

## **ERO External Evaluation**

### **Miramar Christian School, Wellington**

#### **Summary**

Miramar Christian School is a state integrated school for students in Years 1 to 8. Christian principles underpin the operation of the school. The roll of 46 students includes three who identify as Māori. It serves a diverse ethnic community, with 40% of students being English language learners.

A new principal was appointed in Term 4, 2015 and a new board of trustees elected mid-2016.

Teachers have undertaken professional development with an external provider in the area of writing.

#### **How well is the school achieving equitable outcomes for all children?**

The school has strengthened its approach to supporting students whose achievement requires acceleration. National Standards information shows steady improvement in achievement over time. The school has yet to achieve equity of achievement for boys.

Students are challenged and supported to succeed in a safe and responsive learning environment. A purposeful tone and respectful interactions are evident. Leaders and teachers are collaborative and focused on ensuring positive outcomes for students.

Leaders recognise the need to better document teaching and learning expectations and strengthen evaluation practices. They should also continue current developments to support teachers' ability to inquire into the effectiveness of their practice and other current initiatives, in order to achieve equity and excellence for all students.

Children are achieving well in relation to the National Standards in reading, writing and mathematics. The school demonstrates progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

ERO is likely to carry out the next review in three years.

## **Equity and excellence**

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

The school has strengthened its approach to supporting students whose achievement requires acceleration through developing:

- a comprehensive approach to support English language learners to engage in learning programmes
- a collegial approach to student progress and development
- specific targets for the raising of achievement and appropriate actions to achieve these targets.

In 2016, the school reported that many children were achieving against the National Standards in reading, writing and mathematics, with higher achievement in reading. An increase in achievement is evident since 2014, in all three areas. The school recognises that boys are yet to achieve equitably with girls in the areas of mathematics and writing.

Teachers have developed an individualised response to identify and support students at risk in their learning. The needs of these students are quickly identified and programmes of support are put in place. Their progress is regularly monitored, discussed and reported.

Teachers use an appropriate set of assessment tools to establish the achievement of students and to inform learning programmes. Teachers check the accuracy of their judgements in mathematics and writing through discussions with other staff. They test their judgements in mathematics by using the Progress and Consistency Tool (PaCT) tool. This use of the PaCT tool is being extended to writing in 2017.

## **School conditions supporting equity and excellence**

### **What school processes are effective in enabling achievement of equity and excellence?**

The school curriculum gives priority to the Christian perspective, biblical principles and the national priorities of reading, writing and mathematics and is increasingly culturally responsive. School values of “Character, Competence and Community” are highly evident throughout the school’s operations. A recently developed kapa haka programme is strengthening students understanding of tikanga Māori.

A positive and settled environment supports learning and the inclusion of English language learners and other students with specific needs. There is a comprehensive approach to supporting student and staff wellbeing. Students have multiple opportunities to develop their leadership skills.

School leaders are collaborative and focused on raising student achievement. Teachers are reflective and regularly discuss teaching strategies and approaches that promote improvement in learning. Staff have improved systems to share information with parents and the community.

Trustees are growing their understanding of stewardship through ongoing training. A range of well-considered, useful documents guide their programme of work.

The school is developing a structured approach to evaluation and inquiry to inform future decision making. The framework developed has an appropriate focus on teaching, learning and student achievement. Information from parents is gathered to inform decisions.

## **Sustainable development for equity and excellence**

### **What further developments are needed in school processes to achieve equity and excellence?**

The school recognises the need to continue current developments in order to achieve equity and excellence for all students. This includes:

- reviewing documentation of curriculum guidelines to better guide delivery and clarify teaching expectations
- strengthening appraisal practices and formalising the process by which teachers inquire into the effectiveness of their practice
- strengthening evaluation through aligning this to the strategic priorities in the annual plan.

### **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
- 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.

### **Appraisal audit**

There are clear processes for the renewal of teachers' practising certificates. Clear next steps to better support teachers' reflective practice and development are to:

- develop teachers' shared understanding of using evidence to show how they meet the Practising Teacher Criteria
- strengthen teachers' goal setting
- improve observations of teacher practice to better provide feedback aligned to the expectation of practice.

### **Provision for international students**

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

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

## Going forward

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

Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to:

- review and document teaching expectations and guidelines for curriculum delivery
- strengthen appraisal processes and formalise processes by which teachers inquire into the effectiveness of their practice
- strengthen internal evaluation by aligning this to the school priorities
- continue to improve outcomes for English language learners and boys.

ERO is likely to carry out the next review in three years.



Patricia Davey  
Deputy Chief Review Officer Central (Acting)

11 May 2017

## About the school

Location	Wellington
Ministry of Education profile number	4119
School type	Integrated, Full Primary (Year 1 - 8)
School roll	46
Gender composition	Girls 24, Boys 22
Ethnic composition	Māori 3 Pākehā 7 Assyrian 13 Asian 14 African 4 Greek 3 Pacific 2
Provision of Māori medium education	No
Review team on site	March 2017
Date of this report	11 May 2017
Most recent ERO report(s)	Education Review, June 2014 Education Review, March 2011 Education Review, June 2008