

ERO External Evaluation

Hauraki School, Takapuna, Auckland

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

Hauraki School in Takapuna caters for students in Years 1 to 6. The school's roll has grown over time and now stands at approximately 520. It includes small numbers of Māori and Pacific learners. The school also regularly hosts a small number of international students.

The school's vision is that in a culture of excellence, students learn to know, to do, to be, and to live together. School values include hauora, kindness, respect and integrity.

The board's strategic priorities include curriculum development, using progress and achievement information effectively and sustaining a positive school culture for all. In 2019 professional learning and development for teachers has focused on mathematics, assessment for learning, student inquiry learning and Reggio Emilia teaching approaches.

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

- progress and achievement in reading, writing and mathematics
- accelerated progress of individuals and groups of students, including learners with additional learning needs
- aspects of curriculum review and student 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 maintains a deliberate focus on achieving equity and excellence for all its students.

Schoolwide achievement information shows that most students, including Māori, achieve at or above curriculum expectations in literacy and mathematics. This level of achievement has been consistent since 2017.

Well analysed longitudinal information is used to closely monitor the progress and achievement of groups of students, including the small number of Pacific students.

Students with additional needs are very well supported to achieve their learning goals. English language learners receive targeted support. Information about these programmes is shared with the board.

Other valued student outcomes relate directly to the school values, which are well understood by the school community.

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

The school is highly effective in accelerating the learning of Māori and those students who need it. There are many examples of accelerated learning progress as a result of targeted teaching and effective use of internal and external support.

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?

School leaders foster a highly collaborative team approach to successfully build relational trust with students, staff and the community. They have high expectations of themselves, the staff and students.

Leaders ensure a strategic, coherent approach to building professional capability and collective capacity. Organisational systems and structures enable sustained collaborative learning and support decision making. Ongoing internal expertise and external professional development support staff to be fully engaged in an open-to-learning culture that improves outcomes for students.

Students learn in caring, collaborative learning environments where provocations and students' questions help to scaffold learning. Student inquiries promote their choice in and ownership of learning. Students' thinking is highly valued and visible, and this contributes to them developing further agency in their learning.

School achievement data are closely scrutinised at all levels. Teachers use high quality teaching strategies effectively. They are intentional about how they plan for, reflect on and teach students whose learning needs accelerating. A deliberate focus on using a range of teaching approaches fosters a consistent language of learning for students.

A well-coordinated approach ensures the diverse educational needs of students are met well. Students experience success through a variety of in-class and withdrawal learning experiences. Additional learning support programmes are implemented thoughtfully to improve student outcomes.

The board provides significant funding for personnel and programmes that support teaching and learning. For example, a performing arts programme enables all students to develop new skills and gain confidence through a range of musical and creative experiences.

Trustees have close inter-generational links with the school. The school promotes learning centred partnerships with parents/whānau and provides many opportunities for them to contribute to the curriculum. Parents and the community are highly supportive of the school.

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

Leaders and teachers continue to review and consider ways to enhance aspects of the school's curriculum. Further developments include continuing to strengthen how the curriculum reflects the local context through bicultural and environmental perspectives. Leaders have identified the benefits of exploring ways to collect and report information about valued student outcomes.

Leaders and the board agree it is timely to consider how they might evaluate progress in achieving school priorities and the impact this has on valued student outcomes. Evaluation of progress and effectiveness in relation to school goals and plans, particularly for those learners at risk of not achieving, will provide further information to support board decision making.

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 15 international students attending the school.

Hauraki School has very good processes in place to monitor practices and outcomes, and ensure the school is meeting the requirements of the Code.

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 Hauraki School's performance in achieving valued outcomes for its students is:

Strong

6 Going forward

Key strengths of the school

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

- a positive school culture that fosters a collaborative team approach and relational trust at all levels of the school community
- highly effective leadership that provides strong professional guidance to improve professional practice
- a well-coordinated approach to ensuring diverse educational and behavioural needs are met effectively
- teachers who are intentional about how they meet the learning needs of students at risk of not achieving.

Next steps

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

- continuing to strengthen the curriculum, and how leaders and staff collect and report information about the school's valued student outcomes
- evaluating the effectiveness of the board's identified goals and priorities in achieving positive outcomes for learners, particularly for those students most in need of additional support.



Steve Tanner
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Northern Region
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About the school

Location	Takapuna, Auckland
Ministry of Education profile number	1304
School type	Contributing
School roll	524
Gender composition	Boys 51% Girls 49%
Ethnic composition	Māori 7% NZ European/Pākehā 50% Chinese 21% other ethnic groups 22%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	November 2019
Date of this report	4 March 2019
Most recent ERO report(s)	Education Review June 2015 Education Review June 2011 Education Review January 2008