



ERO External Evaluation

Wakanui School, Ashburton

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

Wakanui School is a Years 1 - 8 full primary school in mid-Canterbury. The school's roll of 121 students has increased since the 2015 ERO review and become more ethnically diverse. Some children are English language learners.

The school's vision of 'growing our future by inspiring a passion for lifelong learning' is underpinned by its key values of respect, resilience, responsibility, and excellence. The school aims for high academic achievement for all students and for them to be empowered to have the skills and knowledge for success in life.

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

- progress and achievement in reading, writing and mathematics
- progress and achievement in reading, writing and mathematics in relation to their charter targets
- wellbeing for success.

The board includes experienced and new trustees. Since the 2015 review, a new principal and deputy principal have been appointed. There have also been staff changes.

The school is part of the Hakatere Kāhui Ako | Community of Learning.

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 effectively achieving equitable and excellent outcomes for almost all students.

The school's data shows consistently high levels of achievement over the last three years in literacy for almost all students and most in mathematics. In 2018 there was some disparity for boys in literacy.

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

The school is effective at accelerating learning for any students who need this.

Student progress and achievement is closely monitored. Individual students are provided with support programmes and tailored interventions that cater well to their needs. The school can clearly show the levels of progress and acceleration throughout the year for those students.

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?

Caring, collaborative and inclusive classroom environments support student participation and learning. Students experience good relationships with teachers and other students. The school values are well embedded across the school. Those with additional learning needs participate in learning opportunities that provide appropriate support and challenge. Students have sufficient, effective and equitable opportunities to learn.

Students experience a responsive and rich curriculum. Student voice is incorporated well into the design of the curriculum. They have access to a range of learning opportunities aligned with the school's context and community. The school actively involves parents, whānau and the wider community in curriculum activities, and students' learning. Reciprocal relationships with the school community enhance student's wellbeing and learning.

Well-coordinated, collaborative and improvement focused teaching practices benefit students' learning. Leaders ensure an orderly and supportive environment. Relational trust and collaboration amongst staff are highly evident. Teachers are well supported to continuously improve their teaching practice through relevant professional development, useful appraisal, and allocated time for reflective practice and professional dialogue. Organisational structures, processes and practices enable and sustain collaborative decision making to effectively meet the strengths, needs and interests of students.

Leaders collaboratively develop and pursue the school's vision, goals, and targets for equity and excellence. Student learning, wellbeing, progress and achievement are the trustees' core concern. Student progress is reported regularly to trustees who closely scrutinise reports, and information from internal evaluation to prioritise action and inform resourcing.

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

Leaders and teachers need to develop a school-wide approach to internal evaluation to support consistency in the way information about the quality and effectiveness of programmes is collected, analysed and reported on.

Culturally responsive practices need to be further built on. Leaders need to continue to explore ways for building the confidence of all teachers in te reo me ngā tikanga Māori. They also need to ensure that the curriculum responds to the languages, cultures and identities of all 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.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Wakanui School's performance in achieving valued outcomes for its students is:

Well placed

[ERO's Framework: Overall School Performance 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:

- the caring, collaborative and inclusive learning environment that supports students' learning
- strong community ties that provide learning opportunities that align with students' learning and wellbeing needs and interests
- the effective use of data by leaders and trustees to know about student progress and achievement and inform decision making.

Next steps

For sustained improvement and future learner success, priorities for further development are in developing a school-wide approach to:

- internal evaluation to support consistency in the way information about the quality and effectiveness of programmes is collected, analysed and reported on
- culturally responsive curriculum that better responds to children's languages, cultures and identities.



Dr Lesley Patterson
Director Review and Improvement Services Southern
Southern Region
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About the school

Location	Ashburton
Ministry of Education profile number	3580
School type	Years 1 to 8
School roll	121
Gender composition	Boys 47%, Girls 53%
Ethnic composition	Māori 4% NZ European/Pākehā 75% Filipino 7% Latin American 7% Other ethnicities 7%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	August 2019
Date of this report	11 October 2019
Most recent ERO reports	Education Review August 2012 Education Review May 2009