

Hanmer Springs School - 16/02/2018

School Context

Hanmer Springs is a Year 1 to 8 school with a roll of 105 students.

The school's vision is for students to learn with confidence by modelling the school values and developing the competencies to live up to the Hanmer Way. The school goals focus on supporting students to achieve well in relation to the school's expectations. Students are encouraged to show compassion and respect for others, make good choices and always strive to do their best.

Leaders and teachers regularly report schoolwide information about outcomes for learners in the following areas:

- student progress and achievement in relation to school expectations, particularly in reading, writing and mathematics
- the range of programmes both in and beyond the school that enhance student learning
- staff and student inquiries that support ongoing learning.

Staff changes include the appointment of a new principal and two new teachers in 2017. The board is about to change two of its trustees in line with their succession planning.

The school is a member of the Tipu Maia Kāhui Ako|Community of Learning.

Evaluation Findings

1 Equity and excellence – valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is effective in achieving positive outcomes for most students.

Most students are achieving at or above school expectations in reading, writing and mathematics. Most Māori students are achieving at school expectations in reading and mathematics.

There is disparity in writing with fewer boys and Māori students achieving at or above the expected standards. The school has identified and begun to address this disparity. Evidence of accelerated progress by some of these students has already been achieved.

Students with additional learning needs are catered for by appropriate programmes and learning support. Leaders monitor and track their progress over time and ensure all students, where practical, participate in all aspects of school life.

The school has appropriate processes and practices for assessment and moderation.

1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

The school responds effectively to those Māori and other students whose learning and achievement needs acceleration. The board receives specific information about the progress students are making over time. School leaders and teachers have good learning information about individual students.

2 School conditions for equity and excellence

2.1 What school processes and practices are effective in enabling achievement of equity and excellence?

School leaders and teachers effectively use the curriculum to respond to the needs and interests of all learners. Teachers place an emphasis on students extending their knowledge and understanding of the unique local environment and wider world. Students use a thinking framework to make connections between their ideas and to assess the depth of their learning. They are encouraged to manage and share their learning with their peers.

Highly able students have learning opportunities to further challenge and extend them. Effective support processes ensure those who need additional help, make sufficient progress in their learning. School leaders and teachers regularly monitor and track student progress. They appropriately use analysed achievement information to inform decisions about programmes, interventions and learning support.

Teachers use their inquiries to meaningfully identify the effective teaching practices that support students. Parents and community members use their skills and knowledge to contribute to students' learning. Of particular relevance is the focus on male role models to guide and mentor boys.

The bicultural programme has an evident progression in learning expectations for te reo and tikanga Māori. The school is developing strong connections with the Māori community. This includes Māori expertise to support the learning of te reo and tikanga Māori. The concepts of manaakitanga and whanaungatanga help to guide the school's interactions with each other and with families.

The leadership team acknowledge and use the strengths of the staff. There is strong collaboration between the leaders and between teachers and leadership. This collaboration is underpinned by strategic thinking and effective responses to realise positive outcomes for students. Leaders and teachers communicate in a range of ways with families and the community. Teachers report regularly to parents on their children's progress and achievement across the learning areas.

Stewardship and leadership processes and practices are very sound. Board members have made good use of training. They plan to extend this training to the newly-appointed board

members. Trustees are well informed about student learning, progress and achievement. They thoughtfully analyse information in order to make relevant strategic decisions, and regularly monitor the safety and wellbeing of students and staff.

The school uses professional development to build teacher capability and shared understandings, particularly in writing and mathematics. Professional learning and development has been effectively used to further strengthen teacher knowledge and practice. This in turn has resulted in evidence of accelerated progress of most students involved in targeted programmes and interventions.

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

Some school processes and practices need to be reviewed to increase their effectiveness in achieving equity and excellence. The board and leaders need to:

- review and strengthen the school's curriculum to more clearly reflect current practices and procedures to support children to become confident, self-motivated life-long learners
- develop internal evaluation to show what the school is doing well, and what is having the best impact for all learners
- identifying strategic goals and plans to achieve equity and excellence for all learners.

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 Going forward

Key strengths of the school

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

- providing an inclusive, supportive and learning-focused environment
- building positive partnerships with families and community to enhance students' learning
- a range of effective processes and practices that enable equity and excellence

Next steps

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

- reviewing and updating the school curriculum to reflect current practices and procedures
- developing internal evaluation capabilities
- identify strategic goals and plans to achieve equity and excellence.

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.

Dr Lesley Patterson

Deputy Chief Review Officer Southern

Te Waipounamu - Southern Region

16 February 2018

About the school

Location	Hanmer Springs
Ministry of Education profile number	3368
School type	Full primary (Years 1 to 8).
School roll	105

Gender composition	Girls 56% Boys 44%
Ethnic composition	Māori 17% Pākehā 76% Pacific 1% Asian 2% Other ethnicities 4%
Review team on site	December 2017
Date of this report	16 February 2018
Most recent ERO report(s)	Education Review October 2014 Education Review October 2011 Education Review August 2008