writing were very effective for the majority of the identified students. Achievement information also shows accelerated progress for 30% of Years 4 to 8 priority students in reading and 40% of Years 4 to 8 priority students in mathematics.

### 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?

The school is a warm and inclusive learning community which values collaboration and flexibility. Coherent processes and practice promote equity and excellence.

Te ao Māori, language, culture and identity are actively fostered to build capacity and responsive practice at all levels of the school for students and teachers.

The curriculum is highly responsive to individual needs and offers a range of innovative, meaningful experiences which encourage student engagement, voice, and ownership of learning. Carefully considered practices, programmes and the environment authentically reflect the local context and bicultural perspectives. The school values are becoming understood and embedded.

Leaders have high expectations for teaching and learning. There are clear guidelines for teachers, balanced with flexibility to meet students' interests, needs and strengths. Students' learning and progress are identified, tracked and monitored through well-developed systems.

A wide range of appropriate support programmes are thoroughly planned. The school responds effectively to those students whose learning and achievement need acceleration. Effective use is made of resourcing, and internal expertise and external agencies support targeted interventions and teaching practices.

The school has a highly reflective culture that has a sustained focus on improvement. Effective school systems enable collaborative learning and decision making. Strong leadership builds collective capacity, utilising individual strengths to support collaboration and best practice. Teachers are regularly engaged in well-resourced, strategically aligned professional learning to increase their knowledge and skills and develop their adaptive expertise.

Well-considered strategic planning provides visible alignment across all aspects of the school's operations, and priorities are directly linked to improving student achievement and wellbeing. Leaders are well informed and make evidence-based decisions to provide targeted resourcing. Trustees access a wide range of information and use it effectively to support their understanding and set priorities for future focus.

Close links are being developed with the local community to support students' sense of belonging and wellbeing. Student, staff and community voice is actively sought, valued and used to inform decision making.

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

The school has identified, and ERO's external evaluation confirms, that key priorities for development are to continue to:

- develop the school's curriculum, including embedding shared practices to provide clear expectations for teaching and learning
- strengthen the analysis of achievement information, assessment and reporting across all learning areas to evaluate the effectiveness of programmes and show progress in relation to the expectations of *The New Zealand Curriculum*
- extend learning partnerships with whānau.

Leaders' awareness of the need to consistently meet Teaching Council requirements has led to further improvements in appraisal since the onsite stage of this review.

### 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.

## 4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Rāwhiti School's performance in achieving valued outcomes for its students is:

Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

## 5 Going forward

### Key strengths of the school

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

- rich learning opportunities that are responsive to the needs and strengths of individuals
- collaborative practices that focus strongly on supporting learning and wellbeing
- school and pedagogical leadership that is building teacher capability and capacity to deliver equity and excellence for all students.

### Next steps

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

- continuing to develop the school's curriculum
- strengthening student achievement data analysis and use
- extending learning partnerships with families and the local community.



Alan Wynyard  
Director Review and Improvement Services Southern  
Southern Region  
17 June 2019

## About the school

Location	Christchurch
Ministry of Education profile number	696
School type	Full primary (Years 1 to 8)
School roll	534
Gender composition	Boys 53% Girls 47%
Ethnic composition	Māori 29% NZ European/Pākehā 60% Pacific 7% Other ethnicities 4%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	Yes
Number of Māori medium classes	4
Total number of students in Māori medium (MME)	78
Total number of students in Māori language in English medium (MLE)	469
Number of students in Level 1 MME	0
Number of students in Level 2 MME	78
Review team on site	April 2019
Date of this report	17 June 2019
Most recent ERO report(s)	New School Assurance Review May 2017