

**Roseneath School**  
**Wellington**

**Confirmed**

**Education Review Report:**  
**Arotake Paerewa**

*Kumēa te paetawhiti kia tata*  
*Whakamaua te paerewa kia tīna*  
*Tukuna te paehiranga kia topa!*

# Education Review Report: Arotake Paerewa Roseneath School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

## Findings

### 1 Context

**What are the important features of this school that have an impact on student learning?**

Roseneath School is a small primary school situated on Point Jerningham in Wellington city. It caters for Year 1 to 8 students who come from the local community and other central Wellington suburbs. The school's compact site, on several levels, provides a variety of interesting play areas.

The board of trustees and staff are representative of the school community and work together to promote positive outcomes for students. Success is celebrated in multiple ways for a range of achievements across a wide and varied curriculum.

At the time of this review, in October 2013, it had a roll of 149, with 8% of students identifying as Māori. The school has experienced a time of considerable roll growth over the past one to two years and is currently in the process of establishing an enrolment scheme.

The school has a very positive reporting history with ERO. Strengths outlined in the December 2010 ERO report have been sustained and improved. Teachers have engaged in continuous professional development to enhance practice and meet students' needs.

### 2 Learning

**How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?**

High achievement is valued and actively promoted. Trustees, principal and teachers have, and clearly communicate, high expectations for learning. They use information effectively to make decisions that foster student engagement, progress and achievement. Goals, targets and action plans are well considered and set a framework for guiding professional learning, performance appraisals and school initiatives. There is a coherent and reflective approach to school operation.

Progress of all students is monitored closely and tracked over time. Teachers know how well each student is progressing. They gather a comprehensive range of valid and reliable assessment data from across the curriculum, including nationally standardised tests to inform literacy and numeracy judgements. A schoolwide focus on writing has included regular reinforcement of reliability of judgements through moderation across the curriculum levels.

National Standards achievement data reported indicates that students, including Māori and Pacific, are progressing and achieving very well. At the end of 2012, most students achieved at or above in relation to the Standards for reading and mathematics. The slightly lower results for writing were identified and are being addressed through the current development focus.

Comparisons of achievement patterns in literacy and mathematics enables school personnel to know that some students need more support. Students requiring additional support to meet the National Standards are catered for in class programmes and withdrawn for additional, targeted teaching. Subsequent achievement information shows students have made good progress since the beginning of this year and are tracking well against the 2013 end-of-year National Standard expectations. With accelerated progress evident, a high overall achievement profile can be expected to be sustained.

Very good levels of student engagement were observed in classrooms and the school environment. Students are well supported by teacher-provided prompts, resources and activities to undertake independent learning at an appropriate level. This skilled support of learning allows students to access and understand the content of lessons.

Programmes for learners with specifically identified needs are planned and implemented effectively. Progress toward individual goals is monitored regularly by teachers and leaders. Information shows that priority students and those with high learning needs are also making good gains. Students' transitions into, within and out of the school are thoughtfully supported.

A collaborative approach between the teacher, student and parent is evident. Parents receive comprehensive information about their child's progress and achievement in relation to the National Standards, all curriculum areas and key competencies. Reports are supported by student portfolios containing selected samples which illustrate what is reported. Students are learning to take ownership of their progress and achievement through participation in three-way conferences and personal goal setting. A next step is to further develop teacher feedback to support students' ownership of their learning.

### **3 Curriculum**

#### **How effectively does this school's curriculum promote and support student learning?**

The school's curriculum effectively fosters student engagement and successful learning experiences. The wide and varied curriculum offers depth of learning experiences. It is informed by community wishes and is faithful to all areas of *The New Zealand Curriculum*. The curriculum focuses on students succeeding and excelling in all areas. An emphasis on the arts is evident.

Classroom programmes are carefully designed. They are informed by analysis of student needs and responsive to their interests. All unit plans integrate core areas and incorporate progressive development of key learning competencies, knowledge and skills. Clear documentation outlines expectations of teachers for planning delivery and content within their programmes.

Learning units are inclusive of the cultures within the school. All teachers and students have opportunities to engage in meaningful bicultural experiences. These include increasing their understanding of te reo me ngā tikanga Māori.

Interactions are co-operative and harmonious across the school. Teachers build positive relationships with students and support them to relate well to their peers. Students have opportunities to contribute to the running of the school through leadership roles and responsibilities.

Teachers' practice is continually developing through professional learning. They regularly discuss their teaching, identify what is working well for students, and modify their practice to facilitate learning and accelerate progress. This is supported by teachers' formal inquiries into the effectiveness of their practice. A collaborative approach helps to maintain consistency of quality across the school and raise awareness of strategies that are most effective for supporting and accelerating student progress and achievement.

There is regular evidence-based reflection and evaluation of the effectiveness of students' enjoyment and learning. Teachers also use achievement information, research, and colleagues' expertise to guide their reflection on practice. From this the school has identified enhanced teaching of the key competencies to develop self-regulated learners as its next step.

#### **How effectively does the school promote educational success for Māori, as Māori?**

High expectations of Māori students are expressed. Support for Māori students to enjoy success in their learning experiences and as Māori, is well planned and implemented. As a result, Māori students are achieving well, particularly in mathematics and reading. Review of programmes and initiatives that promote Māori success as Māori is ongoing.

The school works to ensure Māori culture is visible and promoted across the school. An active commitment to te reo me ngā tikanga Māori with the principles of the Treaty of Waitangi is evident. The board shows its commitment to Māori success by resourcing a teacher to involve students in specific opportunities.

## **4 Sustainable Performance**

#### **How well placed is the school to sustain and improve its performance?**

Roseneath School is very well placed to sustain and improve its performance. The school's culture of evidenced-based reflection and evaluation is well established and sustained. Self review for improvement is guided by reference to the school's vision, values and goals and is evident at all levels of operation. Many factors contribute to the sustainability of high performance and include:

- clearly documented, well communicated and shared vision and direction supported by sound systems and processes for ensuring high quality curriculum delivery and pastoral care
- effective governance with trustees who are improvement focused and well informed by the principal's open, consultative and strategic leadership
- effective leadership and management within the school, with members who work as a team to promote, and support ongoing professional learning, fostering of leadership and empowerment of all to undertake responsibilities confidently
- a positive culture of respect and trust
- relationships with whānau and community that are promoted and valued, where members are actively engaged in many school activities and their contributions welcomed

- regular sharing of information about progress and achievement, curriculum matters and school events.

The school has identified its next step is to embed the revised appraisal process to further improve the effectiveness of teaching. ERO's evaluation affirms this development.

### **Board assurance on legal requirements**

Before the review, the board of trustees 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:

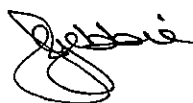
- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

### **When is ERO likely to review the school again?**

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



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