

School Evaluation Report

School Name: Adventure School

Profile Number: 1195

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Context

Adventure School, located in Whitby, Porirua, provides education for students in Years 1 to 8. A new principal was appointed in Term 1, 2023. *The Adventure Way* empowers learners to seek their own path through being curious, creative, collaborative, self-aware and self-directed.

There are three parts to this report.

Part A: A summary of the findings from the most recent Education Review Office (ERO) report and/or subsequent evaluation.

Part B: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part C: The improvement actions prioritised for the school's next evaluation cycle.

Part A: Previous Improvement Goals

Since the previous ERO report of August 2022, ERO and the school agreed to evaluate how effectively schoolwide systems and processes improved student achievement through building collective leadership capacity and teachers' knowledge and practice.

Expected Improvements and Findings

The school expects to see:

Sustained and increased rates of achievement for all learners through effective learning interventions in mathematics and in literacy.

- Well-analysed achievement information shows evidence of acceleration with most learners achieve at or above expectations in mathematics and reading; boys have not achieved as well in writing as girls.
- Deliberate, targeted learning interventions have resulted in accelerated progress for identified groups of learners.

The building of leadership capability, and growth of teacher practice and knowledge contributes to improved outcomes for learners.

- The newly formed leadership team is strategically and collaboratively developing a schoolwide culture committed to enacting quality teaching with high expectations of learner outcomes.
- Teachers actively engage in ongoing professional development and implement new learning strategies to target learners' needs.

Aligned and strengthened schoolwide systems and processes are supporting leaders, teachers and staff to deliver targeted learning programmes.

- Evaluation evidence focuses on strengthening teacher practice and learner achievement, is used to measure the effectiveness of recently redeveloped systems and processes.
- Appropriate and aligned indicators of progress are being developed to strengthen strategic planning, ensure greater consistency of expectations and to support improved achievement.

Other Findings

During the course of the evaluation, it was found that, as teaching practices, systems and processes were further strengthened and aligned, student achievement improved in literacy and mathematics.

The greatest shift that occurred in response to the school's action was the growth in staff collective responsibility for students' success and progress, leading to improved outcomes for every learner.

Part B: Current State

The following findings are to inform the school's future priorities for improvement.

Learner Success and Wellbeing

Outcomes are improving for most learners.

- Most learners achieve at or above curriculum expectations in reading and mathematics, while a large majority achieve at or above in writing; Māori and Pacific learners are achieving as well as their peers.
- Achievement levels in mathematics and reading have been sustained over time; leaders and teachers continue to strengthen literacy programmes for boys, with a focus on writing.
- The school has made progress towards, but is not yet meeting, the government's target for regular attendance; this remains a focus for the school.

Conditions to support learner success

Leadership increasingly fosters and supports high expectations for quality teaching, improved achievement and wellbeing.

- Leaders build a culture of effective collaboration where shared expectations of quality teaching practice promote student progress and achievement; this supports the achievement of the school's strategic vision and improvement goals.
- Leaders use a range of high-quality evidence to monitor schoolwide achievement and evaluate how well strategies and interventions improve outcomes for learners.
- Targeted schoolwide professional learning deepens teachers' knowledge, aligns their practices, and prioritises improved achievement and wellbeing.

Teachers use evidence-based teaching strategies to provide purposeful and well-paced learning opportunities.

- Teachers increasingly provide explicit instruction in learning strategies that enable learners to think critically, and problem solve.
- Teachers create a well-organised and collaborative classroom environment where learning time is maximised, and mutually respectful relationships are fostered.
- Learners needing additional support are identified promptly and are provided with relevant, individualised and effective support to learn and make progress.

School conditions for improvement are increasingly informed by evidence and information gathered from working partnership with the school's community.

- The board represents and works with whānau and the community to guide the school's strategic direction and prioritises raising student achievement and wellbeing.
- Leaders and staff are working with key community leaders and whānau to develop a rich localised curriculum that builds knowledge and use of te reo Māori, tikanga Māori and mātauranga Māori.
- Parents and whānau are valued and respected partners in learning; they are well informed, and are offered many opportunities to support, and actively participate in their child's learning.

Part C: Where to next?

The agreed next steps for the school are to:

- plan and implement a schoolwide professional learning focus on writing, that promotes student engagement and achievement, and embeds consistent, high quality teacher practice
- develop aligned and well understood schoolwide assessment expectations for reading, writing and mathematics
- continue to strengthen the use of te reo Māori, tikanga Māori and mātauranga Māori learning across the school
- continue to implement attendance strategies to work towards meeting the government's regular attendance target.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within six months:

- develop an implementation plan to guide teacher professional learning focused on strengthening learner engagement, achievement and acceleration in writing, particularly for boys
- undertake a thorough review of schoolwide assessment in reading, writing and mathematics; use this information to develop aligned assessment practices and expectations
- review the delivery of te reo Māori, tikanga and mātauranga Māori learning across the school; develop a plan that will strengthen and sustain the capability of staff and students
- continue to review and improve attendance strategies to support increased regular attendance

Every six months:

- review the effectiveness of teachers' professional practice through classroom observations and learners' achievement in writing; report progress and planned next steps to the board
- monitor and report on the development of schoolwide assessment expectations to the board
- continue to informally measure the improved use and capability of staff and learners in te reo Māori, tikanga and mātauranga Māori through observations and teacher and student reflections

Annually:

- analyse schoolwide achievement in writing, including that of identified learners; use this data to report to the board to strategically plan actions to improve the achievement and learning outcomes of all
- review progress of schoolwide assessment expectations; identify initiatives that have been most successful and use this information for schoolwide strategic planning
- review and assess capability in te reo Māori, tikanga and mātauranga Māori learning across the school and strategically plan next steps
- continue to review and report on successful strategies to increase regular attendance.

Actions taken against these next steps are expected to result in:

- improved achievement outcomes and accelerated progress for all learners particularly in writing
- robust assessment systems and processes that inform teachers' planning and practice, and support all learners to know how well they are achieving and what they need to learn next
- strengthened capability of staff and learners in te reo Māori, tikanga Māori and mātauranga Māori
- increased levels of regular school attendance that meets or exceeds the government's target.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools (Acting)

1 May 2025

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home