

Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success.

These overall findings and judgements from ERO's external evaluation process for schools are situated in the context of how effectively the school is promoting equity and excellence, in particular for Māori and Pacific students in Aotearoa New Zealand.

	Needs development	Developing	Well placed	Strong
Overall judgement	<p>Outcomes for students are inequitable with ongoing patterns and trends of disparity evident.</p> <p>School processes, practices and activities do not adequately support culturally responsive education provision.</p> <p>The school is not adequately providing the key conditions for student learning.</p> <p>Organisational conditions do not, or provide limited, support for equitable and excellent outcomes for students.</p>	<p>Outcomes for students show disparity and improvement patterns and trends are variable and not sustained.</p> <p>School processes, practices and activities that support culturally responsive education provision are developing.</p> <p>The school's key conditions for student learning are variable.</p> <p>Some organisational conditions are developing to support equitable and excellent outcomes for students.</p>	<p>Outcomes for students show little disparity and are improving for most individuals and groups.</p> <p>School processes, practices and activities are supporting culturally responsive education provision.</p> <p>The school provides the key conditions for student learning.</p> <p>Organisational conditions support improving outcomes for most/groups of students.</p>	<p>Outcomes for students are consistently equitable and excellent.</p> <p>School processes, practices and activities effectively support culturally responsive education provision.</p> <p>The school effectively provides high quality key conditions for student learning.</p> <p>Coherent organisational conditions effectively enable sustained, equitable and excellent outcomes for students.</p>
The learner				
Outcomes for learners	<p>Outcome information from a range of sources shows:</p> <ul style="list-style-type: none"> disparities for groups of students who do not have access to opportunities to be: <ul style="list-style-type: none"> confident in their identity, language and culture socially and emotionally competent, resilient and optimistic about the future a successful life-long learner confident participating and contributing in a range of contexts - cultural, local, national and global. ongoing patterns and trends of inequitable outcomes in terms of progress and achievement limited acceleration evident. 	<p>Outcome information from a range of sources shows:</p> <ul style="list-style-type: none"> disparities for some groups of students who do not have sufficient access to opportunities to be: <ul style="list-style-type: none"> confident in their identity, language and culture socially and emotionally competent, resilient and optimistic about the future a successful life-long learner confident participating and contributing in a range of contexts – cultural, local, national and global. ongoing patterns and trends of inequitable outcomes in terms of progress and achievement some acceleration for some students/groups of students. 	<p>Outcome information from a range of sources shows:</p> <ul style="list-style-type: none"> most students/groups of students have sufficient access to opportunities to be: <ul style="list-style-type: none"> confident in their identity, language and culture socially and emotionally competent, resilient and optimistic about the future a successful life-long learner confident participating and contributing in a range of contexts - cultural, local, national and global. patterns and trends of progress, improved achievement and equitable outcomes for most students acceleration for most students/groups of students. 	<p>Outcome information from a range of sources shows:</p> <ul style="list-style-type: none"> students have access to high quality opportunities across a range of contexts to be: <ul style="list-style-type: none"> confident in their identity, language and culture socially and emotionally competent, resilient and optimistic about the future a successful life-long learner confidently participating and contributing in a range of contexts - cultural, local, national and global. consistent patterns and trends of progress, high achievement and equitable outcomes. sustained acceleration for students/groups of students.
Culturally responsive education	<p>School processes, practices and activities are not effectively supporting students through:</p> <ul style="list-style-type: none"> an environment that sustains their identity, language and culture (Manaakitanga) extended, connected relationships that promote learning and teaching (Whanaungatanga) reciprocal learning and teaching relationships (Ako) working in collaborative contexts to achieve education goals (Mahi tahi). 	<p>School processes, practices and activities are supporting some students/groups of students through:</p> <ul style="list-style-type: none"> an environment that sustains their identity, language and culture (Manaakitanga) extended, connected relationships that promote learning and teaching (Whanaungatanga) reciprocal learning and teaching relationships (Ako) working in collaborative contexts to achieve education goals (Mahi tahi). 	<p>School processes, practices and activities are supporting most students through:</p> <ul style="list-style-type: none"> an environment that sustains their identity, language and culture (Manaakitanga) extended, connected relationships that promote learning and teaching (Whanaungatanga) reciprocal learning and teaching relationships (Ako) working in collaborative contexts to achieve education goals (Mahi tahi). 	<p>School processes, practices and activities are effectively supporting students through:</p> <ul style="list-style-type: none"> an environment that sustains their identity, language and culture (Manaakitanga) extended, connected relationships that promote learning and teaching (Whanaungatanga) reciprocal learning and teaching relationships (Ako) working in collaborative contexts to achieve education goals (Mahi tahi).
Key conditions for student learning				
Responsive curriculum, effective teaching and opportunity to learn	<p>The school is not providing adequate conditions for learning in relation to: a curriculum that is enabling, future-focused and responsive; effective teaching; and access to sufficient and equitable opportunities to learn and develop learning to learn capabilities.</p>	<p>The school provides variable conditions for learning in relation to: a curriculum that is enabling, future-focused and responsive; effective teaching; and access to sufficient and equitable opportunities to learn and develop learning to learn capabilities.</p>	<p>The school provides conditions for learning that encompass most of the following: a curriculum that is enabling, future-focused and responsive; effective teaching; and access to sufficient and equitable opportunities to learn and develop learning to learn capabilities.</p>	<p>The school effectively provides conditions for learning that encompass: a curriculum that is enabling, future-focused and responsive; effective teaching; and access to effective, sufficient and equitable opportunities to learn and develop learning to learn capabilities.</p>
Educationally powerful connections and relationships	<p>The school has not adequately developed educationally powerful connections and relationships.</p>	<p>The school is developing educationally powerful connections and relationships in some areas and with some groups.</p>	<p>The school promotes and maintains educationally powerful connections and relationships in most areas and with most groups.</p>	<p>The school effectively promotes and sustains educationally powerful connections and relationships.</p>
Organisational conditions				
Professional capability and collective capacity	<p>The school is not adequately building professional capability and capacity for effective learning and teaching.</p> <p>A lack of evidence informed, collaborative inquiry, decision-making and evaluation, limits students' opportunities to learn.</p>	<p>The school is building professional capability and capacity for learning and teaching in some areas and for some teams.</p> <p>Approaches to evidence informed collaborative inquiry, decision-making and evaluation are developing.</p>	<p>The school is building professional capability and capacity for learning and teaching in most areas and teams.</p> <p>Evidence informed, collaborative inquiry, in decision-making and evaluation support students' opportunities to learn.</p>	<p>The school is highly effective in building professional capability and capacity for learning and teaching.</p> <p>Evidence informed, collaborative inquiry, decision-making and evaluation sustain and extend students' opportunities to learn.</p>
Leadership for equity and excellence	<p>Leadership is not developing the relationships, structures and processes necessary to achieve equity and excellence: <i>(establishing goals and expectations; resourcing strategically; evaluating and coordinating the curriculum and teaching; leading professional practice; ensuring an orderly and supportive environment; and building relational trust and collaboration).</i></p>	<p>Leadership is developing some relationships, structures and processes necessary to achieve equity and excellence: <i>(establishing goals and expectations; resourcing strategically; evaluating and coordinating the curriculum and teaching; leading professional practice; ensuring an orderly and supportive environment; and building relational trust and collaboration).</i></p>	<p>Leadership is enabling and improving organisational conditions to achieve equity and excellence.</p> <p>Leadership provides opportunities for collaboration and builds relational trust.</p>	<p>Leadership effectively enables and sustains coherent organisational conditions to achieve equity, excellence and innovation.</p> <p>Leadership builds and sustains relational trust, collective efficacy and agency.</p>
Stewardship	<p>The board does not plan for, and act in, the school's medium- and long-term interests. It is not consistently meeting all its statutory and regulatory responsibilities. A lack of scrutiny of its own and the school's performance limits decision-making.</p>	<p>The board plans for, and acts in, some areas of the school's medium- and long-term interests. It meets most statutory and regulatory responsibilities. The board reviews aspects of its own and the school's performance.</p>	<p>The board plans for, and acts in, the school's medium- and long-term interests. The board meets its statutory and regulatory responsibilities. It scrutinises its own and the school's performance in achieving equity and excellence.</p>	<p>The board effectively plans for, and acts in, the school's medium- and long-term interests. The board meets its statutory and regulatory responsibilities. It effectively scrutinises its own and the school's performance in achieving equity and excellence.</p>
Evaluation, inquiry and knowledge building for improvement and innovation	<p>Evaluation, inquiry and knowledge building processes are not established or are limited. Coherent use of information at the student, classroom, teacher and school levels is lacking. The school lacks the capability and capacity for improvement.</p>	<p>Evaluation, inquiry and knowledge building processes are developing. The use of relevant information at the student, classroom, teacher and school levels is variable. The school has some capability and is building its capacity for improvement.</p>	<p>Evaluation, inquiry and knowledge building processes are purposeful. They work together to enable the use of relevant information at the student, classroom, teacher and school levels. The school is building its capability and capacity for sustained improvement.</p>	<p>Evaluation, inquiry and knowledge building processes are purposeful and rigorous. They work together coherently to enable the use of relevant information at the student, classroom, teacher and school levels. The school demonstrates sustained improvement.</p>