

## **ERO External Evaluation**

### **Rewa Rewa School, Wellington**

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**

Rewa Rewa School, located in Newlands, caters for a diverse range of students in Years 1 to 6. The roll has grown steadily since the November 2016 ERO review with a significant increase noted in 2019. Of the 107 children enrolled 21% are Māori and seven percent are of Pacific heritage. Nine children receive English Language Learner (ELL) funding.

The school is committed to empowering learners to develop life-long learning skills. The school's 'R.I.D.E.' values of respect, integrity, diversity and empathy guide school culture and practices. These are known by students, staff and the community.

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

- achievement in reading, writing and mathematics
- progress and achievement in relation to the school targets and supporting interventions
- attendance
- wellbeing.

Since the November 2016 ERO report, there have been significant changes to staff including the appointment of a new deputy principal. Longstanding and recently elected members make up the board of trustees.

A number of property developments have occurred since the last review. This includes the establishment of onsite facilities to host the local Resource Teachers of Learning and Behaviour.

## 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?

School analysed achievement data from 2019 shows that most students are achieving at or above *The New Zealand Curriculum* expectations in reading, writing and mathematics.

Achievement of Māori and Pacific heritage learners show outcomes that compare equitably with their peers in literacy and mathematics. Girls are achieving slightly better than boys in reading and writing.

At the end of 2019, nearly all Year 6 students achieved at or above expectation in reading and most in writing and mathematics.

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

The school has accelerated learning for most students who need this.

Achievement information from the end of 2019 indicates that a significant number of target students, including Māori, experienced acceleration through class programmes and interventions in mathematics and writing. In reading, some target students made more than expected progress.

### 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?

Trustees and leaders have a clear strategic vision that is meaningfully focused on improving learning and wellbeing outcomes for all children. They work deliberately and collaboratively to strengthen key organisational and learning conditions to promote equity and excellence for all students. A purposeful range of systems, processes and strategies are used to identify, track and address the individual needs of students, particularly those at risk of not achieving.

Leaders ensure an orderly and supportive environment conducive to staff and student engagement and wellbeing. They are committed to developing innovative, learner-centred teaching practices to enhance the response to individual needs. The focus on learning to learn strategies and the 'R.I.D.E.' values provides guidance for children to know about their strengths, progress and next steps. A focus on te reo me ngā tikanga Māori is evident.

Students with high needs are well supported to participate and engage in learning alongside their peers. Individual planning and appropriate resourcing supports learners with additional needs, including ELL. Targeted programmes support students to effectively progress their learning. External expertise suitably supports this provision. Flexible transition practices support learners into, through and out of the school.

Relationships across the school are positive. Staff prioritise the continued development of learning-centred partnerships with parents and whānau. These voices should meaningfully contribute to ongoing curriculum development and school decision making.

Building professional capability across the school is highly valued. Provision of an extensive range of professional learning and development is clearly aligned to school priorities. This effectively enhances trustees, leaders and teachers' collective capacity. Improvement-focused appraisal, school-wide inquiry and opportunities for regular collaborative conversations purposefully support student success.

The board actively and effectively represents and serves the school in its stewardship role. Good systems and governance guidelines are in place for meeting statutory requirements. Relevant training and support from the New Zealand School Trustees Association for board members promotes shared understanding of trustee roles and responsibilities. Trustees receive comprehensive and useful information from the principal. Strategic priorities are well aligned to the schools valued outcomes and resourced appropriately.

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

Trustees and leaders are highly reflective and improvement focused. They have effectively identified the developments required to better promote positive student learning and wellbeing outcomes.

Leaders acknowledge the need to develop a shared understanding of internal evaluation, across all levels of the school. Explicitly identifying desired outcomes should enable clear indicators of success to be articulated. This should enable trustees', leaders' and teachers' to effectively measure the impact of actions taken and inform ongoing strategic direction and decision making.

A comprehensive focus on curriculum review to be more responsive to the diverse needs of students has occurred. Programmes and practices are in place that align to the school's new strategic direction. Leaders have identified the need to:

- further develop shared understandings of *The New Zealand Curriculum* levels. This should better inform consistent overall teacher judgements across the school, particularly for new teachers
- clearly articulate and document a culturally responsive curriculum for Māori children and Pacific heritage learners.

## 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 Children's Act 2014.

#### **4 ERO's Overall Judgement**

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

Well placed

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) 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:

- a clear strategic vision that is meaningfully focused on improving learning and well-being
- effectively building professional capability and collective capacity to promote student success
- the purposeful range of systems, processes and strategies used to identify, track and address the individual needs of students.

Next steps

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

- developing shared understanding of internal evaluation to effectively measure the impact of actions taken and inform ongoing strategic direction and decision making
- ongoing curriculum review to meet the needs of all learners
- continued improvement of learning-centre partnerships with parents and whānau to support ongoing curriculum development and school decision making.



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## About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)