

ERO External Evaluation

Worser Bay School, Miramar, 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

Worser Bay School caters for Years 1 to 6 students. At the time of this review there were 211 children on the roll with 10 identifying as Māori and two as Pacific. Children from other countries make up a third of the roll.

Since the October 2014 ERO report there have been some changes in staff and board membership.

The school is located on a significant Māori pā hill site, named Whetūkairangi, the Stargazers. The legend of Tane's journey through the heavens gathering ngā kete wananga, the baskets of knowledge, is used by the school to acknowledge the past, tangata whenua and the importance of learning. The school's overarching vision is threefold: it values the whole child; supports knowledge building and inquiry; and embraces collaborative learning. This is underpinned by 'manaakitanga', and 'respect for ourselves, each other and our environment.' Valued outcomes for students are the schools 'Learner Attributes: I am a thinker, I am connected, I am powerful and I am a goal setter.'

To improve student outcomes in 2018, the school has identified key targets in writing and mathematics.

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

- achievement in reading, writing and mathematics
- achievement in relation to school targets
- participation in specific initiatives and interventions
- valued outcomes in learner attributes, key competencies, engagement and wellbeing
- outcomes for those with additional learning needs.

The school is a member of Wellington East Kāhu Ako.

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?

Most students achieve at or above National Standards expectations in reading, writing and mathematics. Achievement levels have remained stable over time with a slight decrease in writing and mathematics.

2017 achievement data indicates that:

- girls achieve better than boys in reading and writing
- boys achieve better in mathematics
- Māori students achieve less well than their peers.

The board and leadership have identified these as key areas for acceleration in 2018. There are suitable processes to track and monitor Māori and Pacific learners.

Student wellbeing and acquisition of Learner Attributes are measured by students and teachers using a range of thoughtfully considered matrices.

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

The school is continuing to develop its effectiveness in responding to students whose learning needs acceleration.

While some students make accelerated progress, leaders and teachers have identified that schoolwide achievement and acceleration for groups of students requires strengthening. A range of strategies is used to identify and track students at risk of not achieving at expectation. They are working to further develop school processes to better identify and measure learner acceleration.

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 board is strategic, responsive and well informed. Trustees are consultative, proactively seeking and valuing input from the community. This is used to guide decision-making about school operation, practices and priorities. Trustees bring a range of expertise and knowledge and are suitably focused on student learning, wellbeing and achievement. They demonstrate confidence in the school's leadership and strategic direction.

The principal and the leadership team are highly reflective and model the school's 'Learner Attributes'. Teacher capability is fostered. Trustees and the leaders support teachers to build their expertise through targeted professional learning and development (PLD), informed by student data and the school's annual targets. The range of well-considered, sustained PLD opportunities and support for teachers' inquiry promotes change and improvement.

The newly developed curriculum enables students to learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum*. It reflects the aspirations of the community and uses the unique context of the school's location to enrich and enhance student learning.

Teachers care about and promote students' success and their meaningful participation in learning. Deliberate evidence-based strategies promote the engagement, participation and achievement of all children, including those at risk of underachieving. These initiatives are developed and enacted through teachers' practice-based inquiries and regular opportunities provided to purposefully discuss effective teaching and student achievement. Leaders and teachers take collective responsibility for meeting the needs of diverse learners.

Students engage fully and positively in learning tasks in stimulating classroom environments. Digital tools are integrated into the programme and support student engagement, enrichment and learning. They are effectively supported to know about and reflect on their learning and respond well to positive and constructive feedback from their teachers and peers. Their strengths, interests and needs are well known and responded to by classroom teachers. Positive respectful relationships are highly evident.

Students with additional learning needs are supported to access the curriculum and participate in school life. There is a collaborative approach to the identification of needs and appropriate responsive provision is in place for these students. Regular review of learning programmes with students, families and colleagues supports planning and teaching. The special education needs coordinator (SENCO) provides additional support for students, teachers and parents and liaises with external agencies as appropriate. Effective systems are in place to support transitions to and through school, including those for learners with additional needs.

Through the school's 10 Year Vision for Māori, there is a considered approach to the acknowledgement of identity, language and culture of all students and their families. Understanding and meaningful connections are promoted through language programmes, inquiries and blogs. The school has prioritised strengthening teachers' cultural competence to support positive outcomes for Māori students. There is a deliberate focus on integrating te reo me ngā tikanga Māori, and place-based learning into the school's curriculum. The value of manaakitanga is evident and enacted by students in their day to day interactions. The school has identified the need to work more closely with whānau to inform decision making and programmes of learning.

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

Trustees, school leaders and teachers are using internal evaluation and inquiry to reflect on practices and systems. The next step is to deeply analyse all information and evidence gathered to ascertain the impact of strategies, ask what is making the most difference and decide on next steps.

Further refining of systems for promoting and evaluating the acceleration of learners at risk is required. Continued development of this process to measure and determine the effectiveness of teaching strategies on acceleration should support this improvement.

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 Going forward

Key strengths of the school

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

- strategic direction setting by the board and leadership, well informed by broad consultation and high level information, that establishes challenging targets for student achievement and closely monitors progress
- a shared understanding between students, staff, the board and parent community of the school's 'Learner Attributes', that equip children to develop their competencies as powerful, connected, capable and goal setting thinkers
- programmes designed to develop children's sense of hauora, wellbeing, that increase each child's sense of self-worth, confidence, independence and agency.

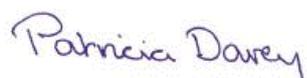
Next steps

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

- strengthening internal evaluation schoolwide, so that trustees, leadership and teachers inquire, deeply analyse and evaluate student achievement information and the impact of teaching programmes to specifically target and resource student learning
- further strengthening school tracking and monitoring systems that measure the rate of student achievement and acceleration, so that the leadership and teachers gain in-depth information about improved student outcomes, what works and why
- building on well-established positive relationships with whānau Māori, that further promote Māori success as Māori.

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.



Patricia Davey
Deputy Chief Review Officer Central (Acting)

Te Tai Pokapū - Central Region

8 June 2018

About the school

Location	Miramar, Wellington	
Ministry of Education profile number	3077	
School type	Contributing (Year 1 to 6)	
School roll	211	
Gender composition	Boys 53%, Girls 47%	
Ethnic composition	Māori	5%
	Pacific	2%
	Pākehā	83%
	Other ethnic groups	10%
Provision of Māori medium education	No	
Review team on site	February 2018	
Date of this report	8 June 2018	
Most recent ERO report(s)	Education Review	October 2014
	Education Review	June 2011
	Education Review	June 2008