



Education Review Office
Te Tari Arotake Mātauranga

Ravensbourne School
Dunedin

Confirmed

Education Review Report

Education Review Report

Ravensbourne School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

This report evaluates Ravensbourne School's progress in addressing the areas for review and development that were identified in ERO's 2016 Education Review report.

That report identified areas requiring significant improvement. The trustees and principal have sought a range of supports to provide targeted development in each of those areas. They have focused on developing the school's charter, curriculum and assessment-for-learning practices, and building teachers' understanding of *The New Zealand Curriculum* and teaching expectations. They have a growing understanding of how to undertake robust evaluation of the impact of the curriculum on student achievement and of the school's valued student outcomes.

At the time of the 2016 review, the school had a new board of trustees. In February 2018, a new principal was appointed.

This ERO review has found that the board, principal and teachers have made significant progress in the areas identified in the previous report.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The December 2016 ERO report identified the need for the school to develop and implement:

- the school curriculum in line with *The New Zealand Curriculum* expectations
- schoolwide assessment practices
- rigorous internal evaluation
- a thorough and useful appraisal process.

Progress

The school has significantly improved its organisational capability and operational capacity.

To address the findings of the 2016 ERO review, the most significant areas of progress have included the development of:

- the curriculum, in consultation with the school community
- systems for assessment practices and the use of reliable learning information to inform teachers and leaders of student progress, and to show trends and patterns that may need to be addressed
- the implementation of rigorous internal evaluation processes to better inform teachers and leaders of what is working well and what may need to improve
- the implementation of a formal appraisal system, along with the establishment of schoolwide expectations for teaching practice
- the charter, strategic and annual plans, including long term goals that guide the future direction of the school.

3 Sustainable performance and self review

How well placed is the school to sustain and continue to improve and review its performance?

The school is well placed to sustain and continue to improve and review its performance.

The board and principal have refreshed the vision, values, key competencies and whakataukī in consultation with the school community.

The newly-developed charter, strategic and annual plans align closely and reflect the current priorities of the school. There is a strong focus on improving teaching practice and outcomes for students. The board and principal actively promote the school to reconnect with the community and wider area and to support roll growth.

The principal reports regularly to the board on the progress of priority learners. The board is responding to this information by funding:

- extra teaching and support staff to help the learning and wellbeing of priority students by keeping student to teacher ratios low
- appropriate professional learning opportunities for teachers.

Key next steps

The school identifies, and ERO's evaluation confirms, that there has been significant, positive change in operations at Ravensbourne School in the past two years. To continue this positive change the curriculum needs to be more fully developed and documented to include detailed guidelines of what is to be taught. Strategies describing how best to engage students in order for them to achieve well need to be incorporated. Newly developed systems for sustainable and coherent teaching and learning practices need to be embedded. A long term plan of internal evaluation to cover all aspects of school life should be developed.

Board assurance on legal requirements

Before the review, the board of trustees 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:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance
- school policies in relation to meeting the requirements of the *Vulnerable Children Act 2014*.

Conclusion

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

Well placed

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



Alan Wynyard
Director Review and Improvement Services Southern
Southern Region

4 June 2019

About the School

Location	Dunedin	
Ministry of Education profile number	3808	
School type	Contributing Primary (Years 1 to 6)	
School roll	22	
Gender composition	Boys 14, Girls 8	
Ethnic composition	Māori	4
	NZ European/Pākehā	16
	Other ethnicities	2
Review team on site	April 2019	
Date of this report	4 June 2019	
Most recent ERO reports	Education Review	December 2016
	Education Review	December 2013
	Education Review	November 2010