



**Education Review Office**  
Te Tari Arotake Mātauranga

**Woodville School**  
**Woodville**

**Confirmed**

**Education Review Report**

# Education Review Report

## Woodville School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

## Findings

### 1 Background and Context

#### What is the background and context for this school's review?

Woodville School, a full primary school, has students in Years 1 to 8. Of the 86 students who are enrolled, 43 identify as Māori.

There have been changes to teaching staff over the past two years.

The May 2017 ERO report identified significant areas for improvement. Over the past two years the school has participated in an ongoing ERO evaluation process to support improvement. During this time trustees and staff accessed appropriate external professional learning and development (PLD) to support them in their roles and practice. Following the previous ERO report, a plan was developed for review and development to guide improvements in priority areas.

This ERO report evaluates the progress made since 2017 and how well placed the school now is to sustain continuous improvement.

The school is part of the Tararua Kāhui Āko.

### 2 Review and Development

#### How effectively is the school addressing its priorities for review and development?

#### Priorities identified for review and development

A plan, outlining key priorities for improvement, was developed. This outlines and monitors actions taken and outcomes achieved throughout the process.

The overall goal was to improve leadership, governance, school practice and operation to promote positive learning outcomes and accelerate progress of all students. Areas of focus to support this have included:

- review and development of the school's curriculum to be culturally responsive and include parent aspirations to support children's authentic learning through a balanced curriculum
- building effective teacher capability to promote and accelerate student learning
- strengthen the appraisal process, ensuring alignment of student learning needs, teacher professional learning goals and understanding and implementation of teaching as inquiry
- evaluate the effectiveness of actions to accelerate progress and achievement outcomes, to inform decision making and regularly report this information to trustees
- ensure the school can attest to meeting its legislative requirements.

## Progress

Staff have made effective use of their learning from PLD to build their capability. Students are positively engaged in their learning through the provision of purposeful instruction, activities and contexts relevant to their needs. Teachers support students to know the purpose of learning and appropriate success criteria to better promote good quality work.

School achievement targets for 2019 focus specifically on accelerating learning for individuals and groups of students identified as achieving below expectation. Trustees have received information about the processes and identification of target students.

Teachers have individual inquiries related to target students for reading and mathematics. A schoolwide, collaborative inquiry supports writing across the school. Teachers reflect on their practice with a focus on learning and progress of identified students. They use this effectively to inform changes to their practice, set goals for students' next learning and share practice.

Most target students have made progress in literacy and mathematics, with some having made accelerated progress.

School reported student achievement data for the end of 2018, indicates that majority of students, including Māori, achieved at or above expectation in reading, writing and mathematics. There is continued disparity for boys in literacy.

Mid 2019 student achievement data reported to trustees shows that trends identified at the end of 2018 remain. There is disparity between Māori students and their peers in literacy and mathematics and continued disparity for boys in writing.

School leaders are working with an external provider to review and develop the school's curriculum. They are consulting with the school's community to determine parent aspiration to inform curriculum development. From this school leaders have identified key priorities to inform ongoing development of the school's localised curriculum.

The reviewed curriculum currently includes the school vision, values and priorities aligned to *The New Zealand Curriculum*. Some work has been undertaken by leaders and teachers to identify what effective teaching looks like at Woodville School and the development of a graduate profile. Collation and making sense of this information should enable leaders and teachers to identify and have a shared understanding for and guide effective teaching and learning at Woodville School.

As the curriculum is being developed staff and trustees should consider the school's articulated priorities and develop the curriculum collaboratively with a shared understanding of approaches that support learning at this school. This should promote coherence of curriculum delivery, practice and learning for students across the school.

The board has met legislative obligations in relation to the principal's appraisal. A suitable process has been implemented that links to the school's strategic priorities. An external appraiser continues to provide ongoing mentoring and feedback. Processes for teacher appraisal have been developed and implemented. Teachers' goals are linked to current school priorities and student outcomes, through an inquiry approach.

### **3 Sustainable performance and self review**

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

The school has developed processes and practices to sustain and continue to improve its performance. A useful self-review framework supports staff to reflect, plan, identify actions and make changes for improvement.

Useful systems and processes guide leaders' and teachers' practice to improve the school's performance. The school has developed an inquiry process and framework that supports teachers to improve the learning and wellbeing of all students.

Trustees are committed to achieving success for students. They have engaged with New Zealand School Trustees Association (NZSTA) to support them in their stewardship role. Strategic and annual plans identify priorities for improvement. Systems and processes continue to be developed to promote ongoing improvement across the school.

The policy framework and the management of policies and procedures are being revised. This should further strengthen meeting legislative requirements. There is still work to do to ensure the organisation of policy documents is finalised and available for parents to access.

#### **Key next steps**

To further support improved outcomes for students' school leaders and trustees need to:

- prioritise review of policies and procedures linked to health and safety and personnel, to ensure there is a shared understanding of how these are contextualised to this school to guide practice and operation
- continue to build their shared understanding of effective leadership and governance for ongoing improvement and sustainability.
- build their capability to evaluate the impact of the curriculum and teacher practice on student learning outcomes.

## 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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

## 4 Recommendations

### Recommendations, including any to other agencies for ongoing or additional support.

ERO recommends that the NZSTA continues working with the trustees and school leaders to further support building an understanding of governance and leadership responsibilities and obligations that promote improvement and sustainability.

## Conclusion

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

Developing



Phil Cowie  
Director Review and Improvement Services Central  
Central Region

21 October 2019

## About the School

|                                      |                             |               |
|--------------------------------------|-----------------------------|---------------|
| Location                             | Woodville                   |               |
| Ministry of Education profile number | 2742                        |               |
| School type                          | Full Primary (Years 1 to 8) |               |
| School roll                          | 86                          |               |
| Gender composition                   | Male 46, Female 40          |               |
| Ethnic composition                   | Māori                       | 43            |
|                                      | NZ European/Pākehā          | 33            |
|                                      | Pacific                     | 2             |
|                                      | Asian                       | 8             |
| Review team on site                  | July 2019                   |               |
| Date of this report                  | 21 October 2019             |               |
| Most recent ERO report(s)            | Education Review            | May 2017      |
|                                      | Education Review            | June 2014     |
|                                      | Education Review            | December 2012 |