

ERO External Evaluation

Hauturu School, Kawhia, Waikato

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

Hauturu School is a small rural school located about 20 kilometres from the west coast settlement of Kawhia catering for students in Years 1 to 8. Currently there are two classrooms for 25 students of whom six are of Māori descent, eight Pacific and 11 NZ European Pākehā. The roll has declined significantly since the previous ERO review but has stabilised over the last two years.

The school's vision states, '*Toi Te Mātauranga, Toi Te Mana, Toi Te Whenua*' (Strive for knowledge, excellence and stewardship').

The values statement is, '*We will all model the 3 R's – Resilience, Responsibility, Relationships*'.

The 2019 improvement plan has a focus on writing, with a specific target to accelerate the progress of students achieving below expectation. This aligns to the strategic goals which are to:

- improve outcomes for all students, particularly Māori and Pacific
- accelerate progress of students achieving below curriculum expectations.

Since the previous ERO review in 2016 the school has undergone a number of staffing changes including the appointment of a new principal in Term 1, 2018. The board is made up of both experienced and new trustees. Teachers have participated in professional learning and development provided by the Ministry of Education. The programme focused on improving achievement in writing.

Leaders and teachers regularly report to the board, school-wide information about outcomes for students in 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 working towards achieving equitable and excellent outcomes for all students. The school's 2018 achievement information shows that most students achieve at or above expected curriculum levels in writing and a large majority in reading and mathematics. Māori and Pākehā achievement is comparable in writing and mathematics. In reading Māori students proportionally achieve less well than their Pākehā peers. Overall Pacific students achieve at lower levels than other groups in the school. Boys achieve at proportionally higher levels than girls in mathematics but at lower levels in reading and writing.

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

The school was effective in accelerating the achievement of some students, including Māori, in reading and writing during 2018. Leaders and the board of trustees acknowledge the need to target achievement in mathematics as a priority for the school.

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?

Students enjoy learning through a rich curriculum. They have many opportunities to learn in local contexts, through engaging in events and places of significance within their community. Teachers know their students well and implement responsive programmes to cater for their needs and interests. ERO observed students learning in orderly and respectful environments. Māori children's language, culture and identity is strongly promoted through the integration of te reo and tikanga Māori in class programmes and school events. Students with additional needs are included and supported. A feature of the curriculum is the strong culture of care. The school accesses many community programmes to support student learning and wellbeing. Useful links have been established with the local and wider community to enhance curriculum programmes.

The school benefits from strong and cohesive leadership. The principal has high expectations for teachers and students. She has accessed external support to build teacher capability. A culture of professional reflection and relational trust is evident.

Trustees provide well informed governance for the school. They are supportive of the principal and value her approach and progress made to establishing a calm, settled culture of learning. Trustees provide governance to ensure that all students have access to the breadth of the school's curriculum. They receive regular reports on student achievement and use this information to inform their decision making.

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

Teachers need to implement strategies that promote students' understanding of their achievement and next learning steps, including:

- the consistent use of learning progressions
- providing regular feedback and feed forward to students about their learning
- continuing to strengthen their analysis and use of data to plan their teaching.

The analysis and use of school-wide achievement data requires strengthening, including:

- setting targets based on accelerating the number of students achieving below expected levels
- regularly reporting to the board about the progress of the targeted students
- using achievement information to evaluate the effectiveness of initiatives and interventions for targeted students.

Priority should be given to implementing programmes and culturally responsive practices that are conducive to accelerating the achievement of Pacific students.

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 Vulnerable Children Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Hauturu 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:

- a curriculum that provides many authentic learning opportunities
- leadership that provides clear guidelines for teaching and learning
- governance that promotes equitable opportunities for all students.

Next steps

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

- teaching strategies to empower students as independent, self-motivated learners
- the use of student achievement information to focus on accelerating the progress of at-risk students.

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- ensure pandemic planning is developed to manage crisis situations
[Student wellbeing; good practice, NAG 5]
- make provision for post disaster and relief.
[Asset management; good practice, NAG 6]



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About the school

Location	Kawhia, Waikato
Ministry of Education profile number	1736
School type	Full primary (Years 1 to 8)
School roll	25
Gender composition	Male 15 Female 10
Ethnic composition	Māori 6 Cook Island Māori 8 NZ European/Pākehā 11
Students with Ongoing Resourcing Funding (ORS)	No
Provision of Māori medium education	No
Review team on site	May 2019
Date of this report	3 July 2019
Most recent ERO report(s)	Education review May 2016 Education review June 2014 Education review May 2011