



Hukanui School
Hamilton

Confirmed

Education Review Report

Education Review Report

Hukanui School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Hukanui School is located in the north Hamilton suburb of Chartwell. It provides education for students in Years 1 to 6. The school's roll of 694 includes 94 students of Māori descent of which approximately 30 whakapapa to Tainui, the local iwi. The school benefits from a diverse ethnic mix, including an increasing number of students of Asian heritage. Hukanui School continues to operate a Ministry of Education approved enrolment scheme.

Since the previous ERO review in 2010 there has been a slight increase in the school's roll. Staffing at the school remains stable. A new deputy principal was appointed to the senior leadership team in 2014. Teachers continue to participate in extensive professional learning and development. Recent externally facilitated school-wide professional development has focussed on writing and spelling. An active parent teacher association continues to provide valuable support for the school. Support staff, including administration staff, teacher aides and property maintenance staff make a significant contribution to the life of the school.

The school motto 'Tū Tangata' is widely promoted and along with the school values underpins the curriculum and contributes to a settled and welcoming environment for learning.

The school has made a comprehensive response to the recommendations of the previous 2010 ERO report about strengthening students' understanding of their learning and further developing the Māori curriculum. The school has now developed a high-quality systematic and sequential te reo Māori programme.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Hukanui School makes highly effective use of student achievement information to promote student learning. The school's achievement information indicates that a significant majority of students, including Māori, are achieving at or above the National Standards in reading, writing and mathematics. The school is currently implementing teacher professional development to continue to

raise achievement in writing. The proportion of students at or above the National Standards at Hukanui School is higher than national comparisons.

School leaders have established useful guidelines to ensure an appropriate range of assessment information is gathered, particularly in literacy and mathematics. Leaders collate and analyse a wide range of achievement data, which is used to identify achievement trends and patterns, and students who require additional support or extension. They are continuing to refine processes to support teachers to make reliable judgements in relation to the National Standards.

The board of trustees is well informed about school-wide student achievement. Trustees set meaningful targets in the school charter that are focused on raising overall student achievement. They also make effective use of achievement information to make resourcing decisions, including the targeted employment of additional teaching staff to respond to achievement challenges.

Teachers make very effective use of achievement information, including ongoing professional reflection, to identify and respond to individual and group learning needs. They track and monitor student progress and achievement, particularly in reading, writing and numeracy. To further enhance these effective practices it would be beneficial to revise school-wide learning progressions to further promote consistency for students.

Most students interviewed by ERO showed a good understanding of their achievement levels and next learning steps in literacy and mathematics. They benefit from regular and specific feedback and feed forward from their teachers about their learning, progress and achievement. Senior leaders acknowledge that a next step in promoting students' ability to take responsibility for their own learning is to extend opportunities for students to develop, with their teachers, shared criteria for success.

Parents receive comprehensive information about their children's progress and achievement at student-led conferences and through written reports. They also appreciate the many opportunities for informal communication with teachers. School leaders should now review the mid-year written report to ensure greater clarity in showing students' progress in relation to the National Standards.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's broad and rich curriculum is responsive to parents' and students' aspirations. It is highly effective in promoting and supporting student learning.

The curriculum includes an appropriate emphasis on reading, writing and mathematics learning. A comprehensively structured electives system provides opportunities for students to follow their interests in a variety of learning areas such as languages, the performing and visual arts, science and technology. Electives are also an opportunity for the school to acknowledge and provide learning experiences that reflect the school's growing ethnic diversity. There are many opportunities for children to participate in a wide range of academic, sporting and cultural activities, events and competitions.

A strength of the school's curriculum is the long-standing, effective and well-recognised environmental sustainability programme that provides students many opportunities for real-life learning and meaningful leadership experiences.

School leaders and teachers are currently developing a learning model that provides opportunities for students to inquire into important aspects of science, social science, health and technology. To further enhance this initiative, consideration should be given to further strengthening links to *The New Zealand Curriculum* to provide greater coherence and curriculum balance.

Senior leaders and team leaders effectively promote and support high expectations for teaching practice. Consistent implementation of these expectations is evident across the school. Positive features include:

- respectful relationships among teachers and students that support learning
- effective use of digital technologies by students as tools for learning
- attractively presented and well-resourced classrooms
- systems which promote students' understanding of the purpose of each lesson.

Teachers are reflective about their practice and are very responsive to professional learning, current theory, and best practice. There is a culture of inquiry within the school. The school should continue to develop this practice by strengthening the link between individual teacher inquiry and positive learning outcomes for students.

The school has coherent policies and systems for supporting the needs of students with gifts and talents. A knowledgeable deputy principal closely oversees and monitors a wide range of programmes and initiatives for students requiring additional support. The board allocates significant amounts of funding for these programmes and initiatives. Students benefit from systems and processes that promote smooth transitions at all levels.

Students have a positive attitude to, and are highly engaged in their learning. They consistently demonstrate high levels of interest and enthusiasm.

How effectively does the school promote educational success for Māori, as Māori?

Māori students' sense of cultural identity and belonging has been greatly strengthened since the last ERO report. Under the leadership and guidance of a knowledgeable and respected specialist teacher, the school has implemented a systematic approach to building teacher capability to implement a high-quality Māori language programme. Trustees, senior leaders and teachers are very committed to ensuring Māori language and knowledge are an integral part of the Hukanui School curriculum.

Annual hui within the school supports growing partnerships with the Māori community. Whānau Māori have recently identified key areas for ongoing school development including strengthening relationships with local marae, and developing a programme for teaching local Tainui history. School leaders agree it would also be beneficial to continue to explore Māori preferred ways of teaching and learning in order to further enhance student progress and achievement.

4 Sustainable Performance

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

Hukanui School is very well placed to sustain and improve its performance.

Trustees bring a range of useful skills and experience to their roles and have a good understanding of school governance. They are very supportive of school direction and have a good working relationship with the principal. The board has developed a useful framework of policies and

procedures to promote a safe physical and emotional environment for all students and staff. The charter and annual plans are developed in consultation with the school community, including parents and students. Trustees regularly monitor the implementation of these plans and progress towards achieving goals and targets. They have a focus on providing equitable opportunities for students. Along with the principal, trustees have a clear direction for ongoing school development and improvement.

The principal and senior leadership team provide strong professional leadership for the school. A coordinated and well-managed programme of mentoring, appraisal, support and guidance effectively builds teacher professional capability. School managers provide meaningful opportunities for teachers to develop as leaders and share their skills and expertise. Curriculum and team leaders are reflective, and focused on continuing to enhance positive outcomes for students. They provide good quality leadership for their teaching teams and curriculum areas. A feature of school leadership is a systematic and planned approach to ensuring that positive changes are well embedded and sustained.

The school has developed an effective range of strategies and approaches to strengthen learning partnerships with parents. This includes meetings with new families and whānau, regular curriculum workshops for parents, and structured parent involvement in the new entrant class. These initiatives provide parents with tools and skills to support learning at home. Students benefit from a wide range of parental involvement in the life of the school.

The school has developed a range of beneficial networks within the wider educational community. Meaningful partnerships have been developed with local schools. This promotes shared understandings about curriculum and assessment processes, and provides opportunities for sporting and cultural competitions and events. Teachers and school leaders regularly share best practice with other schools. A strong reciprocal partnership has also been established with the University of Waikato.

A culture of reflection and review is evident throughout the school. Elements of high quality self review such as consultation with a wide range of stakeholders including students, the use of measurable goals, and decision making based on sound evidence characterise the systems and processes at Hukanui School.

Provision for international students

The 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.

The school currently has four long term international students and from time to time also hosts short term students who attend the school for three to four weeks.

The international students' coordinator has strengthened programmes to support the English language development of the long term international students. She has also recently reviewed the information booklet for parents of international students. Ongoing reflection and review has led to ongoing programme improvements. Consideration should now be given to systematising the school's international student self-review processes.

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.

Conclusion

Hukanui School students achieve at levels higher than national comparisons in literacy and mathematics. They benefit from a broad and rich curriculum in the arts, sports, culture and technology. Students have a positive attitude to, and are highly engaged in their learning, consistently demonstrating high levels of interest and enthusiasm.

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



Graham Randell
Deputy Chief Review Officer Northern (Acting)

11 September 2015

About the School

Location	Hamilton	
Ministry of Education profile number	1749	
School type	Contributing (Years 1 to 6)	
School roll	694	
Number of international students	4	
Gender composition	Boys 52% Girls 48%	
Ethnic composition	NZ European/Pākehā Māori Asian Pacific Indian Other	60% 14% 15% 3% 2% 6%
Review team on site	July 2015	
Date of this report	11 September 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	November 2010 March 2008 February 2005