



ERO External Evaluation

Otautau School, Otautau, Southland

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

Otautau School is in Western Southland. It is a full primary school catering for children in Years 1 to 8. There are 174 children on the roll, including 18% who identify as Māori.

The school states that its vision is for 'Tau learning in the 21st century'. Its valued outcomes, described as 'Tau competencies', are for children to be friendly, thinkers, active and managers. The strategic aims of the school are focused on wellbeing, competencies and learning.

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

- reading, writing and STEAM (science, technology, arts and mathematics)
- learners with additional needs, including gifted and talented learners
- progress against wellbeing and engagement indicators.

Since the 2016 ERO review teachers have participated in Ministry of Education funded professional learning on digital technologies, literacy and wellbeing.

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 progressively achieving equitable and excellent outcomes in learning, engagement and wellbeing.

The majority of students are achieving at or above the school's expected curriculum levels in reading, writing and STEAM subjects. Over time achievement levels in writing have improved. In 2016 and 2017 girls achieved at higher rates than boys in literacy.

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

Leaders have identified, and ERO agrees, that refining the school's local curriculum to ensure they have prepared all students to be 21st century learners is a next step in their strategic development. This should include incorporating a bicultural focus as well as reflecting the languages and identities of all cultures represented at the school.

Trustees and leaders need to more regularly analyse and report on the effectiveness of the learning programmes they have implemented. This would lead to a more thorough understanding of what makes the greatest difference for all learners, and more clearly inform resourcing decisions.

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 Children's Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Otautau 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.

5 Going forward

Key strengths of the school

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

- well-considered programmes that meet the holistic needs of each child
- a future-focused strategic direction that includes the aspirations of students, trustees, teachers, whānau and community
- systematic and coherent review of strategic priorities that lead to continual improvement.

Next steps

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

- developing a curriculum that responds better to the local context, and students' languages and cultures
- refining processes for more regularly analysing the impact of resourcing decisions on each child's achievement and progress.



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Director Review and Improvement Services Southern
Southern Region
21 October 2019

About the school

Location	Otautau, Southland
Ministry of Education profile number	4001
School type	Full primary (Years 1 to 8)
School roll	174
Gender composition	Boys 50%, Girls 50%
Ethnic composition	Māori 18% NZ European/Pākehā 70% Asian 8% Other 4%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	August 2019
Date of this report	21 October 2019
Most recent ERO reports	Education Review December 2016 Education Review December 2013 Education Review November 2010