

ERO External Evaluation

Carterton School, Carterton

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

Carterton School is located in Carterton, Wairarapa. The school caters for 262 students in Years 1 to 8 and 26% are Māori. The school roll has reduced since the November 2014 ERO report.

The school stated vision for student success is for "learning together to achieve success" The school's '3R's' of 'Respecting Self, Respecting Others and Respecting the Environment' are well established.

There are two bilingual Ākonga Māori classes for students in Years 1 to 6.

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

- achievement in relation to reading, writing and mathematics
- progress as the result of specific interventions and programmes
- key outcomes in relation to student wellbeing.

Whole school professional development in writing, mathematics and inquiry learning has occurred over the past three years. The school has continued its involvement with the Positive Behaviour for Learning and EnviroSchools initiatives.

The school is part of the South Wairarapa Kāhui 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?

The school achieves good outcomes for most of its students.

School achievement information shows that from 2015 to 2017 most students achieved at or above expectations in reading, writing and mathematics.

Data shows that there is ongoing disparity for some Māori students in mathematics, reading and writing. Overall, boys do less well in writing.

Students with more complex learning needs are well supported through a range of interventions. Their progress is appropriately tracked against individual plans.

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

Leaders and teachers are working to increase the effectiveness of the school's response to those Māori and other students whose learning needs acceleration.

School data for 2017 shows a number of students, including Māori, who were identified as priority learners at the start of the year, have made accelerated 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?

Students have a purposeful learning environment. Relationships among students and with teachers are positive and respectful. This promotes students' wellbeing, sense of identity, belonging and engagement in their learning. Student voice is valued. Increasing student responsibility and choice with their learning is a key school goal.

Students have sufficient and equitable opportunities to learn. Teachers have a collaborative approach to developing their practice, planning and assessment to more effectively respond to the needs of individuals and groups of students. Learners at risk of not achieving are well identified. An improved process tracks, monitors and reports on the overall achievement of these students at regular intervals. Teachers gather, collate and use a suitable range of assessment information well to inform decision making.

Trustees and leaders have a key charter goal to support and celebrate student's culture, language and identity. Engagement with families and whānau is growing and their aspirations contribute to planning and development. The Ākonga Māori classes support student, parent and whānau involvement and engagement in the life of the school.

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

School leaders are bringing together the many strands that comprise the Carterton School Curriculum. The development of an overall, well-documented school curriculum should include:

- articulation of the principles, values and key competencies as reflected in the school
- specific details of valued outcomes for all students
- clear outlines of expectations for high quality teaching
- expectations and guidance for the use of formative assessment
- local themes, contexts and resources.

Teachers are exploring a number of approaches to develop more collaborative teaching and learning practices. Bringing the different approaches together, deciding on what must happen and expected outcomes, should enable a more consistent approach to improving practice.

Establishing shared, expected teaching approaches and outcomes, especially for students at risk of not achieving and those who enrol during the year, should assist trustees and leaders to evaluate the impact and effectiveness of outcomes for students.

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.

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- review and update the policy framework
- develop and articulate expectations for police vetting of volunteers
- enhance systems for recording and analysing health and safety matters including minor accidents and medication administration.

4 Going forward

Key strengths of the school

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

- a positive and respectful learning environment that supports students' engagement and learning
- a collaborative approach and high expectations from trustees, leaders and teachers that promote improved outcomes for students
- identifying, tracking, monitoring and responding to the needs of priority learners that improve their progress.

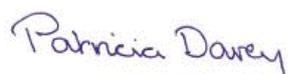
Next steps

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

- evaluating the effectiveness of new strategies and initiatives to identify key practices and embed these in the school's curriculum
- strengthening teachers', leaders' and trustees' understanding and use of internal evaluation to know what is making the most difference for learners' progress and achievement
- internal evaluation processes and practices, to determine the impact of initiatives, identify and embed effective practice, and inform ongoing improvement.
[ERO will provide an internal evaluation workshop for trustees and senior leaders.]

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

2 May 2018

About the school

Location	Carterton
Ministry of Education profile number	2820
School type	Full Primary (Years 1 to 8)
School roll	262
Gender composition	Female 53%, Male 47%
Ethnic composition	Māori 26% Pākehā 63% Other ethnic groups 11%
Provision of Māori medium education	Two immersion classes Level 3
Review team on site	February 2018
Date of this report	2 May 2018
Most recent ERO report(s)	Education Review, November 2014 Education Review, January 2012 Education Review, November 2009