

## ERO External Evaluation

### St Albans School, St Albans, Christchurch

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

St Albans School is a large, inner city primary school that provides education and care for students in Years 1 to 6. The school has a roll of 609 students, 91 of whom are Māori. It also has a Māori bilingual unit, *Te Tikanga Rua Reo*. Programmes and practices across the school actively promote the learning of te reo and tikanga Māori.

The school's vision and valued outcomes are for students to be: inquiring learners, creative thinkers, skilled communicators, committed team players and responsible citizens. The values St Albans School fosters for students are: respect, manaakitanga, creativity, excellence, initiative, community and fun.

The school's strategic goals focus on collaboration for teaching and the use of assessment and reporting practices to meet the needs of students. Building culturally responsive practices for meaningful learning, meeting the unique needs of Te Tikanga Rua Reo (TTRR) and working with other schools to promote innovation in education provision are also strategically targeted.

The 2018 annual achievement targets are to raise achievement for students in specific year groups and improve outcomes for Māori students and boys who are achieving below expected levels in writing and mathematics. Kōrero and reading are additional targets for TTRR students.

Leaders and teachers regularly report to the board of trustees school-wide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics for cohorts and groups
- specific data for TTRR including achievement in kōrero (te reo-a-waha)
- learning support programmes, such as English for Speakers of Other Languages (ESOL)
- progress and achievement in relation to school targets.

While there have been few changes in board of trustees and senior leadership, the school has undergone a period of significant rebuilding and refurbishment of all learning areas. Teachers have been involved in professional learning to manage the new flexible learning environments. The school roll has increased, as has the number of students with additional learning needs and English

Language Learners (ELL). These students represent 26% of the student population. There has been a change in staffing in TTRR.

## **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 making very positive progress towards ensuring that all students experience equitable and excellent outcomes. School-wide achievement data clearly identifies and responds to children with additional needs, including ELL.

Achievement reports for end of 2017 and mid 2018 show that:

- most students achieve at or above curriculum expectations in reading, writing and mathematics
- most TTRR students achieve success in te reo-ā-waha (Māori oral language), with all TTRR students achieving at or above curriculum expectations in reading, writing and mathematics by the end of Year 6
- leaders and teachers have been proactive in recognising and reducing disparity of achievement for groups of students.

The school's responsiveness to an external report has increased equity and opportunities for excellence for ELL students.

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

The school is effectively accelerating achievement for targeted children. The 2018 mid year information showed high rates of acceleration in reading, writing, mathematics and kōrero.

The school's annual targets differentiate for gender, cohorts, Māori, children with special needs and ESOL learners. Increasing the numbers of boys and Māori students in the annual targets would further promote acceleration for these 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?**

There is a high level of professional capability and collective capacity amongst the board, leaders and teachers. Leaders and teaching staff are highly committed and actively promote the school's vision, goals and targets for equity and excellence for every child. The school's information systems and support processes help ensure every child's learning and pastoral needs are known, shared with staff, regularly updated and responded to quickly. Those children needing additional support, such as those with diverse needs and ELL, are identified, monitored and provided with adapted programmes.

School leaders build relational trust to ensure there is a supportive learning environment. High expectations for teaching and learning have been sustained during a time of significant challenge and change. The wellbeing of staff and students is closely monitored.

Parents and whānau have frequent opportunities to be informed and/or involved in the life of the school and their child's learning through effective communication and events.

School leaders continue to place a strong focus on developing collaborative practices to meet the needs, strengths and interests of all learners. Students benefit from systems and processes that encourage the sharing of knowledge about the learner and best practice for learning. Leadership and support for teaching and learning across the school utilises the strengths of teachers and support staff. Teachers have engaged in considerable professional learning. They are reflective and are provided with very effective systems to support them to inquire into their practice.

A sustained focus on providing students with a meaningful and responsive curriculum is effectively supported by building strong foundations for early learning. Students are well supported to be confident, connected, actively involved learners and leaders. Teachers and leaders have consulted widely to ensure the school curriculum is relevant to the lives of learners and their whānau. It provides sufficient breadth and depth of learning experiences. Teachers and leaders work in innovative ways to ensure students have maximum opportunities to experience success in their learning. They are proactively responding to and successfully meeting the emerging needs of the school's diverse student population.

A strong commitment to Te Tiriti o Waitangi partnerships is visible across the school. This is highly evident in provisions made for TTRR in supporting students and whānau who seek quality bi-lingual education. The school's mantra, "One school, one kura", appropriately captures the school's inclusive approach to its diverse learners. The school highly values the wide range of cultures in its community.

The board is committed to ongoing improvement. Trustees make well informed decisions to prioritise resourcing that will improve outcomes for students.

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

ERO agrees with the school's plans to strengthen:

- students' understanding and ownership of their own learning
- culturally responsive practice across the school, particularly in relation to Māori achieving success as Māori in English medium hubs.

The school agrees with ERO's recommendation to adjust its annual achievement targets and aspects of evaluation to better support students in achieving excellent and equitable outcomes.

## **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* established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

No international students were enrolled at the time of the ERO review.

## **4 Going forward**

### **Key strengths of the school**

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

- its provision of a caring and inclusive school culture, with a positive, supportive environment for learning that is underpinned by a forward-focused vision and well-embedded values
- collaborative practice focused on meeting students' learning and wellbeing needs
- distributed leadership, building strengths and sharing best practice.

### **Next steps**

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

- increase student involvement in their own learning
- build on existing culturally responsive practices
- use evaluation to continue to decrease disparity for learners through targeted action.

### **ERO's next external evaluation process and timing**

ERO is likely to carry out the next external evaluation in four-to-five years.

A handwritten signature in blue ink that reads "Alan Wynyard". The signature is fluid and cursive, with a long horizontal stroke at the end.

Alan Wynyard  
Director Review & Improvement Services  
Te Waipounamu - Southern Region

21 February 2019

## About the school

Location	St Albans, Christchurch
Ministry of Education profile number	3518
School type	Contributing (Years 1 to 6)
School roll	609
Gender composition	Boys 47% ; Girls 53%,
Ethnic composition	Māori 15% Pākehā 60% Indian 7% Pacific 3% Other ethnicities 15%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	Yes
Number of Māori medium classes	2
Total number of students in Māori medium (MME)	35
Total number of students in Māori language in English medium (MLE)	35
Number of students in Level 2 MME	35
Review team on site	November 2018
Date of this report	21 February 2019
Most recent ERO report(s)	Education Review February 2013 Education Review November 2009