

## ERO External Evaluation

### Ohinewai School, north of Huntly

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

Ohinewai is a small, rural community situated north of Huntly. The school caters for students in Years 1 to 8 and at the time of this ERO review the roll of 148 students included 64 who identify as Māori.

The school has experienced recent roll growth in 2018 from within their enrolment zone. This has meant that the out-of-zone enrolment proportion has decreased from 83% to 75% of the roll. Since the last ERO review in 2015 there have been changes to the teaching staff with a number of new teachers appointed.

The schools' vision is to be the 'rural school of our future' and the school has recently reviewed its curriculum. The strategic goals are to embed a mindfulness program, develop a contingent curriculum, and to refine evidence based practice to improve student achievement.

The school has recently joined the Te Kauwhata Kāhui Ako, To Tatou Tere Ako.

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

- reading, writing and mathematics.

#### 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 working towards equitable and excellent outcomes for its students.

Achievement patterns over time indicate that there has been steady improvement in achievement in reading and mathematics for most groups of students. Achievement patterns have remained relatively consistent with all groups of students achieving at comparable levels in mathematics.

The schools reported achievement data for 2018 shows that most students are achieving at or above national expectations in reading, writing and mathematics. However, this data also indicates that there is significant disparity in achievement for Māori students compared with their Pākehā peers in reading and significant disparity for boys in reading and writing when compared with girls.

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

On the basis of its current data for 2018, the school reports accelerated progress for Māori and other identified at-risk learners in reading, writing and mathematics.

## **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?**

Leaders and teachers are responsive and supportive of students with additional needs. Students with additional needs are clearly identified and there is ongoing tracking of their progress and achievement. The special education needs coordinator (SENCO) supports parents and works closely with external agencies to develop individual plans to support learning for these students.

Students who are underachieving are well supported. These students are clearly identified by the analysis of achievement data and there is regular tracking of their achievement and progress. Leaders know these students well and form effective partnerships with parents that enable them to achieve success in their learning.

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

Priority should be given to:

Leadership to build and strengthen teacher capability, giving particular attention to:

- improving formative assessment practices
- developing consistent and clear expectations for teacher planning and assessment
- using assessment information to inform teacher planning and deliberate strategies to raise and accelerate achievement.

Management and use of achievement information by leaders, and in particular moderation practices to ensure that data is consistently dependable.

Relationship management to develop and maintain a collaborative professional environment contributing to staff wellbeing.

Developing and implementing a localised curriculum that includes strengthening the commitment to school-wide bi-cultural and culturally responsive practices.

### 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:

- consistently implement appropriate board meeting procedures.

### 4 Going forward

#### Key strengths of the school

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

- effective support systems for students with additional needs that provide meaningful learning opportunities for them to make appropriate progress
- commitment to the provision of interventions that enable at-risk learners to accelerate their learning.

#### Next steps

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

- leadership for learning to establish clear, agreed expectations for learning and teaching
- quality assurance systems by leaders and trustees to ensure that practice is consistently in accordance with policy guidelines and expectations.

ERO recommends that the board seeks advice and guidance from the New Zealand School Trustees Association (NZSTA) about governance systems and practices.

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

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



Phil Cowie  
Director Review and Improvement Services

Te Tai Miringa - Waikato / Bay of Plenty Region

23 January 2019

## About the school

Location	north of Huntly
Ministry of Education profile number	1856
School type	Full Primary (Years 1 to 8)
School roll	148
Gender composition	Girls 53% Boys 47%
Ethnic composition	Māori 43% Pākehā 54% Other 3%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	November 2018
Date of this report	23 January 2019
Most recent ERO report(s)	Education Review June 2015 Education Review May 2012 Education Review May 2009