

## ERO External Evaluation

### Lynmore School, Rotorua East

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 students. 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

Lynmore (Te Kura o Owhatiura) is a large school located in the Eastern suburbs of Rotorua catering for students in Years 1 to 6. The current roll of 656 students includes 122 Māori and smaller numbers from diverse ethnic backgrounds. Since the previous ERO review the principal continues in the role and there have been significant changes to the leadership and teaching teams. The board of trustees chairperson is an experienced trustee and some board members are new.

Current strategic goals are focused on building evaluative capability to build effective leaders, Māori success as Māori, wellbeing for success, developing educationally powerful partnerships and developing the local curriculum.

Teacher professional development during 2018 and 2019 has focused on transitions to school (Kakano), the development of a 'learning through play' initiative, the Ministry of Education Incredible Years and Positive Behaviour for Learning initiatives and future focused learning. The school is part of the Rotorua East Kāhui Ako. Teachers and leaders continue to use the Ministry of Education Progress and Achievement Tool (PaCT) and associated learning progression frameworks to inform assessment, planning and reporting processes across the school.

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

- reading, writing, mathematics
- science
- learning support programmes.

## Evaluation Findings

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

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

The school is successfully achieving equitable and excellent outcomes for nearly all of its students.

Schoolwide data for 2019 shows that almost all students achieved at or above expected curriculum levels in reading, writing and mathematics. Data gathered over a longer period shows that these levels have significantly increased since 2016. Nationally standardised data about achievement in science for Year 4 to 6 students shows that these students are achieving above expected norms.

School information about achievement of students with higher learning needs indicates that these students make good progress with their individual goals.

Schoolwide data for 2019 shows that in reading, writing and mathematics there was no disparity in achievement based on gender or ethnicity. Data gathered over a longer period shows that historical disparity between Māori and other groups of students in reading, writing and mathematics has been addressed.

#### 1.2 How well is the school accelerating learning for those Māori and other students who need this?

School data shows accelerated outcomes for almost all Māori and other students who need this.

The school gathers, analyses and reports about accelerated outcomes for all students, including those who are not achieving at expected levels for their age. This data shows that almost all of these students made accelerated progress in reading, writing and mathematics during 2019.

### 2 School conditions for equity and excellence – processes and practices

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

School leaders are effectively empowering a culture of critical reflection and inquiry for improvement. Leadership is growing the collective capability of teachers to improve their practice and enabling an effective approach to fostering emerging leadership capability in the school. Strategic evidence-based decisions about teacher professional learning are supported by high expectations for teacher practice and for equitable student outcomes. Assessment and planning processes are well understood and thoroughly implemented so that learning needs of each student are addressed.

Leaders and teachers are highly data literate. They systematically use achievement data to evaluate all aspects of teaching and learning. Evaluation and inquiry are embedded across all aspects of school operations and contributing to ongoing improvement in outcomes for all learners.

High levels of relational trust are evident. This is contributing to a culture of collaboration and effective change management. Leaders, teachers and parents engage in open and transparent communications and relationships are focused on improving outcomes for student learning and holistic wellbeing. Parents are active participants in decisions about their child's learning, progress and successes. Teachers, students and parents co-construct challenging and realistic learning goals which are regularly reviewed. Effective use of digital technology and face-to-face contact is enabling

parents to contribute to ongoing and reciprocal communication about students' learning journey and next steps.

The school curriculum is highly responsive to students' learning needs, supportive of their wellbeing and holistic development. The broad, rich curriculum is implemented by teachers who know their learners very well. Teachers use this knowledge to plan responsive individual learning programmes. Their knowledge of progress across core curriculum areas combined with targeted use of standardised assessment tools is enabling them to make reliable decisions about student achievement in relation to expected levels. Assessment provides meaningful evidence of achievement and progress and a basis for determining next learning steps for each student. Learning contexts are authentic and connected to students' lives, strengths and experiences. These contexts are increasingly connected to the land and local history. Programmes to support students with identified needs are enabling these learners to be included and experience success across the curriculum.

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

The school is in the process of establishing a clear pathway for learning across te reo and tikanga Māori and a very productive start has been made. A next step is the further develop the te reo rua partnership as part of ongoing local place-based curriculum review and development.

Another useful next step for the school is to review annual achievement targets to focus more specifically on those students whose learning is at risk. Leaders acknowledge that this will be useful in creating alignment with current effective practices that are focused on accelerating progress for all learners.

## 3 Other Matters

### 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 six international students attending the school. The school provides a welcoming and inclusive environment for international students. Achievement for these students is closely monitored and there is planned provision to support students for whom English is a second language (ESOL). This provision includes a specialised teaching space and ongoing contact with the significant number of other students in the school receiving ESOL support.

## 4 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 Children's Act 2014.

## 5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Lynmore School's performance in achieving valued outcomes for its students is:

Strong.

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.

## 6 Going forward

Key strengths of the school

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

- leadership that builds and sustains a culture of innovation and improvement
- connections and relationships that contribute to a sense of belonging for students
- a local curriculum that empowers students as independent learners.

### Next steps

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

- curriculum development to further establish and embed culturally responsive practice.



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Central Region  
23 January 2019

## About the school

Location	Rotorua East	
Ministry of Education profile number	1791	
School type	Contributing Primary (Years 1 to 6)	
School roll	656	
Gender composition	Male	51%
	Female	49%
Ethnic composition	Māori	19%
	NZ European/Pākehā	59%
	Other Asian	6%
	European	5%
	Chinese	4%
	Other ethnic groups	7%
Students with Ongoing Resourcing Funding (ORS)	Yes	
Provision of Māori medium education	No	
Review team on site	November 2019	
Date of this report	23 January 2019	
Most recent ERO report(s)	Education Review January 2016 Education Review August 2012 Education Review August 2009	