

## ERO External Evaluation

### Prebbleton School, Selwyn

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

Prebbleton School is a Year 1 to 8 urban school on the outskirts of Christchurch. It has a roll of 512 students.

The school's vision for students is for them to 'Create, Think, Grow'. The values underpinning teaching and learning are: community/hapori, excellence/hiranga, curiosity/wairoa auaha, and resilience/manawaroa. Valued outcomes have been identified as learning, student wellbeing and the development of the whole child. To support the vision and valued outcomes, current strategic goals include:

- grow and nurture all learners for a changing future
- create and grow dynamic and meaningful partnerships with the community.

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

- achievement in reading, writing and mathematics
- engagement and wellbeing for success
- progress and achievement in relation to school targets for reading, writing, mathematics, engagement, and wellbeing for success.

Since the last ERO review in 2016:

- leaders and teachers have taken part in professional learning and development (PLD) to improve student outcomes in reading and writing
- there has been a significant and ongoing refurbishment and building programme
- the board has undertaken training in governance and school planning
- there has been an increase in the roll and the cultural diversity within the school.

The board is a mix of experienced and new trustees.

Prebbleton School is an active member of the Ngā Mātāpuna o ngā Pakihi Kāhui Ako | Community of Learning.

## **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 achieving equitable and excellent outcomes for almost all students in the core learning areas of reading, writing and mathematics.

Achievement reports to the board for the past four years show:

- the numbers of students achieved at or above their expected levels in reading, writing and mathematics has trended up
- in 2019, 95% of students achieved at or above their expected levels in reading and mathematics, and 92% in writing
- since 2017 there has been significant improvement in Māori student achievement in all reported areas
- boys and girls achieved at similar levels in reading and mathematics, and boys' writing achievement levels have improved in the last two years
- almost all Year 8 students have achieved at their expected levels, since 2017.

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

The school is accelerating the progress of the large majority of targeted students.

School reports for the past three years show that two thirds of those students identified as needing to lift their achievement levels in writing and reading did so.

The 2018/2019 wellbeing target lifted many students' perceptions in aspects of their wellbeing.

### **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?**

Students benefit from a curriculum that is highly responsive to their interests, needs and abilities. The school's values are well established, enacted and used effectively to recognise efforts and successes. Leaders and teachers have a well-balanced focus on wellbeing and learning. Students learn in settled classrooms where teachers take a flexible approach using a range of effective strategies to engage and meet learning needs. Teachers have a shared responsibility for students within their teaching teams, they know them and their whānau well and work together to support their learning and development. Those with additional learning needs and/or abilities are provided with appropriate support and challenge. These aspects are key contributors to the high levels of equity and excellence at this school.

Leaders and teachers are highly committed to ongoing improvement for better outcomes for students, teachers and the school community. Leadership takes a very measured approach to development, improvement and innovation. This is based on research and proven best practice. Teachers' capability and collective capacity is effectively developed through robust appraisal, comprehensive professional learning, distributed leadership and useful teacher inquiries. Senior leaders have created clear alignment from the strategic goals and improvement practices to teaching and learning programmes. This regular monitoring and reporting allow for appropriate adjustments to be made, to know what is working well and where to next.

Highly collaborative practices are evident at all levels of the school. The relational trust school leaders have established supports innovation, risk taking and receptiveness to change. Meaningful consultation leads to shared understanding and ownership of school and team purpose and direction. The cohesive organisational systems maximise students' opportunities to learn and provide coherent learning pathways.

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

The school has identified, and ERO agrees, its next step is to continue the development of its authentic, localised curriculum to fully realise the school's vision and values.

## 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 Children's Act 2014.

## 4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Prebbleton School's performance in achieving valued outcomes for its students is:

Strong

ERO's Framework: [\*Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success\*](#) is available on ERO's website.

## 5 Going forward

### 5.1 Key strengths of the school

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

- the strong leadership that provides a measured approach to school development and improvement
- collaboration and consultation to establish shared understandings and sense of purpose.

### 5.2 Next step

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

- leaders and teachers continuing to develop an authentic, localised curriculum to fully support the school's vision and values.



Dr Lesley Patterson  
Director Review and Improvement Services Te Tai Tini  
Southern Region  
19 February 2020

## About the school

Location	Selwyn
Ministry of Education profile number	3478
School type	Full Primary (Years 1 to 8)
School roll	512
Gender composition	Boys 52% Girls 48%
Ethnic composition	Māori 8% Pākehā/NZ European 72% Pacific 1% Asian 12% Other ethnic groups 7%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	November 2019
Date of this report	19 February 2020
Most recent ERO reports	Education Review September 2016 Education Review February 2013 Education Review September 2009