

ERO External Evaluation

Silverstream School, Upper Hutt

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 those students who need it. 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

Silverstream School, in Upper Hutt, caters for 526 students in Years 1 to 6. Of the learners enrolled, 18% are Māori and a small number are of Pacific heritage.

The school is working to build a shared vision for learners, through a review of the charter, to inform strategic direction and curriculum development. The school's vision is underpinned by a developing emphasis on future-focused education to empower learners.

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

- achievement in reading, writing and mathematics
- progress and achievement in relation to school targets
- participation in specific interventions
- wellbeing.

A new principal was appointed in 2016, joining a stable leadership team. There have been a number of staff changes since the 2014 ERO review. Experienced and newly elected members make up the board of trustees.

The school continues to participate in established collaborative networks with a focus on strengthening school developments, particularly student agency.

Leaders have participated in coaching and mentoring workshops to support their role in developing teacher capability.

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?

Reported achievement data, since 2014, indicates that most students achieve at or above expectations in reading, writing and mathematics. For Māori students, most are successful in reading and the large majority achieve expectations in writing and mathematics. Māori students' achievement in writing and mathematics is lower than their non-Māori peers.

There is increasing disparity for boys in writing and ongoing disparity for girls in mathematics. Reported data shows high levels of achievement for nearly all students in Year 6.

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

There is evidence of accelerated progress for some students. However the schoolwide picture of achievement for groups of students is not sufficiently clear. Leaders and teachers are working to develop a shared understanding of acceleration. Further development of school processes to better identify achievement and progress is a next step.

The school has strengthened its response to students at risk of not achieving through the implementation of 'Targeted Student Intervention Plans'. This framework enables teachers to determine students' specific learning needs, plan and targeted teaching strategies and interventions to promote their accelerated progress.

2 School conditions for equity and excellence

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

The senior leadership team works strategically to develop schoolwide systems, practices and processes to promote equity and excellence for all students. A well-considered approach to developing shared understanding of the school's vision for successful learners is evident. This contributes to ongoing curriculum design. Leaders have set clear expectations for consistent practice, and developed processes to provide information about the quality of teaching.

Leaders are focused on building a good platform for collaborative practice. Leaders' and teachers' capability is strengthened through coaching and appraisal. Emphasis is placed on staff working together to review the achievement and progress of learning and share strategies for promoting learning. These opportunities promote their collective capacity for improvement and innovation.

There is a strong focus on developing relational trust across the school. Trustees, leaders and staff use a range of strategies to engage with the community. Whānau voices are sought to contribute to direction setting and decision making for improvement. Teachers and students are involved in the development of an environment that supports their learning and wellbeing. Participation in local educational networks enhances leaders' and teachers' responsiveness to students.

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

Continuing to co-ordinate school practices and processes to focus more deliberately on equity of outcomes for all students is a key next step. Strengthening school targets and improving the use of student achievement information is required to more clearly identify areas for development, progress in learning and effective strategies for promoting acceleration.

The school has identified the need to improve its response to Māori learners' culture, language and identity, and further develop teachers' culturally responsive practice. Students have some opportunities to learn through culturally appropriate experiences. A key next step is to develop a shared vision of success for Māori, informed by whānau and iwi aspirations.

Trustees, leaders and teachers should further strengthen collective understanding of effective inquiry and internal evaluation to build more robust knowledge about what is required to improve educational 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:

- leadership that sets a clear vision
- schoolwide collaboration that promotes responsive teaching to students' needs
- developing relational trust that engages all stakeholders to contribute to schoolwide success.

Next steps

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

- strengthening inquiry and analysis of achievement information, by trustees, leaders and teachers, to systematically address in-school disparities
- knowing the valued outcomes for Māori success as Māori, as determined by parents, whānau and iwi, to ensure a culturally responsive curriculum
- building internal evaluation processes and practices, to better understand the impact of programmes and initiatives on acceleration and achievement for learners at risk of not achieving.

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.



Alan Wynyard
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Te Tai Pokapū - Central Region

1 February 2018

About the school

Location	Upper Hutt
Ministry of Education profile number	2990
School type	Contributing (Years 1 to 6)
School roll	526
Gender composition	Female 52%, Male 48%
Ethnic composition	Māori 18% Pākehā 66% Pacific 1% Other ethnic groups 15%
Provision of Māori medium education	No
Review team on site	November 2017
Date of this report	1 February 2018
Most recent ERO report(s)	Education Review November 2014 Education Review December 2011 Education Review December 2008