



ERO External Evaluation

Eastern Hutt School, Lower Hutt

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

Eastern Hutt School is situated in the centre of Lower Hutt. It caters for 720 students in Years 1 to 6. The diverse student roll includes 11% Māori, 3% Pacific and 39% Asian. There are significant numbers of English language learners.

The school's vision is for: 'a community of learners educating, inspiring and empowering children for global citizenship'. The established guiding principles are: 'care, communicate, collaborate, challenge, create' to deliver the values of respect, responsibility and resilience.

Key strategic priorities are to promote: success for all; inspiring and inquiring staff; active learning communities; and flexible teaching and learning.

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

- reading, writing and mathematics
- progress towards achieving annual targets
- wellbeing.

Since the 2015 ERO review, leadership has continued to be stable, but with several changes of staffing at classroom level.

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?

School achievement information for 2018 indicates that most students are achieving at or above the expected levels of *The New Zealand Curriculum*, in reading writing and mathematics.

Student achievement outcomes overall have been at consistent levels since the 2015 ERO review. Māori student achievement is similar to their peers in the school in reading, with a small disparity in writing and mathematics. Achievement for Pacific children has improved over time. There are small disparities for boys in writing, and for girls in mathematics.

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

School data shows that almost a quarter of students, including Māori and Pacific, who are targeted as at risk of underachievement are experiencing accelerated progress.

School leaders recognise that increasing the school's impact on improving outcomes for this group of learners is a priority.

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?

Assessment practices have been strengthened to provide a clearer picture of students' achievement. Those at risk of underachievement or not meeting school curriculum level expectations are successfully identified. Additional interventions are put in place to respond to students' individual needs, and promote their progress.

The school community is highly inclusive. It effectively values and reflects the increasing diversity of the school roll. Positive and productive relationships are clearly evident. Well managed and resourced learning environments promote positive participation and engagement in learning. An holistic approach to pastoral care caters well for student learning and wellbeing. The school's recently refreshed and updated values are clearly articulated and well known by the children.

Culturally responsive teaching practices effectively respond to students' needs, interests and strengths. Aspects of te ao Māori and kaupapa Māori perspectives are increasingly woven into the curriculum.

Well-considered processes are in place to grow and develop teacher capability, and are strongly promoted by leaders. The robust framework for performance management and appraisal is well implemented, promoting a cooperative approach. Teachers' professional learning is aligned to the school's key strategic priorities and students identified needs. Transfer of effective practice is occurring across other aspects of the curriculum.

Teachers' inquiry process effectively promotes deeper thinking about the impact of their practices on improving outcomes, particularly for priority learners.

Leadership provides good conditions for promoting equity and excellence. Leaders support and enact the school vision, values and strategic direction. Goals and achievement targets are improvement focused, and set out appropriate priorities for school development.

Leaders and teachers have developed beneficial processes for inquiry and knowledge building. Data and research are used well to underpin professional discussions, and a reflective culture is developing. Aspects of self review are leading to changes and improvements.

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

Reframing school-wide targets to focus on increasing the rates of progress for specific groups will assist in improving outcomes and support stronger internal evaluation.

Teachers and leaders should now use achievement data effectively to build a stronger picture of where accelerated progress is occurring, for whom and why. This should better support closer tracking, monitoring and reporting, and help to identify what actions contributed to improvements.

School leaders have identified that continuing to further strengthen the curriculum is an ongoing next step. Key areas are:

- further embedding place-based learning through a localised curriculum
- increasing opportunities for students to extend ownership and understanding of their own learning.

Suitable opportunities are provided for parents to fully engage in the life of the school, and develop partnerships that promote learning. Māori whānau expertise is used to enrich Māori student success. Leaders and teachers should actively seek to build community and whānau partnerships that improve learning.

Strengthening the understanding and use of evaluation is required. This should help to determine the impact of programs and initiatives on improving outcomes.

3 Other Matters

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 and meets all aspects of the Code.

At the time of this review no international students were enrolled at the school.

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 Vulnerable Children Act 2014.

5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Eastern Hutt 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.](#)

6 Going forward

Key strengths of the school

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

- strengthened assessment practices that provide a clearer picture of student learning and progress
- a curriculum that promotes and supports consistently high levels of achievement
- good systems and processes that support staff to build their capability
- strong leadership that enables positive conditions that promote equity and excellence
- effective and culturally responsive teaching practices that increasingly respond to students' needs.

Next steps

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

- targeting and monitoring rates of progress for priority learners to promote acceleration of learning
- a localised and place-based curriculum to support the changing needs and strengths of all learners
- strengthening internal evaluation to better determine the impact of actions on improving outcomes.



Alan Wynyard
Director Review and Improvement Services Southern
Southern Region
28 May 2019

About the school

Location	Lower Hutt										
Ministry of Education profile number	2834										
School type	Contributing primary (Years 1 to 6)										
School roll	720										
Gender composition	Male 50%, Female 50%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>11%</td> </tr> <tr> <td>NZ European/Pākehā</td> <td>42%</td> </tr> <tr> <td>Asian</td> <td>39%</td> </tr> <tr> <td>Pacific</td> <td>3%</td> </tr> <tr> <td>Other ethnic groups</td> <td>5%</td> </tr> </table>	Māori	11%	NZ European/Pākehā	42%	Asian	39%	Pacific	3%	Other ethnic groups	5%
Māori	11%										
NZ European/Pākehā	42%										
Asian	39%										
Pacific	3%										
Other ethnic groups	5%										
Students with Ongoing Resourcing Funding (ORS)	Yes										
Provision of Māori medium education	No										
Review team on site	April 2019										
Date of this report	28 May 2019										
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>May 2015</td> </tr> <tr> <td>Education Review</td> <td>August 2010</td> </tr> </table>	Education Review	May 2015	Education Review	August 2010						
Education Review	May 2015										
Education Review	August 2010										