

ERO External Evaluation

Tasman Bay Christian School, Tasman

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

Tasman Bay Christian School is a state integrated school for students in Years 1 to 8. At the time of the review, there were 46 students on the roll with nine identifying as Māori and four as Pacific. Students live throughout the wider Tasman area.

The school's vision is that each student will become 'a child of purpose, action, character and wisdom'. This is underpinned by the values of love and respect for God, ourselves, people, creation and learning.

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

- achievement in reading, writing and mathematics
- the enactment of the special character of the school.

Since the August 2015 ERO review, a new principal has been appointed and there have been personnel changes in both the board and staff. Teachers have participated in professional learning and development in digital fluency.

The school is a member of the Motueka Kāhui Ako | Community of Learning.

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?

A clear picture of schoolwide achievement from 2018 is not available during the onsite phase of the review. Assessment practices need strengthening. These should include the implementation of the school's assessment guidelines and procedures, robust moderation and effective data analysis practices.

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

Teachers report that students who require support make good progress over time. There are some examples of students making accelerated progress. Additional learning support interventions are in place.

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?

Trustees, the principal and teachers are committed to the school's special character and vision. A positive tone throughout the school reflects its values and children are knowledgeable about these. The values are highly visible in classrooms and permeate the school's learning and teaching programmes. Classroom practices, including prayer and devotions, appropriately support the schoolwide valued outcomes.

Classrooms are welcoming and settled environments with a clear focus on student wellbeing. Teachers and support staff know students well. Teachers care about, and promote children's participation in learning.

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

The curriculum is not sufficiently developed to provide full coverage of *The New Zealand Curriculum* or to respond to student needs. Developing an overarching document is a key next step. This should clearly define:

- the school's vision, faith values and unique place in the community, including whakapapa and history, as determined by the community
- expectations and guidance for culturally responsive teaching practice and learning
- a shared vision of success for Māori, informed by whānau and iwi aspirations.

The school's annual targets are not focused on accelerating the achievement of those who require it. These need to be based on analysed, dependable schoolwide achievement data. This should enable the principal to more clearly identify student groups and cohorts requiring acceleration. It should better inform trustees' decision-making about appropriate support, based on the impact of teaching interventions on learner progress.

A useful and robust process to support the principal's and teachers' professional growth and ongoing learning is not in place. The principal and staff should seek assistance to understand the importance of appraisal in developing high quality teaching practice and implement this process. An appraisal system that is appropriate and meets legislative requirements needs to be established and used.

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 ERO's Overall Judgement

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

Needs development

ERO will maintain an ongoing relationship with the school to build capacity and evaluate progress.

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

5 Going forward

Key strengths of the school

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

- the shared commitment by the board, principal and staff that upholds and contributes to school's special character and values
- welcoming and settled classroom environments.

Next steps

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

- strengthening assessment processes to systematically evaluate the impact of teaching strategies and initiatives on student outcomes
- building a cohesive curriculum that reflects the school's vision, aspirations and clearly states the expectations of effective teacher and assessment practices
- enacting a robust appraisal system that supports high quality teaching practice.

Actions for compliance

ERO identified non-compliance in relation to appraisal. The school has not implemented its policy and procedures for appraisal.

In order to address this, the Board of Trustees must:

- ensure teachers are appraised and the board receives reports at least once a year to confirm the procedures are being implemented.
[Part 31 Education Act 1989]

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- ensure that all school policies and procedures are fully implemented and followed, including the appraisal of the principal.

Recommendations to other agencies

ERO recommends that the school seek support from:

- the New Zealand School Trustees Association in order to strengthen governance and fully enact policies and procedures
- the Ministry of Education for specific support in developing effective leadership.



Alan Wynyard
Director Review and Improvement Services Southern
Southern Region
28 May 2019

About the school

Location	Tasman	
Ministry of Education profile number	1178	
School type	Full Primary (Years 1 to 8)	
School roll	46	
Gender composition	Girls 24, Boys 22	
Ethnic composition	Māori	9
	NZ European/Pākehā	25
	Pacific	4
	Other ethnicities	8
Students with Ongoing Resourcing Funding (ORS)	No	
Provision of Māori medium education	No	
Review team on site	February 2019	
Date of this report	28 May 2019	
Most recent ERO report(s)	Education Review	August 2015
	Education Review	June 2012