

ERO External Evaluation

Woodville School, Woodville

Summary

Woodville School caters for children in Years 1 to 8. Of the 96 children enrolled at the time of this review, 52 are Māori.

Since the June 2014 ERO evaluation, roll numbers have declined and are now increasing. Staffing is stable. Teachers have had professional development in mathematics over the past two years, following on from earlier literacy development.

How well is the school achieving equitable outcomes for all children?

The school needs to improve conditions and further build teacher capability to support the acceleration of children's learning and achievement. The school has not sufficiently reduced disparity of achievement between groups of children. Girls are not achieving as well as boys in writing and mathematics. Positive gains in achievement for Māori children have not been sustained.

A clear focus on providing a positive learning environment, supported by respectful relationships, is evident.

Leaders and the board have a number of legislative and operational matters to address including policy development and curriculum consultation and review. Systems and practices in place at the time of the previous review have not been consistently enacted or sustained to promote improvement.

At the time of this review, this school was not well placed to provide conditions for children to achieve educational excellence, or to reduce in-school disparities.

ERO intends to carry out a process of ongoing evaluation to support development over the course of one-to-two years.

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school is not yet effectively accelerating the achievement of Māori and other children who are require significant improvement to meet expectation.

Approximately 75% of students achieve at or above in relation to the National Standards in reading, writing and mathematics. However, the school recognises disparity of achievement for groups of students.

In 2014 and 2015, Māori children made significant gains to achieve better than their peers. Data from 2016 shows that the school has not managed to sustain these gains and Māori achievement has dipped. Girls and boys achieve at similar levels in reading. A recent improvement for boys in writing is evident. In mathematics, the majority of boys achieve well, however significant numbers of girls do not. Teachers need to focus their evaluative inquiries on the reasons for, and ways to reduce, these disparities.

Teachers use an appropriate range of assessment tools to support their overall teacher judgements in relation to the National Standards. Although regular in-school moderation occurs, it is timely to moderate judgements with other schools to promote the dependability of achievement information.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

A clear focus on supporting positive behaviour has been developed to promote a safe environment in which children can learn. Students are regularly surveyed to check perceived levels of bullying. The school has revised its vision and values to reflect its commitment to student wellbeing.

Children work in settled classes where relationships are positive and respectful. They engage in dialogue and participate in group-based learning activities. Teachers seek to provide authentic learning contexts that take into account children's interests. Children spoken with by ERO talked positively about their learning activities. The school has identified the development of children's understanding and ownership of their learning as a next step.

Twice yearly reports to parents clearly show how their child is achieving in relation to National Standards. However, parents would benefit from anniversary reporting for their child's first three years at school.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

Monitoring of school systems is needed to ensure that guidelines are appropriately implemented to support positive outcomes for all children. This includes ensuring that there is rigour in evaluating the impact of actions taken to accelerate the learning of target students and that this process is well documented.

Leadership needs to ensure alignment of student learning needs, teacher professional learning goals and processes for teacher appraisal and attestation, to improve teacher capability. Appraisal development should include regular feedback to teachers, including progress against their annual

development goals and next steps to increase the effectiveness of their practice. Further understanding and implementation of teaching as inquiry is required.

Although the board has systems in place for policy review, the level of school self review reported in the 2014 ERO report has not been sustained. Leaders and teachers need to meaningfully evaluate the effectiveness of actions to accelerate progress and achievement outcomes, to inform their decision making. They should regularly report this information to trustees. In addition, the school must report Māori achievement overall to the Māori community at least once each year.

The local curriculum needs review and development to:

- be culturally responsive to better support the language, culture and identity of Māori children
- include the aspirations of the broader Woodville parent and whānau community in order to support children's authentic learning
- show trustees and the community how children are experiencing a balanced curriculum that aligns with *The New Zealand Curriculum*.

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
- 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.

Appraisal audit

Although the appraisal process has links to the Practising Teacher Criteria, it is important that sufficient evidence is gathered each year, regular feedback is given, and the process fully implemented.

Actions required

ERO identified non-compliance in relation to the curriculum and some key policies and procedures.

In order to address this the board must:

1. comply with the requirement to consult with the school community about the delivery of the health curriculum, at least once every two years
[Section 60B Education Act 1989]
2. develop the school's localised curriculum in line with *The New Zealand Curriculum*
[The New Zealand Curriculum]
3. report at least annually to the school's community on the achievement of Māori students
[NAG 2(c)]
4. provide appropriate career education and guidance for all students in Years 7 and 8
[NAG 1 (f)]
5. ensure that all teachers are fully appraised annually
[77C State Sector Act 1988; NZ Gazette and relevant Collective Employment Agreement]
6. develop a policy on surrender and retention of property and searches of students by the principal, teachers and authorised staff members
[Vulnerable Children Act 2014 Section 139AAA- 139AAF]
7. establish and implement procedures for the police vetting of employees.
[Education Act 1989 Section 78C to 78D]

To improve current practice, the board of trustees should:

- consult with the school's Māori community, develop plans and targets for improving the achievement of Māori students
- provide staff training to deal with bullying
- offer opportunities for student in Years 7 and 8 for learning second or subsequent languages
- ensure they have adequate procedures for the management of crisis situations including pandemic planning, emergency management and lock down procedures
- keep documented evidence that trial evacuations have occurred with not more than six months between evacuations.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

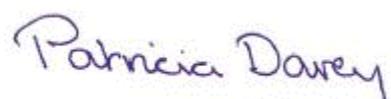
At the time of this review, this school was not well placed to provide conditions for children to achieve educational excellence, or to address in-school disparities. The main areas of concern are:

- sustaining the achievement gains for groups of students, particularly Māori, and accelerating progress for students identified at risk of underachievement
- leadership to improve teacher capability including alignment of appraisal and inquiry processes with students' needs
- consistent implementation of school systems and processes
- use of internal evaluation to drive improvement
- ongoing training for trustees so that they fully understand their stewardship role.

Leaders and teachers:

- have not yet adequately built their knowledge of the children whose learning and achievement need to be accelerated
- have not yet adequately established necessary conditions to effectively accelerate learning and achievement
- are not well placed to achieve and sustain accelerated achievement for all children who need it.

ERO intends to carry out a process of ongoing evaluation to support development over the course of one-to-two years.



Patricia Davey
Deputy Chief Review Officer Central (Acting)

16 May 2017

About the school

Location	Woodville
Ministry of Education profile number	2742
School type	Full Primary (Years 1 to 8)
School roll	96
Gender composition	48 boys, 48 girls
Ethnic composition	Māori 52 Pākehā 44
Provision of Māori medium education	No
Review team on site	March 2017
Date of this report	16 May 2017
Most recent ERO report(s)	Education Review June 2014 Education Review December 2012 Education Review August 2010