

ERO External Evaluation

Waipa Christian School, Te Awamutu

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

Waipa Christian School is a state integrated full primary catering for students in Years 1 to 8. The school's values for learning are to support relationships, respect, responsibility and resilience, which are underpinned through the school's special Christian character.

The current roll of 72 includes 15 Māori and small numbers of students from diverse ethnic backgrounds. The roll has grown significantly since the last ERO review in 2015. A new principal was appointed in 2017 and there have been changes to the teaching team. The board chairperson and most of the current trustees are also new to their governance roles. The school's vision is to 'equip students to become life-long learners who can collaborate, be innovative, curious and actively and passionately live out their Christian faith'.

The school annual plan sets out targets to improve outcomes for at-risk learners in reading, writing and mathematics. During 2017 and 2018 teachers have undertaken professional learning to support student wellbeing and achievement in reading and writing. The 2019 annual goals are to further develop teaching as inquiry practices, with a focus on targeted learners.

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

- reading, writing, mathematics.

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 working towards achieving equitable and excellence outcomes for all its students. Data collated by the school shows that for 2018 most students achieved at expected curriculum levels in reading. The majority achieved at expected curriculum levels in writing and mathematics. School

data also shows Māori are achieving at higher levels than other students in reading, writing and mathematics. Boys are achieving at higher levels than girls in reading and mathematics and girls are achieving at higher levels than boys in writing.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is able to show acceleration for many Māori and other students whose learning and achievement needs this. School data gathered shows effective acceleration in reading, writing and mathematics for many of those achieving below expected curriculum levels at the beginning of the year.

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?

The special Christian character is evident throughout the school environment. Parents are increasingly engaging in partnerships with the school that are focused on student learning and holistic development. A wide range of communication strategies enable parents to be well informed about student learning and successes. Students with specific learning needs are identified and the school works closely with families and other specialist agencies to provide personalised support programmes.

The school values are well enacted. Teachers promote high expectations for student self-management and responsibility for others. Teachers know children and their families well. Respectful and trusting relationships support high levels of engagement and on-task behaviours for learning. This positive, inclusive culture supports students' achievement and wellbeing.

Important elements of culturally responsive practice such as whanaungatanga, manaakitanga and aroha are evident in the school and are consistent with the school's special character. A teacher with expertise in te reo Māori provides guidance for other teachers to better reflect te ao Māori in class programmes.

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

School practices for achievement of equity and excellence that need to be strengthened include:

- development of a three year strategic plan that documents school priorities and direction for accelerating student progress and achievement
- review of curriculum to provide school-wide expectations for teaching and learning
- continuing to strengthen assessment processes and practices to monitor and evaluate student progress, particularly for those students at risk
- reporting more regularly to the board of trustees on the progress of students, including rates of acceleration for at-risk learners.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice* 2016 established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code. The school has recently reviewed procedures to ensure they align with all aspects of the Code of Practice.

At the time of this review there were no international students attending the school.

4 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 Vulnerable Children Act 2014.

5 ERO's Overall Judgement

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

Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

6 Going forward

Key strengths of the school

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

- an established school culture that supports achievement and wellbeing
- parent and community partnerships and connections that promote student achievement and wellbeing.

Next steps

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

- strategic planning to document school priorities
- curriculum review to set expectations for teaching practice
- assessment processes and practices to better monitor student progress
- reporting accelerated progress and achievement to the board of trustees to inform decision making.

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- provide a programme for Years 7 and 8 students to learn a second language.



Phillip Cowie

Director Review and Improvement Services Central

Central Region

2 May 2019

About the school

Location	Te Awamutu
Ministry of Education profile number	266
School type	Full Primary (Years 1 to 8)
School roll	72
Gender composition	Boys 39 Girls 33
Ethnic composition	Pākehā 32 Māori 15 Other European 17 Other 8
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Number of Māori medium classes	
Total number of students in Māori medium (MME)	
Total number of students in Māori language in English medium (MLE)	0
Number of students in Level 1 MME	
Number of students in Level 2 MME	
Review team on site	February 2019
Date of this report	2 May 2019
Most recent ERO report(s)	Education Review November 2015 Education Review October 2012 Education Review January 2011