
Appendix 1: Evaluation framework and questions

ERO investigated: How schools were ensuring more of their students are achieving at or above National Standards as they move through the middle years of schooling (after Year 4).

Investigative questions

Leaders

What were leaders doing to increase the numbers of students achieving success as they move through the year levels at this school?

- > what they had focused on that is contributing to the success
- > the strategies trialled/agreed on
- > the short and long term improvement strategies
- > knowing which strategies were working that should be continued or stopped
- > moderation and confidence with OTJs
- > embedding and sustaining the practice/s
- > strategic resourcing decisions
- > external and internal supports/people used
- > monitor achievement trajectories and plan for target students to reach expectations.

School Evaluation Indicators:

- > builds relational trust and effective participation and collaboration at every level of the school community
- > ensures effective planning, coordination and evaluation of the school's curriculum and teaching
- > identifies and develops internal expertise and accesses relevant external expertise to respond to specific needs
- > supports the school's strategic direction, goals and priorities
- > organisational structures, processes and practices enable and sustain collaborative learning and decision making.

Teachers

What specific strategies teachers were using to increase the numbers of students achieving at or above expectations at class level, syndicate level intervention group and/or school wide?

- > teachers' involvement in identifying any achievement and progress issues and then contributing to the agreed improvement strategies
- > moderation and confidence with OTJs
- > knowing who and what to focus on
- > involvement in trialling, innovations, planning, reflection and sharing good practice.

Deliberate teaching actions:

- > providing a caring, collaborative and inclusive learning environment
- > using the effective strategies across the richness of the curriculum
- > ongoing monitoring of progress to scaffold and adjust teaching and learning.

School Evaluation Indicators:

- > students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa – including key competencies
- > students participate and learn in caring, collaborative, inclusive learning communities
- > effective, culturally responsive pedagogy supports and promotes student learning
- > students have effective, sufficient and equitable opportunities to learn
- > effective assessment for learning develops students' assessment and learning to learn capabilities.

Students

How are students participating and contributing to their learning to increase their progress and achievement?

- > understand their learning progressions and negotiate and set their learning goals
- > know what they need to improve and how they can make the desired progress
- > understand that their teachers have high expectations for their achievement and are there to help them
- > enjoy motivating and engaging learning activities
- > participate in a variety of independent, group, class and team learning activities.

School Evaluation Indicators:

- > students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa
- > students participate and learn in caring, collaborative, inclusive learning communities
- > students have effective, sufficient and equitable opportunities to learn
- > effective assessment for learning develops students' assessment and learning to learn capabilities.

Parents

How are parents engaged and involved in school activities that are contributing to their children's learning?

- > are respected as valued partners in their child's learning
- > receive information and participate in learning opportunities to enable them to support their child's learning
- > parents and teachers are involved in joint activities and interventions to support learning.

School Evaluation Indicators:

- > learning centred relationships effectively engage and involve the school community
- > communication supports and strengthens reciprocal, learning centred relationships
- > student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support
- > leadership builds relational trust and effective participation and collaboration at every level of the school community.

Trustees

How are trustees involved in supporting an increase in the numbers of students achieving at or above expectations in the middle years of schooling?

- > trustees receive a range of student data to identify what is working and what needs to improve
- > strategically resource to support the agreed priorities.

School Evaluation Indicators:

- > the board scrutinises the effectiveness of the school in achieving valued student outcomes.

