ERO External Evaluation

Randwick School, Lower Hutt

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 those students who need it. 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

Randwick School, in Moera, Lower Hutt, caters for students in Years 1 to 8. The roll has increased since 2014 to 176 students. Māori make up 53% and Pacific 15% of the roll. The school experiences significant roll turnover during the year.

The school's vision is "to empower great students who love learning". The valued outcomes are for students to interact and learn through the dispositions and values of confidence, relationships, love of learning, can do attitude, identity, communication and responsibility.

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

- achievement in reading, writing and mathematics
- progress and achievement in relation to the school annual plan goals and targets
- progress and wellbeing of students who are supported through targeted programmes
- attendance, engagement and wellbeing of all students.

Since the 2014 ERO review, teachers have been involved in professional learning and development in school priority areas of writing, growing student agency and teaching as inquiry. Leaders have attended an ERO internal evaluation workshop.

The school is part of a long standing cluster with other local schools.

Evaluation Findings

1   Equity and excellence – valued outcomes for students

1.1   How well is the school achieving equitable and excellent outcomes for all its students?

The school has established appropriate processes and strategies to more effectively improve student achievement and promote equitable and excellent outcomes. Overall however, higher levels of achievement are needed.

Reported achievement shows that from 2014 to 2016 a small majority of students achieved well in expected levels of reading, writing and mathematics. There was an overall improvement in reading in 2016.

Disparity of achievement is evident. Data shows that boys achieve significantly lower results. Māori students do less well than their peers in writing and mathematics. Pacific students achieve at similar levels to other students overall.

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

Achievement information from 2017 indicates the school is increasing the effectiveness of its response to those Māori and other students whose learning needs acceleration.

End of year achievement data shows that the majority of those Māori and other students identified as priority learners at the start of the year have made accelerated progress. Many of these students are on track to achieve their goals by the end of Year 8.

2   School conditions for equity and excellence

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

The breadth and depth of the curriculum supports students to have opportunities that promote their learning and to experience success. The school has made significant progress in developing and articulating the Randwick curriculum to be inclusive and increasingly responsive to their diverse groups of learners. This is evident through an increased focus on mātauranga Māori, bicultural and multicultural perspectives, digital technologies and the use of local contexts and resources. Student voice is valued.

Enhanced teaching and learning approaches better meet the needs of those students whose progress and achievement need acceleration, including:

- a sound process that suitably tracks, monitors and reports on the progress of these students at regular team meetings
- collaborative approaches to inquiring into practice and planning and assessment to respond to the needs of individuals and groups of students
- gathering, analysing and using a range of assessment information to inform decision making
- moderation practices that support dependable judgements in relation to student achievement information.

The purposeful environment promotes students' wellbeing, sense of identity, belonging and engagement in their learning. Relationships among students and teachers are positive and respectful.

Leaders have high expectations for teaching and learning. The trustees, principal and leaders have a clear vision and strategies to promote the achievement of equity and excellence across the school. There is an increasing coherence of systems and processes at board, leadership and teacher levels that focus on improving student outcomes.

There are a significant number of students with additional learning needs including approximately a fifth of the roll who are learning English as second language learners. They are well supported with appropriate programmes and interventions.

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

School charter targets and reporting to the board is about overall student achievement. Refining targets and reporting that is focussed on acceleration of progress for priority and target students, should enable trustees to better evaluate what works and what needs to change.

School leaders have introduced a number of new approaches and strategies to more effectively accelerate the progress of priority students, reduce disparity and increase overall levels of achievement. It is important to continue evaluating the effectiveness of these initiatives to identify key practices and then embed these in the Randwick curriculum.

Processes to support the transition of students who enrol during the year are being reviewed. This should support teachers and leaders to better respond to the needs of these learners and to know what is making the most difference for their progress and achievement.

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.

Provision for international students

The school is a signatory to *the Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under section 238F of the Education Act 1989. There was one international student enrolled at the time of the ERO review.

The school attests that it has complied with all aspects of the Code.

4   Going forward

Key strengths of the school

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

- the strong culture of collaboration that promotes high expectations for teaching and learning
- the curriculum that guides teaching and learning and responds to the local context
- the purposeful learning environment that promotes students' wellbeing, sense of identity, belonging and engagement in their learning.

Next steps

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

- evaluating the effectiveness of new strategies and initiatives to identify key practices and embed these in the Randwick curriculum
- strengthening teachers, leaders and trustees understanding and use of internal evaluation, and refining targets setting, to know what is making the most difference for learners' progress and achievement, especially for priority students and those who enrol during the year.

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.
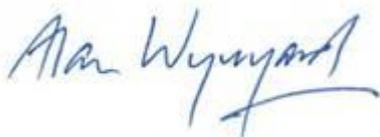
Alan Wynyard
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Te Tai Pokapū - Central Region

19 January 2018

About the school

Location	Lower Hutt
Ministry of Education profile number	2969
School type	Full Primary (Years 1 to 8)
School roll	176
Gender composition	Male 52%, Female 48%
Ethnic composition	Māori 53% Pacific 15% Asian 13% Pākehā 13% Other ethnic groups 6%
Provision of Māori medium education	No
Review team on site	October 2017
Date of this report	19 January 2018
Most recent ERO report(s)	Education Review September 2014 Education Review March 2013 Education Review October 2009