

## ERO External Evaluation

### Benneydale School, Maniaiti|Benneydale

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

Benneydale School is a small rural school located in Maniaiti|Benneydale, south-east of Te Kuiti. The school caters for 32 children in Years 1 to 8. The roll has decreased slightly since the previous ERO evaluation in 2016. Nearly all students are of Māori descent and there are currently two classrooms operating.

A new principal was appointed shortly after the previous 2016 ERO review. The responsibility of board chair is shared between two trustees.

The school's vision is 'success for all students' and the mission statement is 'to support students to succeed through differentiated learning pathways in a positive environment'. The charter includes the school's CARE values about community (kotahitanga), aroha (love), respect (whakaute) and excellence (panekiretanga).

There are four overarching goals in the strategic plan about building stewardship, leadership, effective partnerships and effective teaching practice. These sit alongside a Māori achievement plan linked to the school's values and the Treaty of Waitangi.

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

- reading, writing, mathematics
- attendance.

The school is a member of the Waitomo Kāhui Ako.

## **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 excellent outcomes for students.

Overall, approximately half of the students are achieving in relation to curriculum expectations in writing and mathematics, and a majority at or above in reading.

Over time, gender disparity has reduced in reading and boys now achieve at comparative rates to girls.

There has been a significant improvement in boys' achievement in mathematics, with 2019 data showing boys outperforming girls.

School attendance information shows that from 2016 to 2019 there has been significant increases in student attendance.

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

School achievement information shows effective acceleration for a large majority of students who need this in writing, a majority in reading, and some children in mathematics.

### **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?**

Leadership works collaboratively with trustees and staff. They actively pursue the school's vision, values and goals for equity and excellence. The board is well-informed on achievement and progress of students, which is linked to the provision for initiatives that enhance learning. Trustees work effectively to maximise their roles and responsibilities. Leadership provides a clear focus on student pastoral care, readiness for learning, and parent engagement through coherent guidance and practices.

Culturally responsive practices are strongly evident across the school. Te reo and tikanga Māori are woven into classroom programmes and everyday practice. The curriculum reflects the history of tangata whenua.

Learning programmes integrate local contexts, including local histories and iwi knowledge. A detailed Māori achievement plan is being enacted under the school's CARE values, and a Māori language programme is integrated into literacy across the school's curriculum. Children's language, identity and culture is enjoyed and celebrated.

The localised and broad curriculum shows clear alignment to the school's CARE values that underpin all operations and practices. Children experience a wide range of learning opportunities that progress from local context to national and global connectedness, to enrich their understandings of the world. There are effective professional learning and development opportunities in place to build teacher capability and consistency. Students learn in settled, engaging, well-resourced environments. Students are able to discuss their current achievement levels and in reading, writing and mathematics. Students with additional needs are identified, well monitored and responded to, in a timely manner. Accelerated achievement for those students who needed it was effective, but

the ongoing monitoring and reporting of this progress is an area to be strengthened. Parents are well informed and contribute to the on-going progress and success of their child.

Parents acknowledge and value the relationships and partnerships for learning that have been strengthened and promoted. Alongside the board and staff, they have worked collaboratively to provide an inclusive and supportive environment for learning. An open-door policy enables parents to discuss any concerns or queries, and they value the school's welcoming culture and direction. Strong connections have been established with external agencies and local community, including iwi. An active playgroup operates at the school two mornings per week. This provides close links with the school's activities and seamless transitions for children. Mutually respectful relationships are evident among students and adults.

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

The school acknowledges that teachers need to fully implement the comprehensive plan to build student agency. This plan, incorporating learning progressions and a consistent use of feedback and feedforward, further enhances students' knowledge and understanding of their own learning and next steps.

Students' progress and achievement is regularly reported to the board. There is a need to strengthen the use of achievement information to evaluate the impact of programmes and initiatives. Deeper analysis of assessment information will enhance internal evaluation to better inform future practice and decision making.

## 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 Vulnerable Children Act 2014.

## 4 ERO's Overall Judgement

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

Well placed.

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

Key strengths of the school

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

- high-quality school systems and practices that enhance teaching and learning
- students enjoying learning opportunities that are enabling them to build a better understanding of the world they live in
- children's language, culture and identity that are naturally integrated and strongly promoted in all aspects of school life.

Next steps

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

- empowering students to understand their progress and next steps in learning
- strengthening the monitoring of accelerated progress for students who need this.



Phillip Cowie

Director Review and Improvement Services Central

Central Region

10 January 2020

## About the school

Location	Maniaiti Benneydale
Ministry of Education profile number	161
School type	Full primary (Years 1 to 8)
School roll	33
Gender composition	Male 19 Female 14
Ethnic composition	Māori 31 Other ethnic groups 2
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	October 2019
Date of this report	10 January 2020
Most recent ERO report(s)	Education Review May 2016 Education Review February 2013 Education Review November 2012

