

ERO External Evaluation

New Plymouth S D A School, New Plymouth

Summary

New Plymouth Seventh Day Adventist (S D A) School, located on the outskirts of New Plymouth, caters for 17 students in Years 1 to 8.

Since the October 2014 ERO report, there has been a considerable decrease in the school roll. A new principal was appointed in 2017. She has a focus on growing partnerships with families and the community. Newly elected trustees make up the board.

The school's special character is reflected in its Christian values. There is a clear vision to grow confident children, actively involved in lifelong learning, connected to God and their community. Currently the school is engaging with its community to redevelop its strategic intent.

How well is the school achieving equitable outcomes for all children?

The school continues to strengthen practices and processes to promote equitable outcomes for all children.

A significant roll decline has made it difficult for staff and trustees to establish a clear picture of student achievement over time. At the time of this review, 2017 mid-year data indicates that the majority of students are working towards meeting the National Standards expectations in reading and mathematics. Achievement in writing is lower. School data shows some learners are making accelerated progress in mathematics.

There is a collective responsibility for, and strong focus on, student learning and wellbeing. The school environment has a positive tone. Relationships are warm and respectful. The curriculum provides a range of experiences to support children's learning.

To further improve outcomes for students the school has identified the need to: strengthen assessment and teacher practice to build on achievement outcomes; and continue to review and develop robust policies and procedures particularly those related to health and safety.

The school has capacity and capability to accelerate learning for all children.

The school agrees to:

- develop more targeted planning to accelerate progress for learners
- monitor targeted planning, improved teaching, and learners' progress
- discuss the school's progress with ERO.

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

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school is developing its response to children whose learning and achievement needs acceleration. Comprehensive processes are now in place to target and respond to the progress and achievement of individuals.

End of year 2016 data shows approximately two-thirds of students achieve at or above in relation to the National Standards in reading and mathematics and just over half in writing. Overall, girls perform better than boys in reading and writing. Boys outperform girls in mathematics.

Responsive provision, including the use of teacher aides and external assistance, is in place for those children who require additional learning support.

The school has identified the need to extend the range of assessment tools in mathematics and writing to strengthen the dependability of overall teacher judgements in relation to the National Standards.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

The school continues to strengthen the conditions required to achieve equity and excellence for all children.

There is a collective responsibility for, and strong focus on, student learning, wellbeing and pastoral care needs. There is a positive school tone. Relationships are warm and respectful. Classroom conditions foster engagement in learning. The environment clearly reflects the school's vision, beliefs and values.

The curriculum provides a range of experiences to foster children's learning. Staff work collaboratively to assist those children requiring additional support with their learning.

Inclusive leadership provides clear direction for improvement. Responsive board resourcing decisions align to the school's identified priorities.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

The school's annual plan affirms ERO's evaluation findings that, further development is needed to processes that raise achievement and promote accelerated progress for all children.

Teacher appraisal processes require review to more clearly align with priorities for raising achievement. Growing capability and capacity to use internal evaluation to support decision making for improvement to student outcomes is a key next step.

Updating the curriculum document, to reflect changes in school priorities and teaching practices and extending the range of assessment tools, to strengthen the dependability of National Standards judgements, are needed. The school continues to strengthen its collective responsibility and responsiveness to Māori learners' culture, language and identities.

Trustees should continue to access ongoing training and support to build understanding of effective stewardship and an improved response to meeting all legislative requirements.

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
- 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.

Actions required

ERO identified non-compliance in relation to the board meeting its obligations under the Health and Safety at Work Act, 2015.

In order to address this, the board needs to urgently develop and implement policies, practices and procedures relating to the Health and Safety at Work Act, 2015.

To improve current practice, the board of trustees should:

- review personnel policies, practices and procedures to ensure it meets requirements.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

The school has capacity and capability to accelerate learning for all learners.

Leaders and teachers:

- know the learners whose progress and achievement need to be accelerated
- need to develop and implement approaches that effectively meet the needs of each learner
- need to improve the school conditions that support the acceleration of learners' progress and achievement
- need to build teacher capability to accelerate learners' progress and achievement.

The school agrees to:

- develop more targeted planning to accelerate progress for learners
- monitor targeted planning, improved teaching, and learners' progress
- discuss the school's progress with ERO

ERO will:

- provide feedback and resources to support the development of more targeted planning

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



Alan Wynyard
Deputy Chief Review Officer Central (Acting)

28 September 2017

About the school

Location	New Plymouth
Ministry of Education profile number	4123
School type	Full Primary (Years 1 to 8)
School roll	17
Gender composition	Girls 13, Boys 4
Ethnic composition	Māori 3 Pākehā 14
Provision of Māori medium education	No
Review team on site	August 2017
Date of this report	28 September 2017
Most recent ERO report(s)	Education Reviews October 2014 Education Reviews October 2011 Supplementary Review August 2008