

ERO External Evaluation

Hukanui School, Chartwell, Hamilton

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

Hukanui School is located in the north Hamilton suburb of Chartwell and provides education for students in Years 1 to 6. Since the previous ERO review of 2015 the roll has grown to 832 including 15% Māori and 20% Asian students. There has been significant growth in the number of students from culturally diverse backgrounds, many of whom are English language learners. Approximately half of the school population identify as New Zealand European/Pākehā. There are nine international students currently enrolled at the school. Staffing at the school remains stable and a new deputy principal was appointed to the senior leadership team in 2016.

The school motto 'Tū Tangata | Stand Tall' is underpinned by the core values of respect, excellence, cooperation, integrity and individuality.

The school has identified the following as 2019 strategic priorities:

- to develop an integrated schoolwide oral language programme that accelerates achievement in literacy for all students
- to strengthen culturally responsive practices to ensure equity and excellence in outcomes for all students
- to sustain the progress made in implementing consistent schoolwide practices that accelerate student achievement in mathematics.

Teachers have undertaken schoolwide professional learning and development in writing, mathematics and oral language.

The school is a member of the Te Pae Here Kāhui Ako | Community of Learning.

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

- reading, writing and mathematics.

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 achieving excellent outcomes overall and working towards achieving equity for all students.

School achievement data from 2016 to 2017 shows a consistent pattern with most students achieving expected levels in writing and mathematics, and almost all in reading. This information also indicates that in 2017 Māori and Pākehā achieved at similar levels in reading, writing and mathematics. Girls achieved at higher levels than boys in reading and writing, and at comparable levels in mathematics. The small number of Pacific students almost all achieved at expected levels in reading, writing and mathematics.

In 2018 almost all students including Māori achieved expected levels in reading, most in mathematics and the large majority in writing. Pākehā did slightly better than Māori in mathematics and writing. This information also shows that all Pacific students achieved expected levels in reading, most in writing and the large majority in mathematics. Almost all Asian students achieved expected levels in reading and mathematics and the large majority in writing. Girls and boys achieve at comparable levels in reading and mathematics, but girls achieve at significantly higher levels in writing.

Achievement data for 2019 shows almost all students including Māori achieve expected levels in reading and most in mathematics and the large majority in writing. Māori student achievement in mathematics has increased since 2018.

Students with additional learning needs are making good progress against their learning and wellbeing goals.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

In 2018 and 2019 the school can show effective acceleration in the achievement of Māori and other students who needed it in reading, writing and mathematics.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Senior leaders provide effective leadership for learning. They have high expectations for teaching and learning which is reflected in the consistency of schoolwide practices. There are many leadership opportunities for teachers across the school. A robust teacher appraisal system is closely aligned with school goals. Schoolwide tracking systems that closely monitor progress and achievement of individual at-risk students are well managed by leaders. Initiatives for students, including those at risk are well considered and embedded to support sustainability of learner progress. Leaders have a strategic approach to managing change and building teacher capability to improve student outcomes.

Students experience a broad and engaging curriculum. There are many leadership roles for students, and they are actively involved in planning authentic learning experiences that take account of their strengths and interests. Students enjoy, and are extended through, a wide variety of academic, cultural, environmental, sporting and outdoor education learning experiences. They have equitable opportunities to learn through rich programmes that support high levels of engagement with learning.

Teachers use a wide range of effective strategies. There is strong emphasis on reading, writing, mathematics and digital technology in daily programmes to support student progress and achievement. Teachers' knowledge and understanding of student needs inform effective programme planning. They use a range of appropriate assessment tools to identify, track and monitor individual student's learning and progress. Aspects of te reo and tikanga Māori are naturally integrated into daily programmes. Teachers work collaboratively within and across teams to share strategies and knowledge to improve practice.

Students experience a positive and inclusive culture for learning. They benefit from warm and respectful relationships with their teachers who are focused on student learning and wellbeing. School values are widely known and well embedded throughout the school community. Students with additional learning needs are well supported. The special education needs coordinator has well-established networks with external agencies and within the Kāhui Ako to support at risk learners. A wide range of appropriate services is accessed for students with additional learning or behaviour needs.

Parents and the community are welcomed and involved in school activities. Transitions into school are responsive and well managed. Relationships are respectful and productive, and diversity is valued. There is a range of appropriate and effective communication strategies to engage and inform parents about their child's learning.

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

Leaders now need to:

- further refine systems to report schoolwide information that shows the rate and pace of acceleration for all at-risk students and report this information regularly to the board
- continue to evaluate the effectiveness of programmes and initiatives with a particular focus on acceleration for priority learners.

Priority should continue to be given to promoting culturally responsive practices that supports equity and excellence for all students. This should include:

- further collaboration with Te Pae Here Kāhui Ako | Community of Learning to strengthen links with local iwi to develop a more localised curriculum that reflects New Zealand's bicultural heritage
- expanding teaching and learning strategies to further support English language learners within classroom programmes.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this review there were nine international students attending the school.

Students are well supported both academically and pastorally. Students' cultures are valued in this inclusive and multicultural school environment. A range of effective strategies support students to develop their competency in the English language.

4 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.

5 ERO's Overall Judgement

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

Well placed.

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.

6 Going forward

Key strengths of the school

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

- leadership that sets and monitors high expectations for teaching and learning
- a culture that effectively supports student learning and wellbeing
- learning environments that support high levels of student engagement.

Next steps

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

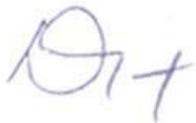
- schoolwide tracking and reporting to focus more explicitly on acceleration of student progress
- evaluation practices to focus on establishing the impact of initiatives to support priority learners.

Actions for compliance

ERO identified non-compliance in relation to the principal's performance agreement and appraisal.

In order to address this, the board of trustees must:

- ensure the principal has an annual signed performance management agreement
[s77c State Sector Act 1988; NZ Gazette and relevant Collective Employment Agreement]
- annually assess the principal against all the appropriate professional standards.
[NZ Ed Gazette: and relevant employment agreement]



Darcy Te Hau

Acting Director Review and Improvement Services

Central Region

20 February 2020

About the school

Location	Chartwell, Hamilton
Ministry of Education profile number	1749
School type	Contributing (Years 1 to 6)
School roll	832
Gender composition	Male 52% Female 48%
Ethnic composition	NZ European/Pākehā 50% Māori 15% Chinese 15% Korean 5% Indian 5% African 4% Other ethnicities 6%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	
Date of this report	20 February 2020
Most recent ERO report(s)	Education Review September 2015 Education Review November 2010 Education Review March 2008