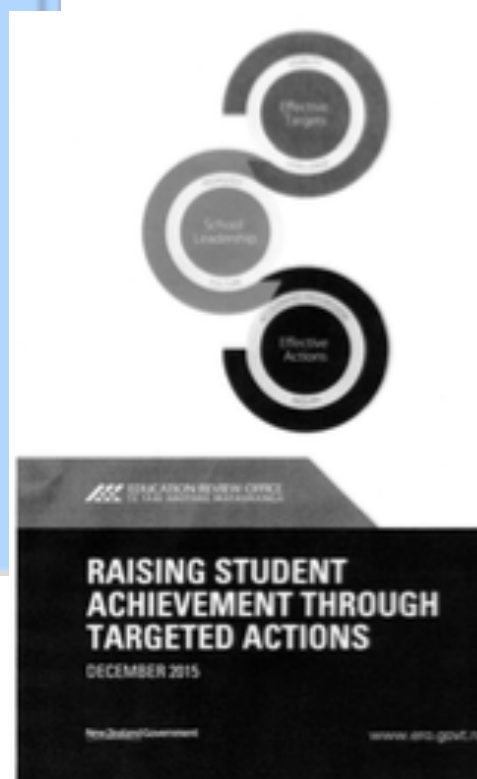
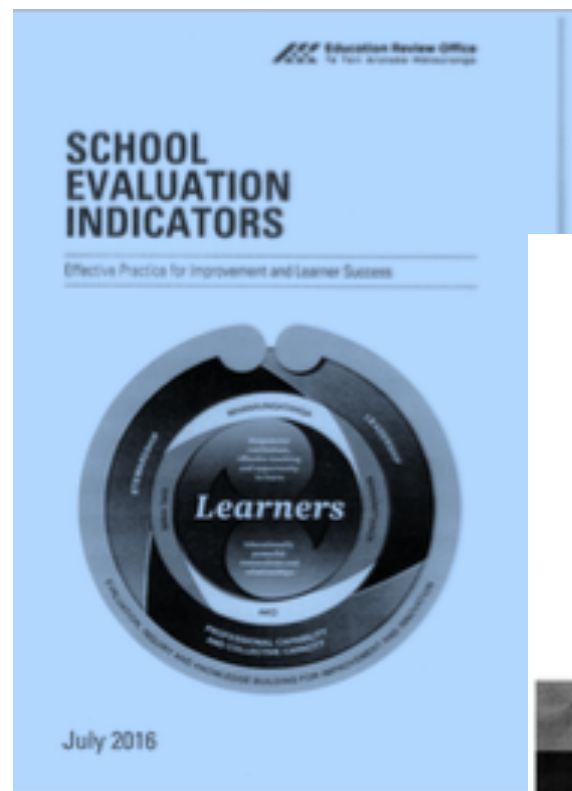


ERO Visit 2016

Introduction

- Achieving equity and excellence of education outcomes for all New Zealand's children and young people is the major challenge for our education system.
- In order to contribute to achieving equity, ERO reviews in primary schools start with a focus on Maori student achievement.
- The main evaluative question is: How effectively does this school respond to Maori students whose learning and achievement needs acceleration?
- They will talk with you about the learning and achievement of specific children in need. To answer the question, they look at the full range of organisational conditions that contribute to, or inhibit, student achievement. Once they have answered the main question, they will ask about other learners who need acceleration.
- The reports will also focus on how effectively schools are accelerating learning and achievement where that is needed.

- Why Maori student achievement?
- The Government's Maori education strategy, Ka Hikitia, is a call to action for all parts of the education system. ERO's school reviews, national evaluations and the research that underpins the School Evaluation Indicators show that schools that accelerate student achievement for Maori, accelerate student achievement for all. That's why they start with a question about Maori student achievement.
- **What do they mean by acceleration?**
- Achievement is accelerated when a student makes more than one year's progress over a year, on a trajectory that will indicate they are achieving at or above the standard at the end of year 8 or sooner.



ERO External Evaluation Report

1 Context

Sets the scene and includes the features which potentially influence outcomes for children.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are:

The school's achievement information shows that:

Since the last ERO evaluation the school has:

3 Accelerating achievement

The focus of this section is on outcomes for students and the conditions that contribute to or limit achievement.

4 School conditions

How effectively does the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and priorities for equity and excellence?

The answer to this question will include evaluative judgements about how well the school uses internal evaluation to improve and sustain its performance. (self review)

5 Going forward

How well placed is the school to achieve and sustain equitable and excellent outcomes for all children?

This section indicates the strengths of the school, and actions it needs to take to reduce disparity.

This section may comment on the school's actions that support/promote effective teaching for all children. It may also comment on strengths and/or challenges in relation to effective teaching.

This is where your return time is stated.

6 Board assurance on legal requirements

Before the review the board of trustees and principal of the school complete the ERO board assurance statement and Self Audit Checklists. In these documents they attest 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

Asset management.

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

- Emotional safety of students (including prevention of bullying and sexual harassment)
- Physical safety of students
- Teacher registration
- Processes for appointing staff
- Stand down, suspensions, expulsions and exclusions
- Compliance with the provisions of the Vulnerable Children Act 2014
- Attendance
- Provision for International students
- Provision for students in school hostels.

7 Recommendations

All reports have a recommendation. This section ties in to section 5 - Going forward.

Recommendations could include the need to:

- Develop a raising achievement plan
- Develop a raising achievement plan and participate in an ERO-led internal evaluation workshop
- About the school section

- Performance management
- Listed below are some ways to measure whether the principal is satisfying the performance agreement's performance objectives, Practising Teacher Criteria, professional standards and professional learning and development (PLD) objectives. This list is a guideline and not exhaustive.
- Self evaluation
 - Peer evaluation
 - Student achievements/exam results
 - Board members' comments
 - Staff input - a sample of staff selected for short interview/surveys
 - Student input - a sample of students for short interviews/surveys
 - Comments (verbal, letter, email) received from community members)
- Principal's monthly board reports/annual report
 - School newsletters
 - School policies/handbooks
 - ERO reports
 - Analysis of variance report

- Staff climate survey (how staff feel about the work environment)
Staff usage and expenditure (SUE) report
NZQA audits
Advice and guidance programme for provisionally registered teachers
- Statistics on number of staff leaving the school (turnover)
Exit interviews (finding out why staff are leaving the position)
Student records of truancy/suspension
Staff records of employment dispute issues
Results of professional development activities
- Employment information
- Collection of school media exposure
Board minutes
Staff professional development summary

Identify what is important now for our children to be successful

Pakeha Students	Pasifika Students	Maori Students
<p>Problem solvers - self thinkers - questions</p> <p>Voice - assessment, topics...</p> <p>Literate inquiry skills basics</p> <p>Independent & cooperative skills</p> <p>Flexible</p> <p>Recognise gaps & know how to find answers - making links</p> <p>Motivation / dreams</p> <p>Resilient - physically / mentally...</p> <p>Culturally aware / empathy / acceptance</p> <p>Creative in all areas</p> <p>Technologically able / aware</p> <p>Numerate - strands - everyday / practical</p> <p>Persistence</p> <p>Choices – consequences</p> <p>Acceptance of other's differences</p> <p>Relationships / love / respect / value / enviro / Others</p> <p>Healthy / physically fit / holistic</p> <p>Taking action from what they learn – active citizens</p> <p>Wordy</p>	<ul style="list-style-type: none"> Strong partnership with parents – value parents as first teachers Need extra support for independent learning Learning through talk – really need to talk Strong personal connection with students Teacher knowledge of children - background / personality / learning / cultural families <p>What we lose in NZ education</p> <ul style="list-style-type: none"> Teacher explanation – instructions - language programmes in classroom - variety of teaching strategies - cooperative learning Language Self confidence Knowing who you are - low self esteem Sense of self belonging Status of teachers – high expectations Teacher values what the child perspective / view Proportion of abilities 	<p><i>"Ngā tino wawata mo ngā tauira Maori"</i></p> <ul style="list-style-type: none"> Establish / maintain relationships & rapport <i>Whanaungatanga – turangawaewae</i> Promote tikanga through - everyday practice - curriculum / topic choices - promotion of language through time tables lessons - kapa haka – powhiri / poroporoaki promotes school unity & cooperation <i>Tikanga – kawa</i> Links with Pasifika cultures / historical links <i>Te Moana nui a Kiwa – Te Hekenga Nui</i> Practical as opposed to theory based practice <i>Mahi a ringa – haututu – Maui curiosity</i> Understanding of Tiriti o Waitangi <i>Te mana o Te Tiriti – tuhonuhonu tanga</i> Teina – tuakana – peer interaction <i>Whanaungatanga – aroha tautoko</i> Practical opportunities to waiata – karanga, whaikorero... <i>Tikanga / mahi a ringa – kawa</i> Develop an awareness of our tribal origins – Pepeha – mihimihi – whakapapa <i>Mana</i> Set high expectations – goals that promote self motivation and tenacity <i>"Whaka te iti kahurangi"</i> Making links / creating networks with other Maori students / communities <i>Whanaungatanga – tuhonuhonu tangata</i>

How effectively does this school's curriculum promote student learning: engagement, progress and achievement?

Capability and sustainability	Student progress and achievement	Curriculum design review
<p>What extent is the school using teaching, leadership and management capability to sustain learning improvement and promote success and achievement for all students?</p>	<p>How well are students engaged in learning? How well are students achieving? How well are students progressing? How robust is the information gathered and used by this school for making judgements about student achievement? How well do students, teachers, school leaders, trustee and parents use achievement information?</p>	<p>How effectively is the school curriculum designed to respond to the strengths and needs of students?</p>
<p>Areas for investigation include: What the school's strategic priorities are (including content and context) and how these have been determined. How resources are being used to support teaching and learning/curriculum. How teachers, school leaders and trustees know about: Their school community; Their roles and responsibilities; The areas they need to improve; The links between <i>The New Zealand Curriculum</i> and their assessment practices.</p>	<p>Areas for investigation include: What students know about how they are achieving and what they need to do to improve. How teachers use achievement information to provide focused teaching and make judgements about student achievement and rates of progress. How information is used to report to parents in plain language about their child's progress and achievement. What information parents receive about how to support their child's learning. How school leaders use achievement information to build capability and sustain improvement. What information trustees receive about student achievement. How they use this information to identify priorities and establish strategic direction.</p>	<p>Areas for investigation include: What the school's curriculum priorities are (including content and context) and how these have been determined. How the school is giving effect to its curriculum. How resources are being used to support teaching and learning/curriculum.</p>

Success for Māori students as Māori
Purposeful Partnerships

- The review process
- In the first instance ERO evaluate how effectively schools are responding to Maori students whose learning and achievement need to be accelerated.
- In doing so, they talk about what you are doing for those Maori students who are below national standards in mathematics, reading or writing for their year level. they also evaluate how well the needs of other children whose learning needs acceleration are being met.
- While your school's national standards data is the starting point, they look at all the data and information you have about progress across the curriculum and all of the dimensions of effective practice that contribute to children and young people achieving the outcomes expressed in The New Zealand Curriculum.

- Here's an example of how they review your previous three years' data:
- They look at the outcomes over the last 3 years and identify progress for Reading, writing and Maths for acceleration.
- They are interested in what's working and what schools have tried, and they are very keen to capture stories of success to share with other schools. (staff meeting questions)

- ERO reviewers will talk with you about how your school identifies and responds to Maori students that need to accelerate their progress. They want to understand how your planning, implementation and review process help you improve teaching practice to accelerate students' progress.
- They are particularly interested in discussing how you:
- Know the needs, strengths and interests of every Maori student whose learning and achievement needs acceleration
- How you respond to those needs through improving teaching and support for those students
Know the impact of the actions you have in place for those students, and what you have learnt from what has been tried before so more students can be successful in the future. (staff professional conversations)
- Once they have answered the main question, they will then ask about other learners.
- If you have no Maori students whose learning and achievement needs acceleration they will start by asking about any students in your school whose learning and achievement needs acceleration.

- Where you don't have a plan in place to accelerate progress or the plans have not been successful, they will work with the school to build internal evaluation capability so that you have the tools to accelerate all students learning where needed. (Early return)

1 Teachers need to be able to articulate their ideas about what acceleration looks like at DNI

- What contributes to this and
- What are good examples of what is being done.

2 Talk about effective teaching and what this looks like at DNI

3 Show an understanding of what contributes to support Maori Learn.

Accelerating

- Accelerated improvement requires a whole system to function as a collaborative learning community that is advancing progress on the four areas of leverage: pedagogy, educationally powerful connections, professional learning and leadership.
- (Adrienne Alton-Lee, cited in Mathematics in Years 4 to 8: Developing a Responsive Curriculum; ERO, 2013)

- Maori enjoying success as Maori
- Improvements in achievement resulted when schools: integrated elements of students' identity, language and culture into teaching and learning
- used their student achievement data to target resources for optimal effect.
- provided early intensive support for those students at risk of falling behind.
- created productive partnerships with parents, whanau, hapu, iwi, communities and business.
- focused on educational success
- retained high expectations of students to succeed in education as Maori.

- Educationally powerful connections involves two-way collaborative working relationships that reflected the concept of mahi tahi - working together towards the specific goal of supporting a young person's success.
- The best examples were learning-centred collaborations between students, their teachers and their parents and whanau that focused on the student's learning and progress.
- A whanau-like context was established in which parents, teachers and students all understood their rights and responsibilities, commitments and obligations - whanaungatanga - to help the students succeed.

Some of the characteristics of the schools where targets and the related actions accelerated students' progress:

Leaders ensured:

- goals and targets set an **optimum level of challenge** for teachers and students, by being achievable but high enough to make a real difference
- framed analysis of disparities in positive ways to focus everyone on equity, priorities and expectations
- there was alignment between the school's visions and values and the deliberate actions taken

All teaching staff:

- knew **what one year's progress** looked like
- were involved in the **process of identifying students needing support**, deciding on the most appropriate support, and monitoring outcomes of their actions.
- had a **'case management' approach** to supporting students needing to accelerate progress.
- regularly explored the effectiveness of their responses then designed and evaluated follow-up actions.

Students:

- **knew they were a target student**
- were supported to understand the performance required for each curriculum level
- set personal goals and self-monitored progress

Their goals and progress were shared with parents and whānau.

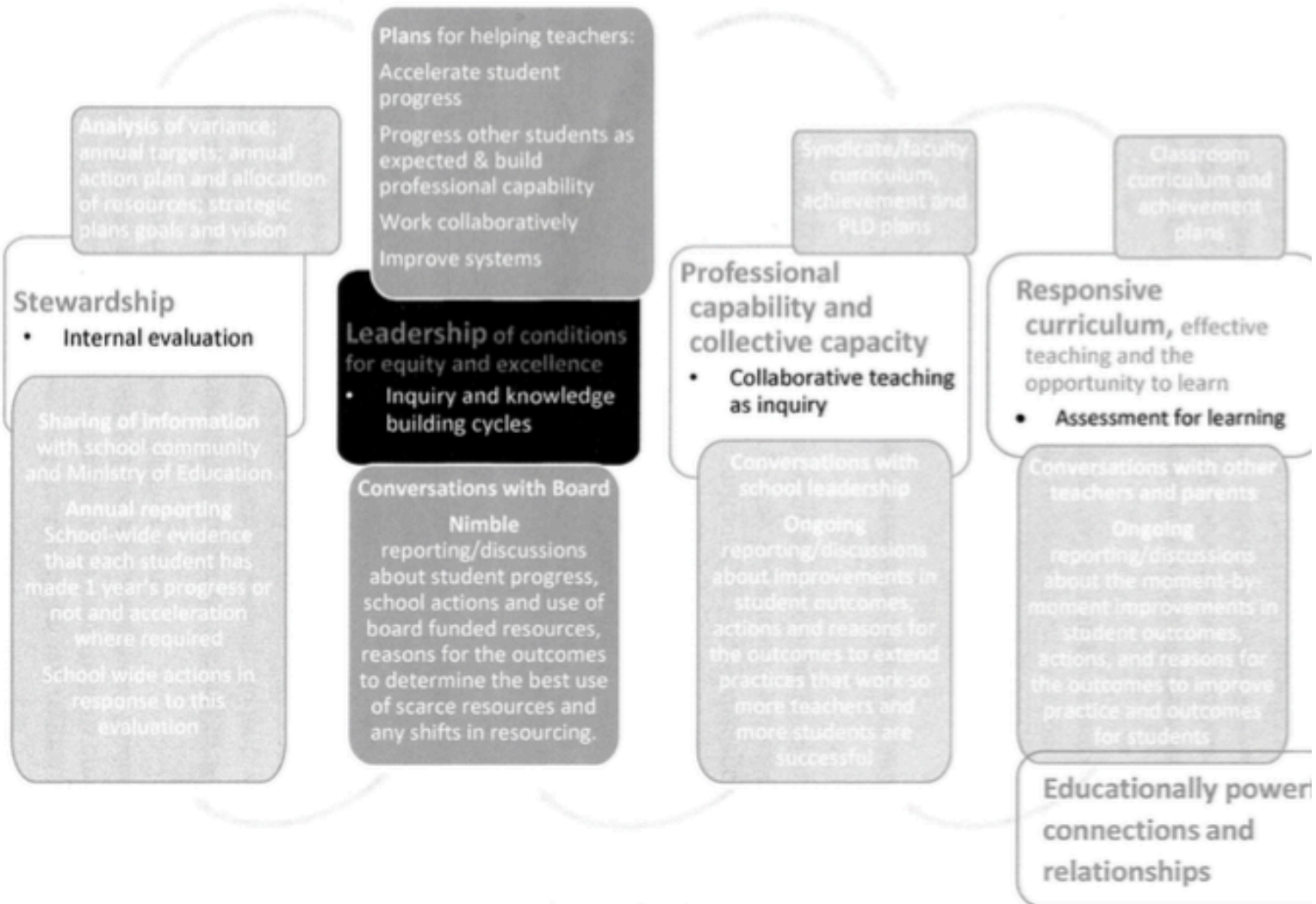
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Ako

- Students as Partners in Learning

Schools that were more likely to see a great improvement in student outcomes included students as active partners in designing the plan to accelerate their progress. Raising Achievement in Primary Schools (ERO, 2014) discussed how this partnership with students gained their commitment to the plan's success.

By including students as partners, teachers were able to include learning contexts that were based on student interests. Learning could happen in the ways students preferred, such as collaborative group tasks, oral work, and self and peer assessment. Students gave feedback to their teachers around what worked or did not work.

Student-centred literacy and mathematics progressions supported students to describe what they had learnt, what they needed to learn, and how they learnt. Students were able to use these progressions with examples of their work to explain their progress and achievement to their parents and teachers.

- Board Responsibility and Resourcing
- Boards play a vital role in schools that effectively accelerate progress for students.
- Boards received good quality information regularly from school leaders, and were active and engaged - independently questioning the data and seeking to further their own understanding.
- They used the data to inform resourcing decisions, which were targeted and responsive to areas of need.
- Boards also used the information to set appropriate targets to raise achievement and align them with strategic goals.

- Trustees in the most effective schools make thoughtful decisions based on a range of telling evidence. These schools gather data using both quantitative (numerical) and qualitative (narrative) methods. The data is scrutinised carefully for what is and isn't obvious. Further data is asked for and gathered if necessary to provide a more detailed picture. Data analysis includes establishing what is significant, what is working well and what isn't, how groups or cohorts compare, what patterns or trends are showing up, and whether improvement or progress is apparent. The findings are integrated into board decision-making processes which include prioritising, evaluating possible interventions or programmes, action planning and deciding on success criteria. Examples can be found in Schools' Use of Operational Funding: Case Studies (ERO, 2007):

When putting all the findings together we know these things are happening in schools that are accelerating Maori students' progress:

- Leaders and teacher know the names, needs, strengths and interests of the children that need to make the most progress
- Teachers and leaders know what one year's progress looked like and were aiming to have target students progress more than a year in a year
- Leader, trustees or teachers are able to explain the reason for the gains in achievement and how to sustain the progress
- students know what they have to do to make progress and when they have succeeded
- Teachers are able to describe the progress within the range of students focused on; who had made the most progress and those they are still concerned about
- Teachers try new approaches and use data to establish what works and for whom it works -they discard things that aren't working
- Teachers use contexts for learning that build on the child's strengths and match the child's interest
- Leaders and teacher set high expectation for every child's achievement
There is a sense of urgency to support students to accelerate progress
- The student, parents and whanau are involved in setting the goals and contributing to and monitoring the improvements

- Ongoing reporting to the board, student and whanau is honest as it describes successes as well as no progress or declines
- Trustees are able to make informed decisions about what resources to fund and then can see the impact of the additional funding
- Both short-term and long-term responses are in place to provide support for the students who are not achieving and to improve teaching practice to reduce the numbers of students needing support.