



Education Review Office
Te Tari Arotake Mātauranga

Everglade School
Auckland

Education Review Office

External Evaluation

ERO External Evaluation

Everglade School

1 Context

Everglade School in Manukau Heights, Auckland provides very good quality education for children from Years 1 to 6. The school roll reflects the ethnic diversity of the local community and about a third of all students have English as an additional language.

Everglade School has a history of positive ERO reports. The school has a long serving principal, school leadership team and stable staffing. The recently elected trustees are experienced and provide very good continuity to their stewardship roles and responsibilities.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are stated in the school charter and aim to develop capable learners, effective communicators and responsible citizens. School values are linked to attitudes such as curiosity, open-mindedness, perseverance and empathy. Valued concepts also noted in the school's charter include diversity, fairness and sustainability.

The school's achievement information shows that over the past three years most children achieve well in relation to the National Standards. Data for 2015 show that Māori children achieve slightly below other groups. They achieve close to 70 percent at or above the National Standards in reading and mathematics, and just over 60 percent in writing. For the first half of 2016, this disparity of achievement for Māori children is showing improvement.

School data show that 75 percent of Pacific children achieve at or above the National Standards in writing and mathematics and just over 80 percent in reading. Overall, close to 80 percent of children at Everglade School achieve the National Standards in reading and mathematics and about 70 percent in writing. The school's data indicate that boys' achievement in writing and reading is lower than girls' achievement.

Since the last ERO evaluation the school has strengthened the use of evaluation, inquiry and knowledge building to improve the effectiveness of teaching and learning. Leaders have developed a structured and deliberate approach to assessment, planning and evaluation. Professional learning has improved formative teaching practices and is engaging children more in the learning process. There is an increasing focus on children understanding and talking about their progress, achievement and next learning steps.

3 Accelerating achievement

How effectively does this school respond to Māori children whose learning and achievement need acceleration?

The school responds very well to Māori children whose learning and achievement need acceleration. Strategies and processes used to accelerate progress include:

- use of well linked plans to raise achievement that guide leaders' and teachers' actions

- relevant school charter targets aimed at accelerating learning progress so that all children, including Māori, enjoy similar levels of success
- strong relationships with other professionals to enhance outcomes for children with diverse learning and wellbeing needs.

Robust systems are in place for identifying, monitoring and responding to those students at risk of not achieving. Priority learners, including Māori children, are well known to leaders and teachers. Teachers use evaluation very well to guide appropriate planning for priority learners.

Strong foundations have been established for teaching and learning. Teachers are well supported to develop teaching practices that accelerate children's learning. They collaborate well, engage in professional discussions and share responsibility for accelerating children's learning.

The school's moderation practices have improved and robust processes are followed. These practices include use of a range of assessment tools, team discussions and school-wide discussions to ensure overall achievement judgements are valid and reliable. Teachers have also moderated assessment samples with local schools.

The school strategy known as MASAM (Māori Achieving Success As Māori) is aimed at promoting greater educational success for Māori children. Leadership of this strategy is focused on developing teachers' cultural competencies to better support Māori children and their whānau.

Leaders and teachers have engaged well with Ministry of Education research, such as *Ka Hikitia: Accelerating Success 2013 – 2017* and *Tātaiako: Cultural Competencies for Teachers of Māori Learners*, to strengthen their own understandings. Resources have been developed, including action plans that align well to the MASAM strategy. Plans focus on promoting positive outcomes for Māori learners, as Māori.

How effectively does this school respond to other children whose learning and achievement need acceleration?

The school responds very well to other children whose learning and achievement need acceleration, including students with special educational needs and children who have English as an additional language. The strategies and processes used to accelerate the learning of Māori children are used successfully with Pacific learners, boys and other children at risk of not achieving.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and targets for equity and excellence?

The school's curriculum, processes and practices are highly effective in developing and enacting the vision, values, goals and priorities for equity and excellence.

Knowledgeable trustees bring a range of expertise to their roles. The school charters' priorities support the enactment of equity and excellence through the school's key improvement strategies. The charter contains goals, targets and actions focused on accelerating student progress. These goals include identified, specific actions to improve equitable outcomes for all learners, including Māori.

Leadership is child-focused, distributed and responsive. School leaders promote clear and consistent school expectations that are designed to support teaching and learning. Professional capability is

fostered very well through the use of external professional learning and internal expertise. Evidence-based inquiry and evaluation encourages leaders and teachers to think and do things differently to foster equity and improve outcomes for children.

The school's curriculum themes and a range of extra-curricular activities build on children's interests and prior knowledge. The school's inquiry model known as SPICE provides an opportunity for children to have greater ownership of their learning. Children have good access to information communication technologies (ICT) to support their learning. Leaders and teachers plan to undertake a comprehensive review of the school's curriculum.

The quality of teaching is very good. Relevant and well-coordinated performance management processes support teachers' professional practice and growth. Self and peer critique is integral to improving teachers' professional practice. This evaluative staff culture encourages teachers to adapt teaching practice to improve outcomes for children.

Capable teacher aides work with teachers to provide targeted learning support for individual children and small groups. Children with special learning needs and those with English as an additional language are well supported by leaders' and teachers' responsive and flexible approaches to their wellbeing and education.

Parents have regular opportunities to discuss their child's progress and achievement. The school's digital platform provides further opportunities for teachers to communicate with parents and whānau. School leaders plan to strengthen consultation processes, and home/school partnerships that support children's learning.

5 Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

There is good evidence of a high degree of coherence between the school's planning, processes and practices to guide efforts to promote equity and excellence for all children. The principal and leaders have purposeful, adaptive and collaborative approaches to accelerating children's progress.

Leaders have identified relevant priorities for curriculum development that include continuing to:

- develop a bicultural curriculum
- consider how the diverse cultures of the school are reflected in the curriculum
- support children to take greater ownership of their learning.

Leaders and the board have also identified the potential of establishing whānau and aiga engagement groups to:

- make further contribution to the strategic direction of the school
- increase opportunities for fostering children's language, culture and identity as valued strengths in the school.

ERO is likely to carry out the next review in four-to-five years.

6 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- 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
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- compliance with the provisions of the Vulnerable Children Act 2014

7 Recommendation

ERO recommends that the leaders, trustees, teachers continue to use internal evaluation, inquiry and knowledge building to achieve excellence and equity in outcomes for all children.



Graham Randell
Deputy Chief Review Officer Northern

26 September 2016

About the school

Location	Auckland	
Ministry of Education profile number	1164	
School type	Contributing (Years 1 to 6)	
School roll	501	
Gender composition	Boys 52%, Girls 48%	
Ethnic composition	Māori	14%
	Pākehā	14%
	Indian	30%
	Samoan	14%
	Cambodian	3%
	Chinese	3%
	Tongan	3%
	Vietnamese	3%
	other Pacific	7%
	other Asian	3%
	other	6%
Review team on site	August 2016	
Date of this report	26 September 2016	
Most recent ERO report(s)	Education Review	September 2013
	Education Review	October 2010
	Education Review	November 2007