

## Overall findings and judgements for ERO external evaluation process – Schools (February 2019)

<p><b>ERO Overall Findings</b></p>	<p>Improvements in achievement and wellbeing outcomes for students will require development across a significant range of school conditions for learning. ERO will continue to work with the school through a process of ongoing external evaluation to support development</p>	<p>Outcomes across learning, engagement, wellbeing and other areas are often good, but with some variation and inequity. Overall, better identification of disparity and systematic acceleration of learning and achievement is needed.</p> <p>There are opportunities for development of school conditions so that they work together in a coherent and integrated way to make and sustain improvements towards achieving equity and excellence.</p>	<p>Established trends indicate outcomes across learning, engagement, wellbeing and other areas are moving strongly over time towards being equitable and excellent. Disparity of outcomes is identified, addressed and reduced.</p> <p>School conditions are well developed, but some opportunities remain for greater coherence to support ongoing improvement.</p>	<p>Outcomes are consistently equitable and excellent. Disparity is systematically identified and effectively addressed.</p> <p>There is well-sustained high performance and consistent improvement over time, informed by rigorous internal evaluation. The school is strongly improvement and future focussed.</p> <p>The school and its personnel contribute positively and consistently to the wider education community and system.</p>
<p><b>Outcomes for learners</b></p> <ul style="list-style-type: none"> <li>• equity and excellence</li> <li>• acceleration for equity and excellence</li> <li>• across learning, wellbeing, engagement and other areas</li> <li>• sustained improvement over time.</li> </ul>	<p>Outcomes across learning, wellbeing, engagement and other areas are likely to be low and/or inequitable, but may be better in some cases or in some areas.</p> <p>It is likely that there will be little or no evidence of improvement in outcomes over time, or of sustained movement towards equity and excellence.</p> <p>Outcomes for students are likely to be at current or potential future risk because of the significant needs for development across a range of school conditions, as below.</p>	<p>There is some movement over time towards equity and excellence, but this is not yet sufficient.</p> <p>Disparity of outcomes may have been identified, but is yet to be successfully addressed and reduced.</p> <p>There may be some examples of acceleration, but overall, more systematic acceleration of learning and achievement is needed for those Māori and other students concerned.</p>	<p>Outcomes are consistently good, but with some minor variation, and, as evidenced by established trends, are moving strongly over time towards being equitable and excellent.</p> <p>Any disparity of outcomes is identified, addressed and reduced.</p> <p>Learning and achievement are accelerated, sometimes significantly, for those Māori and other students concerned.</p> <p>Consistency of outcomes is mostly evident:</p> <ul style="list-style-type: none"> <li>• across learning, engagement, wellbeing and other areas</li> <li>• in terms of identity, culture and language</li> <li>• across all groups of students</li> <li>• in clear examples of improvement over time.</li> </ul>	<p>Outcomes are consistently equitable and excellent, perhaps with some minor variation or disparity from time to time that is systematically identified and effectively addressed.</p> <p>Learning and achievement are systematically and significantly accelerated for those Māori and other students concerned.</p> <p>Consistency of outcomes is strongly evident:</p> <ul style="list-style-type: none"> <li>• across learning, engagement, wellbeing and other areas</li> <li>• in terms of identity, culture and language</li> <li>• across all groups of students</li> <li>• in significant, well-sustained improvement over time.</li> </ul>

<p><b>Processes - School Conditions</b></p> <p><b>Key conditions for learning:</b></p> <ul style="list-style-type: none"> <li>Responsive curriculum, effective teaching, and opportunity to learn</li> <li>Educationally powerful connections and relationships <b>Culturally responsive schooling:</b></li> <li>Manaakitanga, Whanaungatanga, Ako, Mahi tahi.</li> </ul> <p><b>Supporting organisational conditions:</b></p> <ul style="list-style-type: none"> <li>Stewardship</li> <li>Leadership for equity and excellence</li> <li>Professional capability and collective capacity</li> <li>Evaluation, inquiry and knowledge building for improvement and innovation</li> </ul>	<p>There is need for significant development across a range of school conditions.</p> <p>Key conditions for learning are not sufficiently well developed to support learner outcomes, or are at risk as a result of the unsound state of some or all supporting organisational conditions.</p> <p>Overall, supporting organisational conditions are not working in a sufficiently coherent and integrated way to ensure the current or future good performance of the school.</p> <p>Together, the extent of the developmental needs of the school poses a significant current or potential future risk to the learning, wellbeing, engagement and/or safety of students.</p> <p>A recommendation by ERO to the Secretary for Education for intervention, or to the Ministry of Education or other agency for support is likely to be made, but not necessarily in all cases.</p> <p>An existing high level intervention may already be in place at the time of the ERO evaluation.</p>	<p>Overall, there is sufficient capability and capacity within the school to make the needed improvements in outcomes for learners, with the benefit of targeted planning to accelerate learning and/or better developed internal evaluation process and practices.</p> <p>There are varying levels of development in school conditions.</p> <p>Overall, school conditions support:</p> <ul style="list-style-type: none"> <li>the outcomes for students as outlined above</li> <li>some improvements in the school's performance for its students and community.</li> </ul> <p>There are some significant opportunities for better development of school conditions so that they work together in a coherent and integrated way to make and sustain improvements over time and lift school performance.</p>	<p>School conditions are well developed.</p> <p>They often work together in a coherent and integrated way to:</p> <ul style="list-style-type: none"> <li>support the outcomes for students as outlined above</li> <li>make and sustain improvements in the school's performance for its students and community.</li> </ul> <p>Good performance and improvement are sustained over time.</p> <p>Strategic approaches and actions that are improvement and future focussed are evident.</p> <p>Systematic internal evaluation processes and activities inform decision making.</p> <p>Some school personnel contribute to the wider education community and system.</p>	<p>School conditions are consistently well developed.</p> <p>They work together in a highly coherent and integrated way to:</p> <ul style="list-style-type: none"> <li>support the outcomes for students as outlined above</li> <li>make and sustain any needed improvements in the school's performance for its students and community.</li> </ul> <p>There is well-sustained high performance and consistent improvement over time.</p> <p>This is the result of strategic approaches and deliberate programmes of action that are strongly improvement and future focussed.</p> <p>Decision making is informed by rigorous internal evaluation by the board, leaders and teachers.</p> <p>The school and its personnel contribute positively and consistently to the wider education community and system.</p>
	<b>Needs development</b>	<b>Developing</b>	<b>Well placed</b>	<b>Strong</b>
<p>With reference to the <i>School Evaluation Indicators – Effective Practice for Improvement and Learner Success</i> (July 2016)</p>				