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Confirmed
Education Review
Report
Hukanui School
November 2010

Location: Hamilton

Ministry of Education profile number: 1749



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Confirmed Education Review Report: Hukanui School

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

1 The Education Review Office (ERO) Evaluation

Hukanui School is a large, urban, contributing primary school located in Hamilton that caters for students in Years 1 to 6. The current roll is 628, of whom 66 percent are Pākehā/European. Māori students make up 13 percent of the roll and there are seven Pacific students. The remainder are drawn from a range of cultural and ethnic backgrounds with a significant number of Asian students.

The principal, supported by other senior leaders, continues to provide thoughtful, well-informed professional and educational leadership. This leadership is a key factor in creating the atmosphere of high expectations and clear direction that is a feature of the school.

Students at Hukanui School are achieving and progressing well. A very high proportion of students achieve at or above nationally expected levels. Māori students experience similarly high levels of success and achievement as other groups of students.

Strengths of the school identified in this review are:

- high quality teaching and learning in all classrooms;
- a creatively designed curriculum that provides students with a wide range of rich and meaningful learning experiences;
- a safe and inclusive physical and emotional learning environment where there are positive and affirming relationships and respect for the natural environment;
- a commitment to continuous improvement that is informed by effective use of achievement information, high quality self review and reflective practice at all levels of the school; and
- a positive and purposeful partnership with parents to support students' learning and development.

ERO and the school agree that areas for ongoing development are to continue to empower students to become self-directed learners and further develop the Māori curriculum.

There is a new board chairperson and three out of the seven board members are new since the recent board elections. Trustees bring a range of appropriate skills and experiences to their roles, have a good understanding of their governance responsibilities and work cooperatively with school leaders, staff and parents to ensure high quality educational outcomes for students.

Future Action

ERO is likely to carry out the next review in four-to-five years.

2 Hukanui School's Curriculum

How effectively does the curriculum of Hukanui School promote student learning - engagement, progress and achievement?

School context and self review

The school's vision is to be a '*leading learning environment that maximizes peoples' potential*'. There is an emphasis on developing students as self-directed learners and creating meaningful contexts for learning through individual learning pathways. The school aims to develop a learning community that embraces teachers, parents and students as life-long learners.

Over the past two years the school's major curriculum priority has been the assessment and teaching of writing.

Other areas where there has been significant development include:

- documentation of the Hukanui Curriculum;
- revision of the reading section of the English curriculum implementation plan;
- development of a new strategic plan to support Māori students;
- construction of the 'living room', a student led eco-classroom, to support the school's continuing emphasis on environmental education; and
- a review of assessment and reporting procedures to align them with national standards.

Property developments include the construction of two new classrooms and upgrading of information and communication technologies (ICT) facilities.

Ongoing development is informed by a variety of self-review strategies including analysis of achievement information, parent, staff and student surveys as well as learning programme and curriculum reviews.

Student engagement, achievement and progress:

The school uses a broad range of assessment strategies that include standardised assessment tools and school-based practices to provide evidence for overall teacher judgements. This information shows that a very high proportion of students continue to achieve at or above nationally expected levels. Māori students experience similarly high levels of success and achievement as other groups of students.

Areas of strength

Leadership: The senior leadership team provides high quality professional and educational leadership for the school. Members of the team have a shared understanding of current educational research and theory about effective learning and teaching. In addition they effectively model and promote school values and beliefs, set high expectations for staff and students, and provide clear, well

documented guidelines for teaching, learning and school operations. Performance management procedures promote high levels of professional practice and there are opportunities for staff to develop leadership skills. Effective, well-informed leadership at all levels provides coherent and consistent direction for school development.

Curriculum design: The curriculum has been creatively designed and effectively planned to provide students with an extensive range of learning experiences.

Features of the curriculum include:

- a core programme that reflects the interwoven threads of *The New Zealand Curriculum*, Hukanui values, key competencies, big ideas, enduring understandings and integration of digital learning;
- elective programmes that allow students and teachers to pursue their interests and strengths;
- a strong emphasis on environmental education;
- use of parents and the wider community as a resource to enrich the curriculum;
- regular use of flexible groupings of students to provide differentiated learning, including extension and enrichment programmes; and
- provision of a range of activities for students beyond the classroom, in cultural, sporting, education outside the classroom (EOTC) and leadership experiences.

Students are supported to learn in rich and meaningful contexts.

Teaching practice: High quality teaching and learning is consistently evident across the school. Teachers work as a collegial team to share their understanding of good practice and to plan and evaluate programmes. Features of their practice include:

- mutually respectful and affirming relationships between teachers and students;
- the effective use of student achievement information for planning, monitoring progress, and reporting to parents;
- well-established formative assessment strategies that empower and engage students in their learning;
- the creation of visually stimulating classrooms that inform, support and celebrate student learning; and
- the developing use of information and communication technologies (ICT) and the principles of e-learning.

Effective teaching practice contributes to high levels of student motivation and engagement.

School culture: The board, school leaders and staff successfully maintain a safe, supportive and inclusive environment for students. Elements that contribute to this environment include:

- consistent expectations and high levels of cooperative and considerate behaviour among students;
- respect for students as individuals and for their ideas and contributions;
- affirmation of ethnic diversity including recognition of the cultural identity of Māori students; and
- respect for the physical environment and the principles of sustainability.

Students' sense of pride and belonging in the school is clearly evident.

Engagement with parents: The school has successfully established a meaningful partnership with parents to support students' learning and development. This partnership is reflected in:

- supportive, well-managed induction procedures for new families;
- strategies to help parents to understand and support their children's learning, including a well developed website, regular newsletters and curriculum information evenings;
- regular consultation with parents and whānau about school priorities, educational programmes and their aspirations for their children; and
- student-led conferences involving teachers and parents to discuss individual students' achievement, progress and next steps for learning.

Self review: The board of trustees, school leaders and staff demonstrate a high level of commitment to the continuous improvement of educational outcomes for students. Strategic and annual planning, as well as the cycle of self review, are systematic and clearly documented. Decision making and resource allocation are informed by evidence from analysed student achievement information and the results of consultation with parents, staff and students. In addition, there is highly effective monitoring and evaluation of student achievement targets, programmes and initiatives. Effective, well-planned self review is contributing to the capability and sustainability of the school as a learning community.

3 Agreed Priorities

ERO and the board of trustees agree that the priority for the school is to sustain and further develop the significant progress that has been made towards realising the vision of 'maximising peoples potential'. Particular consideration could be given to:

- continuing to develop the use of strategies designed to empower students to become self-directed learners; and
- further development of the Māori curriculum as stated in the draft strategic plan for Māori.

4 Provision for International Students

Hukanui School currently has three international students who are being provided with a high quality education similar to that of other students. Appropriate English for Speakers of Other Languages (ESOL) support is provided both within class and on a withdrawal basis. Students also have access to good quality pastoral support and they are well integrated into the life of the school. Close contact and communication is maintained with families.

Compliance with the *Code of Practice for the Pastoral Care of International Students* and the Provision of English Language Support

Hukanui School is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989.

The school has attested that it complies with all aspects of the Code.

ERO's investigations confirmed that the school's self-review process for international students is thorough.

5 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Hukanui School completed an ERO *Board Assurance Statement* and *Self-Audit Checklist*. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

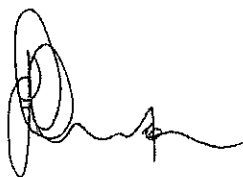
- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

6 Future Action

ERO is likely to carry out the next review in four-to-five years.



Richard Thornton
National Manager Review Services
Northern Region

29 November 2010

About The School

School type	Contributing primary (Years 1 to 6)	
Decile ¹	10	
School roll	628	
Number of international students	3	
Gender composition	Boys 52% Girls 48%	
Ethnic composition	New Zealand Pākehā/European 66% New Zealand Māori 13% Other 7% Chinese 6% Other Asian 5% Indian 2% Pacific 1%	
Review team on site	October 2010	
Date of this report	29 November 2010	
Previous three ERO reports	Education Review March 2008 Education Review February 2005 Accountability Review December 2001	

¹ School deciles range from one to ten. Decile one schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

General Information about Reviews

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting integrates the following:

- **school curriculum;**
- **national evaluation topics** –contribute to the development of education policies and their effective implementation; and
- **the Board Assurance Statement**, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.