

# Robertson Road School - 20/06/2018

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## School Context

Robertson Road School caters for students in Years 1 to 8. The school currently has 569 students. Pacific students make up 75 percent of the roll, with 40 percent Samoan, 22 percent Tongan and 10 percent Cook Island Māori. Māori students make up 17 percent of the roll.

The school's vision is 'Aim High, Together We Fly'. Valued outcomes linked to this vision include children being confident in their identity, language and culture, socially and emotionally competent, resilient and optimistic about the future. The vision is underpinned by the school values of respect, relationships and service.

The board's charter has strategic goals and aims that are focused on:

- increasing levels of student agency, especially for boys
- building teacher capacity to inquire into the effectiveness of practice in relation to student outcomes
- increasing culturally responsive practices to lift Māori and Pacific achievement
- developing a supportive school culture to promote physical and emotional wellbeing.

School achievement targets in reading, writing and mathematics are specific and are set for groups of students at most risk of not achieving.

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

- achievement in reading, writing and mathematics
- outcomes for students with additional learning needs
- progress, including accelerated progress in literacy
- outcomes related to engagement and wellbeing.

The Samoan bilingual unit, 'Puna o le Malamalama', provides opportunities for students to learn through Samoan language and culture. It aspires to affirm children's Samoan identity and promote success for Samoan students, as Samoan.

Since the 2015 ERO review, the school has a new leadership team. At the beginning of 2017, the existing deputy principal was appointed as principal. Other senior leaders are also relatively new to their roles. A new chairperson was elected to the board of trustees in December 2017.

The school is part of the Whakatipu Akoranga Kāhui Ako|Community of Learning (CoL).

## Evaluation Findings

### 1 Equity and excellence – valued outcomes for students

#### 1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is not yet able to show that it is effective in achieving equitable and excellent outcomes for all its students. Achievement information shows that overall achievement levels in reading, writing and mathematics have remained at similar levels between 2015 to 2017.

In 2017 the majority of students achieved at expected curriculum levels in reading, writing and mathematics. Data also indicate that there are significantly more students in Years 1 to 3 achieving at or above expected curriculum levels than in the senior school.

The overall picture of achievement for Māori and Pacific students is unclear as the quality and reliability of data collection and analysis has not been consistent.

#### 1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

Leaders are gathering data to review how effectively programmes accelerate progress for priority learners. However, it is unclear how effectively the school responds to Māori, Pacific and other students whose learning and achievement need acceleration. Leaders and teachers should improve processes that support the collation and analysis of reliable data to help them measure the rates of student progress and acceleration.

### 2 School conditions for equity and excellence

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

The principal has purposefully worked to create a culture of trust and collaboration, and to build partnerships with whānau, to improve student outcomes. The strategic development of a shared vision, values and future direction is a strength. Leaders have sought perspectives and the aspirations of students, teachers, parents and whānau as a part of this process.

A strategic commitment to curriculum development is a key driver of change in the school. Strategic goals are focused on developing a more responsive curriculum that promotes student agency and culturally responsive approaches to teaching and learning. Strengthening teacher effectiveness and developing a safe and supportive school culture are also key priorities. A restructured leadership approach, with curriculum leadership roles, makes use of staff strengths and skills. The school increasingly integrates digital learning into the curriculum to foster connected, capable and confident learners.

Leaders promote and participate in professional learning and development. Internal and external expertise is valued and utilised. Leaders align student learning needs, teacher professional learning goals, and processes for teacher appraisal. The new appraisal system and teaching as inquiry practices are likely to support teachers to build their capability. The school is creating a reflective, professional learning culture that draws on research, internal evaluation, professional learning and development. Collaborative partnerships are built through involvement in the local Community of Learning|Kāhui Ako. These approaches support progress towards building shared understandings and practices that align to the strategic goals.

Leaders and teachers are committed to building strong learning partnerships with parents based on their children's learning. Parents appreciate the workshop approach to increasing their understanding about the curriculum, current teaching and learning approaches, and how they can support their children's learning at home.

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

School leaders acknowledge that building collective staff capacity to accelerate student progress is critical. Leaders need greater clarity around the leadership, systems and processes that are likely to support progress towards strategic goals and acceleration.

Teaching practices and curriculum implementation are variable. Leaders and teachers should evaluate the quality of current classroom programmes to inform evidence-based changes that lead to curriculum improvements. Establishing robust internal evaluation processes would help inform leadership decisions.

School leaders acknowledge the need to further develop and embed effective teaching and learning approaches that increase student ownership of their learning. Students could also be involved in developing strategies and making decisions about their own learning and wellbeing.

Trustees acknowledge the importance of engaging in governance training and professional development to build the board's capacity. Professional development is likely to help them plan

and evaluate progress towards strategic goals, and scrutinise the school's effectiveness in achieving valued student outcomes.

## 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 Going forward

### Key strengths of the school

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

- strategic commitment to the school's vision focused on creating a collaborative school culture
- a strategic emphasis on developing a responsive curriculum to increase student agency
- professional learning and development to build teacher capability and collective capacity to improve student outcomes
- educationally powerful relationships with parents and education sector colleagues.

### Next steps

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

- improving the validity, reliability and analysis of achievement data and information
- increasing the depth of evaluation and scrutiny of achievement information, particularly for those students at most risk of not achieving
- formalising and refining learner-focused internal evaluation processes

- further planning and developing a leadership strategy to enact the strategic goals, and changes in teaching practice and curriculum, and accelerate student progress.

ERO recommends that development priorities also include:

- strengthening targeted planning to accelerate learning and achievement [ERO will monitor and discuss progress with the school.]
- enhancing internal evaluation processes and practices

[ERO will provide an internal evaluation workshop for trustees and senior leaders.]

## ERO's next external evaluation process and timing

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

Julie Foley

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Te Tai Raki - Northern Region

20 June 2018

## About the school

Location	Mangere, Auckland	
Ministry of Education profile number	1467	
School type	Full primary (Years 1 to 8)	
School roll	569	
Gender composition	Boys 53% Girls 47%	
Ethnic composition	Māori	17%
	Samoan	37%
	Tongan	22%
	Cook Islands Māori	11%
	Niuean	5%
	Indian	3%
	other	5%
Special features	5 Samoan bilingual classes Social worker in schools Sir Keith Park School Satellite Class	
Review team on site	March 2018	
Date of this report	20 June 2018	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2015 March 2012 June 2008

