

ERO External Evaluation

Roslyn School, Palmerston North

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

Roslyn School in Palmerston North serves a diverse community and caters for students in Years 1 to 8. Of the 341 students enrolled, 42% are Māori, 9% are of Pacific heritage and 14% are from a range of ethnic backgrounds.

The school seeks to "provide quality learning environments that enable students to develop academic, social, cultural and creative skills for a successful future". Valued outcomes of the school include developing students who are innovative, connected, inquiring communicators.

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 of the school values
- student wellbeing and behaviour.

Professional development has focused on building teachers' cultural competence and capability in te reo me ngā tikanga Māori and effective teaching in literacy. The school is part of the Palmerston North East Kāhui Ako that is currently reviewing its focus and achievement challenges.

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 majority of students achieve well in reading and mathematics, however fewer than half achieve in writing. Māori students' achievement is lower than their non-Māori peers. Pacific students' achievement is higher than their peers. Girls' achievement is significantly higher than that of boys in reading and writing. Overall, achievement has risen slightly overtime.

A strong commitment to promoting a range of broad and equitable outcomes for all students to achieve is evident. A wide range of programmes, including mentoring, to support the wellbeing of students are very carefully considered, implemented and reported.

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

The school continues to strengthen its response to those Māori and other students whose learning and achievement need acceleration. Some acceleration of achievement is evident in the school's 2017 end-of-year reported data.

Students with additional educational needs are well supported and have their progress regularly monitored and reported. External support is sought as required.

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?

School leaders and trustees promote practices and processes which are responsive to student wellbeing and engagement in learning. Building positive relationships and fostering a sense of belonging are valued.

A responsive, well considered and resourced curriculum promotes student outcomes. A distributed leadership model effectively builds the capacity of teachers as leaders. There is an effective range of opportunities for students to build and strengthen their leadership skills.

Teachers, parents, whānau, iwi and the wider community engage in a range of joint initiatives and interventions to improve learning, behaviour and outcomes for students. A variety of activities and events to welcome and involve students and their families are in place.

A strong commitment to the integration of tikanga Māori is evident throughout school operation. A collaborative partnership with Rangitaane o Manawatū supports students and teachers to grow their understanding of te ao Māori and use of te reo Māori.

Trustees actively seek to remove barriers to student engagement for equitable outcomes. They proactively support school operation and are committed to building strong relationships with the school community.

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

Clear alignment of school priorities through documentation and actions at all levels of operation is evident. Ongoing reflection and review informs decision making. Leaders have adopted an evaluative framework to support change and improvement. ERO identified, and leaders agree, that there is a need to continue to strengthen understanding of internal evaluation to better understand the impact of initiatives on student outcomes.

Appraisal processes have recently been reviewed and aligned to the *Standards for the Teaching Profession*. Implementation of this is at an early stage. Teachers inquire into the effectiveness of their practice. Inquiries are linked to school and team goals and findings are shared. Teacher inquiry and the implementation of the school's appraisal process should continue to be strengthened.

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.

To improve current practice, the board of trustees should:

- review and revise practices associated with responding to complaints, filing and recording of in-committee business.

Provision for international students

Roslyn School is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989. The principal has attested that it complies with and meets all aspects of the Code. At the time of this review there was one international student.

ERO's evaluation confirmed that the school's internal evaluation process for international students is thorough.

The school has effective systems in place for providing pastoral care, promoting achievement and supporting involvement in the life of the school and the wider community.

4 Going forward

Key strengths of the school

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

- a partnership with Rangitaane o Manawatū that supports the integration of te ao Māori across the curriculum
- considered decision making and distributed leadership that supports and directs change
- positive relationships with, and involvement of families and community that supports student participation and wellbeing.

Next steps

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

- continued implementation of appraisal and formal teacher inquiry processes to further strengthen teachers' practice
- understanding of evaluation to better measure the impact of initiatives on student outcomes.

ERO's next external evaluation process and timing

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



Alan Wynyard
Deputy Chief Review Officer Central (Acting)
Te Tai Pokapū - Central Region

6 April 2018

About the school

Location	Palmerston North								
Ministry of Education profile number	2439								
School type	Full Primary, Years 1-8								
School roll	341								
Gender composition	Boys 53%, Girls 47%								
Ethnic composition	<table> <tr> <td>Māori</td> <td>42%</td> </tr> <tr> <td>Pākehā</td> <td>35%</td> </tr> <tr> <td>Pacific</td> <td>9%</td> </tr> <tr> <td>Other ethnic groups</td> <td>14%</td> </tr> </table>	Māori	42%	Pākehā	35%	Pacific	9%	Other ethnic groups	14%
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Provision of Māori medium education	No								
Review team on site	February 2018								
Date of this report	6 April 2018								
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>December 2014</td> </tr> <tr> <td>Education Review</td> <td>November 2011</td> </tr> <tr> <td>Education Review</td> <td>November 2008</td> </tr> </table>	Education Review	December 2014	Education Review	November 2011	Education Review	November 2008		
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