

## ERO External Evaluation

### Chelsea School, Auckland

#### Summary

Chelsea School's roll of 393 includes 22 Māori, seven Pacific, 69 Chinese, 15 Indian and children from a diverse range of other cultural backgrounds. Approximately 10 percent of children at the school speak English as an additional language.

The senior leadership team comprises an experienced principal and two deputy principals who are new to their roles. The school has responded very positively to areas identified for development in ERO's 2014 report. Targeted professional learning and development about assessment, the teaching of mathematics and effective teaching strategies has had a significant impact on teachers' knowledge and practice.

Children's achievement in National Standards has remained high. There is some disparity for groups of children and the school is working to accelerate their progress.

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

The school responds well to Māori and other children whose progress needs acceleration. However, some disparity remains between the overall achievement of Māori children at the school and that of their non-Māori peers.

The school has a range of processes to promote equity and excellence. School leaders have identified useful next steps to achieve equity and excellence for all children. They plan to:

- update school curriculum documents to better reflect the school's valued outcomes for children and current practices
- use existing internal evaluation frameworks to identify the strategies that are most effectively helping to reduce disparity in achievement for Māori children
- develop the confidence and capability of teachers to promote the language, culture and identity of Māori children, and increase the bicultural understandings of all children.

#### Equity and excellence

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

While the school is responding well to Māori and other children whose progress needs acceleration there is still some remaining disparity between the achievement of Māori and other children. Senior leaders are focusing on reducing this disparity in achievement which is evident across the National Standards in reading, writing and mathematics.

Teachers identify children who would benefit from acceleration or extension in their learning. They closely monitor children's progress and respond to their individual needs. As a result, the school has evidence of children's progress being accelerated effectively. Regular professional conversations between teachers contribute to team inquiries that focus on lifting achievement and accelerating children's progress to provide equity and excellence for all learners.

Children with additional learning needs are well supported to achieve their goals in class. They are also benefiting from the support of external agencies. Children who are learning English are well catered for, and responded to through the school's programmes and processes.

A graduate profile, of the 'Chelsea Learner' has been developed to identify the school's valued outcomes for children. The desired characteristics of graduates include being resilient, collaborative, engaged, a celebrator, up for a challenge, curious, and having good communication skills and perseverance. This new profile contributes to teachers, children and parents having a shared language of learning.

Senior leaders have strengthened and broadened the school's assessment practices. Teachers, team leaders and senior leaders have effective processes for monitoring and tracking progress and ensuring robust judgements are made about children's achievement.

In-school moderation opportunities are strengthened by teachers comparing their judgements about children's achievement with those of teachers from other schools.

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

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

The school has a range of processes that are effective in enabling and promoting the achievement of equity and excellence.

The board is well led. Experienced trustees bring expertise and knowledge to their roles. Good governance systems and processes ensure that the school is improvement focused.

The principal and senior leaders have a clear vision to promote equity and excellence. They are effective in leading change to support the school direction. Senior leaders foster good leadership opportunities for teachers and children.

Internal evaluation supports school operations at all levels. Parents, teachers, children and the wider community are regularly consulted. Their ideas and opinions are valued and used to inform decision making.

Significant professional learning and development supports the school's journey of improvement. Goals and inquiries that contribute to teachers' appraisal processes are linked to aspects of the school's strategic direction. As a result, teaching capability has increased across the school and new practices that benefit children's learning have been embedded.

Increasingly, teachers work collaboratively, and share responsibility for children's achievement and wellbeing. They reflect regularly with each other on the impact of their teaching practice. Children learn in settled classroom environments. Positive relationships between teachers and children enhance learning conversations and interactions.

Trustees and senior leaders engage well with the community. Good communication promotes learning partnerships between the school and parents. Māori and Pacific whānau meet regularly to share information with the school, including the aspirations they hold for their children's learning.

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

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

The school has good processes in place to sustain practices that promote equity and excellence for all children.

School leaders are aware that further curriculum developments are necessary to achieve the valued outcomes the school has identified for children. They are planning appropriately to further develop teacher confidence and capability to promote children's language, culture and identity, and to evaluate the effectiveness of the school's current strategies to reduce disparity in achievement for Māori children.

## **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*.

## **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 four international students attending the school.

The school is highly effective in providing pastoral care, programmes for children who are learning English as an additional language, and quality education for its international students. Students are

encouraged and well supported to integrate into the school and local community. The school has good internal evaluation processes for annual review.

## **Going forward**

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

The school is well placed to accelerate the progress of children who need to achieve better.

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

Agreed next steps are to:

- update school curriculum document to better reflect current school practice and the valued outcomes for children
- use existing internal evaluation frameworks to identify effective strategies to reduce disparity in achievement for Māori children
- develop the confidence and capability of teachers to promote the language, culture and identity of Māori children and increase the bicultural understandings of all children.

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



Violet Tu'uga Stevenson  
Deputy Chief Review Officer Northern (Acting)

26 July 2017

## About the school

Location	Auckland	
Ministry of Education profile number	1244	
School type	Contributing (Year 1 to 6)	
School roll	391	
Gender composition	Boys 54% Girls 46%	
Ethnic composition	Pākehā Māori Chinese Indian Australian Japanese Korean Middle Eastern Pacific other European other	54% 6% 18% 4% 2% 2% 2% 2% 2% 2% 6% 2%
Provision of Māori medium education	No	
Review team on site	May 2017	
Date of this report	26 July 2017	
Most recent ERO report(s)	Education Review Education Review Education Review	April 2014 January 2012 December 2008