

## ERO External Evaluation

### Tainui School, Dunedin

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

Tainui School is a contributing primary school in Dunedin for students in Years 1 to 6. The roll is 330 students.

The school's vision is for students to be positive, communicators, participators, thinkers and doers. Its stated values are respect; caring for ourselves, our community and our environment; celebrating difference; kind, caring and helpful; honest and fair; happily learning together; and trying our best.

The strategic priorities for improvement in student outcomes are in the areas of learning, wellbeing and engagement.

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

- achievement in reading, writing, mathematics and learning areas across *The New Zealand Curriculum*
- attendance and engagement
- progress of target students, including those in interventions for literacy and mathematics
- progress and achievement of Māori learners.

Since ERO's review in 2015 there have been changes in senior leadership, board membership and teaching staff. Teachers have undertaken schoolwide professional learning in positive education and strengthening science, technology and mathematics education.

## 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?

The school is achieving equitable and excellent outcomes for most groups of students. However, there is some disparity for boys and Pacific students in schoolwide achievement outcomes.

Over the last three years schoolwide achievement information shows that most students achieved at or above expected levels in mathematics and reading. A large majority achieved at or above in writing. By the end of Year 6, most students were at or above expected levels in all three areas.

At the end of 2018, Māori students achieved at a similar level to their non-Māori peers. However, there was an emerging disparity in achievement for some Pacific learners in reading and writing.

Across the wider curriculum, most students achieved at or above expected levels. School information shows that most students demonstrated the desired attitudes and dispositions to be successful in their learning. Attendance rates were high.

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

The school has had variable success in accelerating the learning of these students.

For 2018, outcomes of charter targets to lift the achievement of students below expected levels in reading, writing and mathematics varied. Some cohorts made good rates of accelerated progress whilst others made little. Overall, 20% of target students accelerated their progress in reading and mathematics and 30% did so in writing.

Most students who were part of writing and mathematics intervention groups in 2018 and 2019 made accelerated progress.

English Language Learners (ELLs) made very good progress in their learning.

### 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?

Students benefit from a broad, well-integrated and responsive curriculum. They have many opportunities to learn about New Zealand's bicultural heritage and increasing opportunities for collaborative learning. Positive education practices promote students' wellbeing and social skills. Teachers are trialling new approaches to better engage students, respond to diverse student needs and ensure that learning approaches align with the school's vision for its students.

Children with diverse learning and wellbeing needs are quickly identified and well supported. Staff work in collaborative ways to ensure students receiving additional support have planned opportunities to consolidate their learning. This includes working closely with external experts and agencies. These effective targeted interventions have resulted in high rates of accelerated progress.

Leaders and teachers have built meaningful partnerships to support children's wellbeing and learning. A strong whānau Māori group meets regularly and contributes to school decisions. Leaders work closely with local schools to improve curriculum provision and teaching practices. Parents are encouraged to be involved in the school and their children's learning.

Staff are very well supported to develop capability. Professional learning and teacher inquiries are focused on how to accelerate students' progress, increase their engagement and grow life-long learners. Syndicate, staff and leadership meetings have a deliberate focus on how to best support students at risk, including diverse learners.

Leaders are reflective and improvement focused. They encourage staff to trial new approaches and are intentionally building collaborative practices to increase schoolwide consistency in teaching and learning. Leaders have established sound internal evaluation practices. These include well-analysed student progress and achievement information, evaluation of the impact of specific interventions and identification of constructive next steps to further improve outcomes for students.

Trustees have a good understanding of their governance role. They represent the diverse school community and are committed to the school's bicultural vision and ensuring equity for all students. Through the principal, they receive comprehensive information to support them in their decision making role.

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

The school's strategic plan, curriculum guidelines, and actions to accelerate the progress of some groups of children need strengthening.

Presently the strategic and annual plans include strategic and operational goals. These plans need refining so that they focus more on key developments and are easier to evaluate progress against.

The school's curriculum is in a period of change. The next step is to develop explicit expectations for the design and delivery of its local curriculum so that valued outcomes for learners are understood and well implemented across the school.

There has been variable success in accelerating the progress of different groups of students achieving below expected levels. Leaders and teachers need to use more effective targeted interventions to address this.

### 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 Tainui 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 its:

- positive school culture and broad curriculum that help students be ready, willing and able to learn
- effective practices to support students with diverse needs
- reflective leadership that effectively prioritises what will contribute to better outcomes for students
- commitment to ongoing professional learning and adaptation in order to better meet students’ learning and wellbeing needs.

## 5.1 Next steps

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

- refining its strategic and annual plans so that these forefront the school's priorities for development
- completing the review and documentation of the school's local curriculum so that consistent practices for design and delivery are implemented across the school
- addressing the variable rates of acceleration so that all students experience success in their learning.

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## About the school

Location	Dunedin
Ministry of Education profile number	3841
School type	Contributing (Years 1-6)
School roll	330
Gender composition	Girls 53% Boys 47%
Ethnic composition	Māori 16% NZ European/Pākehā 67% Pacific 7% Asian 4% Other ethnic groups 6%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	November 2019
Date of this report	
Most recent ERO reports	Education Review May 2015 Education Review August 2010 Education Review March 2007