



**Huapai District School**  
**Huapai, Auckland**

**Confirmed**

**Education Review Report**

# Education Review Report

## Huapai District 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?**

Huapai District School has provided education for children in West Auckland for 96 years. The area is culturally diverse and currently undergoing population growth and housing intensification. To accommodate the resulting roll growth the board and school leaders have undertaken an extensive and ongoing project to rebuild the school, which is due to be completed in 2017.

The school's mission and vision to "engage, extend and empower" places learners at the heart. Commitment to this vision is evident in the board's strategic planning, the school's curriculum, and in teaching and learning approaches. Students have rich opportunities to take up leadership roles, lead their learning and express themselves creatively.

School leaders and teachers are proactive in engaging with parents. They have a good knowledge of families' aspirations and each child's background and circumstances. There are strong intergenerational connections between the school and many families. Well established tuakana/teina relationships between younger and older students strengthen children's and families' sense of connectedness and belonging to the school.

Since the 2013 ERO review the board and school leaders have extended the school's strengths and maintained positive strands of continuity. Building bicultural practices has been an important priority over the past three years. The school has remained focused on continuous improvement and has successfully enhanced education outcomes for children.

### 2 Learning

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

The board, school leaders and teachers make very good use of achievement information to promote learners' engagement, progress and achievement.

The school's most recent achievement data shows that between 79 and 86 percent of students are achieving at or above the National Standards in reading, writing and mathematics. The data shows that overall achievement has improved in relation to previous years, particularly in reading. It is

notable that there was a marked improvement in the overall achievement of Māori and Pacific students between 2013 and 2014. Senior leaders acknowledge that continuing to accelerate the progress of Māori and Pacific students is a priority.

Student achievement information is well analysed and reported. The board uses this to inform the school's strategic direction and decision making about resourcing and support for teaching and learning. The board is also increasingly focused on reports that evaluate the impact of school initiatives and programmes to accelerate students' learning.

School leaders identify trends and patterns in achievement across subjects and year levels, and between different groups of students. They use this information to set high and relevant achievement targets. They also use it to identify and prioritise instructional programmes, teacher professional learning and development, and teaching approaches that most effectively accelerate learning. This process is supported by the school's well established and robust assessment systems. School leaders have identified that in addition to internal moderation of assessment, it would be useful to also moderate achievement data with other schools.

Teachers set high expectations for children's learning. They share and use assessment data to plan class, group and individualised programmes. Students also have input into their learning programmes and goals. Students are being well supported to undertake self and peer assessment and lead discussions with their parents and teachers about their learning. They are developing deeper understandings about their own learning, and are taking greater responsibility for their progress and achievement, especially in mathematics.

Students who are at risk of not achieving are identified and receive targeted instruction. Their progress is closely monitored. Students benefit from having their individual learning needs well met and are also provided with good opportunities for extension and challenge. Students who are learning English as an additional language are also supported in these ways. Parents receive good information about children's attitudes to learning, and their progress and achievement.

### **3 Curriculum**

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

The school's increasingly student-led curriculum very effectively promotes and supports children's learning and gives effect to the school's vision and mission. It is well led by a team of curriculum leaders and is responsive to students' cultures and their individual strengths and needs. As a result, students show pride in the school and are articulate and confident learners.

Students enjoy a learning environment that gives them the opportunity to learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum* (NZC). At the heart of the curriculum is a model that supports students to systematically conduct their own individual, group and class based inquiries. The NZC principles, key competencies and learning areas are interwoven through the inquiry process and this enables students to see connections between the competencies, across curriculum areas and with real life.

There is an emphasis on open-ended and hands-on learning experiences. This means that students are given choices about what and how they study and opportunities to take risks and solve practical and other problems both inside and outside the classroom. They also have good opportunities to integrate the use of digital devices across their learning.

An important component of the school curriculum is that students learn about their own learning strategies and processes. A rich range of extra curricula activities, including interschool and national academic and sporting events and competitions, further extends students' opportunities and engagement. School leaders and teachers aim to continue building a student-led curriculum that enables students to enjoy and lead their own learning.

The school's curriculum is underpinned by an ethos of caring, collaboration and inclusion, which is captured in the school motto 'together we learn, care and grow'. This is evident in the wrap-around support for students with special learning needs. It is also evident in the way that students' transitions into, within and beyond the school are carefully managed and considered. In addition, a Montessori Unit has been successfully and respectfully integrated into the life of the school. The school's group of Year 7 and 8 students play a key role in setting the positive tone of the school and are very well catered for.

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

The school has developed good practices to promote the educational success of Māori students as Māori. The board has made promoting Māori language, culture and identity a high strategic priority and this will continue. Resources including the Ministry of Education documents, *Ka Hikitia - Accelerating Success 2013 – 2017* and *Tātaiako - Cultural Competencies for Teachers of Māori Learners*, are being well used to support the board's priority.

There are good systems in place to build and sustain bicultural practices. At the classroom level this includes integrating Māori perspectives and history into the curriculum, te reo Māori instruction and whakatau for visitors. These practices promote Māori students' sense of identity and belonging and provide them with additional opportunities for leadership.

Relationships between the school and whānau are supportive and focused on promoting Māori student success. While the overall achievement of Māori students in National Standards has lifted over time, senior leaders acknowledge that continuing to accelerate progress for these students is an ongoing priority.

## **4 Sustainable Performance**

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

The school is very well placed to sustain and continue to improve its performance. The factors that underpin this include strong leadership and governance, well developed community and whānau relationships, and effective self review.

School leadership is underpinned by the school's vision and values. Leaders ensure that the school curriculum and teaching are well planned, coordinated and evaluated. Well designed and led professional development programmes and an effective performance management system are clearly linked to the school-wide priorities and goals and are building teacher capability. Senior leaders have identified useful goals from their current review of appraisal processes. These include increasing the emphasis on collaborative inquiry into teaching practices, and improving the quality of evidence to support the appraisal process.

The school's board has a good mix of experience and expertise, and is representative of the school community. School governance is collaborative, strategically focused and well informed. The board seeks external advice and support when necessary and appropriate, and is open to new ideas. Charter development is responsive to community perspectives, values and views. The board makes

good use of student achievement and other self review information to support and monitor initiatives designed to generate improvement and ensure the best possible learning outcomes for all students.

Community support for and involvement in the school has resulted in parents and whānau playing an increasing role in their children's learning. Parents and whānau are well informed about their children's learning and school initiatives and programmes. They generously contribute to the school's curriculum and extra curricula activities. These strong connections ensure that parent and community aspirations and perspectives are reflected at every level of the school.

### **Provision for international students**

Huapai District 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. There were 14 short-stay international students at the time of ERO's visit.

ERO's investigations confirm that the school's self-review process for International Students is robust and that the school complies with all sections of the Code.

### **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**

Huapai School is successfully realising its mission and vision to "engage, extend and empower" learners. The school is very well supported by its community. Students are achieving well and enjoy taking increasing control of their own learning. Very effective leadership, governance and self review underpin ongoing improvement.

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

A handwritten signature in black ink that reads "Graham Randell". The signature is written in a cursive style with a large initial 'G'.

Graham Randell  
Deputy Chief Review Officer Northern

5 October 2015

## About the School

Location	Huapai, Auckland	
Ministry of Education profile number	1320	
School type	Full Primary (Years 1 to 8)	
School roll	436	
Number of international students	14	
Gender composition	Boys 54% Girls 46%	
Ethnic composition	Māori NZ/European Pākehā Samoan other	6% 73% 5% 16%
Special Features	Montessori Unit on site	
Review team on site	August 2015	
Date of this report	5 October 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	February 2013 September 2009 July 2006