



**Eastern Hutt School
Lower Hutt**

Confirmed

Education Review Report

Education Review Report

Eastern Hutt 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?

Eastern Hutt School caters for a roll of 655 Years 1 to 6 students from diverse backgrounds in an ethnically rich community. Some are English Language Learners.

The school has a positive reporting history with ERO. Good performance highlighted in previous ERO reports included: strong leadership; effective teaching and self-review processes; and authentic learning contexts for students.

The board of trustees gives priority to professional learning and development for staff. Since the August 2010 ERO report, school personnel have participated in a number of Ministry of Education initiatives and other contracts. These included focuses on leadership development, teacher appraisal, raising Māori student achievement, English Language Learners, inquiry learning and student wellbeing.

Since the previous ERO report, there have been changes of principal, deputy principals, team leaders, teachers and trustees. Considerable building development has taken place and the school maintains very good facilities. Good performance has been sustained.

2 Learning

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

Student achievement information is used effectively to make positive changes to learners' engagement, progress and achievement. A range of reliable data is well analysed to inform the board's target setting, teaching and learning and to report to students, parents and trustees. Most students achieve at and above in relation to National Standards in reading, writing and mathematics.

Achievement information indicates that most Māori students achieve as well as their peers in reading and less well in writing and mathematics. Those below Standards are identified as a priority group in the board's annual target setting. Teachers inquire into their practice to ascertain how they can accelerate the progress of students achieving below National Standards.

Transition to school is well led and managed. A range of achievement information is gathered on entry and early intervention is prioritised for students requiring support. Student progress is well monitored and analysed to inform next teaching steps. Feedback from parents is positive.

Leaders and teachers know the students well. Useful achievement information is passed on each year to enable initial grouping according to needs. Groups achieving below the Standards are identified. In 2014, schoolwide priority was given to Māori, Pacific and Asian students, and boys requiring support to raise achievement in reading. The school reports accelerated progress for some of these students.

Programmes for students who are English Language Learners or have learning and behavioural needs are highly effective. Planning for their learning is well led and coordinated. A wide range of additional support through literacy and mathematics interventions are provided. Team collaboration and inclusive classroom practice are promoted.

Partnerships for learning are actively encouraged. Parents receive useful information about the curriculum and their child's progress and achievement. Three-way conferences between students, parents and their teacher are an avenue for students to share their successes, next steps and how families can help at home. Education evenings are held during the year and information is shared through digital media.

School leaders effectively oversee processes and systems to identify and respond to the increasingly diverse needs of students. They plan to strengthen teachers' use of achievement information to better evaluate programme effectiveness to accelerate progress and raise achievement. As a result of the leadership development, a coaching model is established to support this work.

The school has started to track cohort groups from one year to the next. This should help leaders and teachers gain useful information about the effectiveness of programmes over six years of schooling.

3 Curriculum

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

The Eastern Hutt School curriculum is well designed to purposefully promote and support student learning. High expectations are set and considerable thought is given to meeting the school's vision, parents' aspirations and students' needs and interests. Literacy and mathematics are prioritised, together with a strong emphasis on the arts. Many high quality artworks are displayed in the school.

The curriculum is coherent, inclusive and clearly aligned to the principles, values and competencies of *The New Zealand Curriculum*. Teachers are well supported to develop their professional knowledge and skills to cater for increasing diversity within the school community.

Students experience a wide range of interesting learning opportunities. Inquiry learning is actively promoted to help students become critical thinkers and problem solvers. Inquiry themes are varied to include science, social sciences, health and the arts. An extensive review of student inquiries is exploring opportunities for greater differentiation to better meet needs.

Students are actively engaged in their learning. They appreciate the variety of opportunities provided. These also include many sporting activities, education outside the classroom and enrichment and extension programmes.

Student leadership is promoted. Senior students act as role models and mentors for younger students. Cultural performances also provide leadership opportunities.

Teachers are encouraged to critically reflect on their practices. They discuss effective teaching strategies and learn from each other. Teams document the emerging strengths, trends with recommendations for improvement. These are reported to senior leaders and the board.

Examples of high quality teaching practices are apparent across the school. High levels of collaboration and professional development are evident to support continual improvement.

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

The school has established strong connections with whānau to promote success for Māori, as Māori, and to continually improve outcomes for students. As a result of hui, the school has developed a vision to encompass the aspirations of Māori. An appropriate action plan is prepared to guide this development.

Māori students have a range of opportunities to engage in activities that celebrate their identity, culture and language. Key aspects include involvement in kapa haka, Ngā Tamatoa, marae club and junior tikanga club. Unit planning within syndicate teams also includes learning about te reo me ngā tikanga Māori.

Leaders and teachers have undertaken considerable professional learning and development related to *Ka Hikitia - Accelerating Success 2013-2017*. As a result, the school's Māori curriculum team initiated significant changes to embed the principles of this document. The team is further developing the te reo Māori programme to show appropriate progression of learning from Years 1 to 6.

4 Sustainable Performance

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

The school is well placed to sustain and improve its performance. School leadership is highly responsive and effective in meeting the challenges related to managing change. Well-considered, professional learning has enabled leaders to gain shared understandings about coaching to support teachers' development needs. Leadership is well distributed across the school to promote continuous improvement.

Trustees bring a range of expertise and knowledge to ensure effective governance. They have been highly strategic in their management of leadership appointments, property and finance. The charter/strategic plan was reviewed through extensive consultation with community groups. Trustees are committed to improving outcomes for students.

The principal plays a leading role in promoting and strengthening engagement with the many ethnic groups that make up the school community. Māori whānau, Pasifika and Asian parents provide advice and guidance related to the school's curriculum.

A learning-focused culture is evident. Classrooms are modern, vibrant and stimulating environments where diversity is celebrated. Students are friendly, respectful of each other and enjoy their learning. Positive, supportive relationships are fostered across all levels of the school's operation.

Self review is strongly focused on improving outcomes for students with diverse needs. Decisions made through discussion, critical reflection and review inform the board's priorities. Agreed next steps are to:

- refine target setting and board reporting for greater focus on identified needs in reading, writing and mathematics
- further strengthen self review to determine the effectiveness of strategies for promoting accelerated progress for students.

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.

At the time of this review there was one international student attending the school. High quality provision is made for integration into the school community.

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

Eastern Hutt School provides a welcoming, inclusive environment. Diversity is valued and celebrated. Students' learning and wellbeing is the primary focus. High expectations are set for students and partnership with families is actively promoted. Most students achieve at and above National Standards. The school is well placed to sustain and improve outcomes for students.

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



Joyce Gebbie
Deputy Chief Review Officer Central

5 May 2015

About the School

Location	Lower Hutt	
Ministry of Education profile number	2834	
School type	Contributing (Year 1 to 6)	
School roll	655	
Number of international students	1	
Gender composition	Male 51%, Female 49%	
Ethnic composition	Māori	13%
	NZ European/Pākehā	47%
	Indian	14%
	Chinese	12%
	Sri Lankan	3%
	Pacific	3%
	Other ethnic groups	8%
Review team on site	February 2015	
Date of this report	5 May 2015	
Most recent ERO report(s)	Education Review	August 2010
	Education Review	June 2007
	Education Review	September 2004