

Hanmer Springs School Education Review

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About the School

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| Location | Hanmer Springs, North Canterbury | |
| Ministry of Education profile number | 3368 | |
| School type | Full Primary (Years 1 to 8) | |
| Decile [1] | 9 | |
| School roll | 81 | |
| Number of international students | Not Applicable | |
| Gender composition | Boys 57% Girls 43% | |
| Ethnic composition | NZ European/Pākehā | 73% |
| | Māori | 19% |
| | Other | 8% |
| Special Features | Not Applicable | |
| Review team on site | August 2011 | |
| Date of this report | 5 October 2011 | |
| Most recent ERO report(s) | Education Review | August 2008 |
| | Education Review | September 2005 |
| | Education Review | November 2002 |

The Purpose of an ERO Report

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. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides

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1 Context

What are the important features of this school's context that have an impact on student learning?

A new principal started at the school at beginning of term 4 2010. Several new trustees also joined the board. The majority of the teaching staff has been at the school since the previous ERO review in August 2008. A new administration building was formally opened in 2011.

The school is a focus of the local, rural community. Good use is made of the surrounding natural environment to extend students' learning experiences. The students told ERO they appreciate the special setting of the school.

Some students have been involved in revising the school values to make them more meaningful for students. Many students are involved in a variety of leadership groups allowing them to contribute to the life of the school. Tuakana/teina practices (where older students support younger students) are a significant feature of the school. Parents and whānau also have many opportunities to be involved in school activities.

This review was undertaken during the aftermath of the Canterbury earthquakes. The school has been responsive to the needs of students and their families as well as welcoming students from Christchurch for periods of time.

2 Learning

How well are students learning – engaging, progressing and achieving?

Students are highly engaged in their learning, making good progress and achieving well overall. Positive and respectful relationships between students and teachers are a feature of the school. Students told ERO that they appreciate how well everyone at the school knows and supports each other. They are positive about their school and enjoy learning. The principal has provided many ways for students to be involved in decision making at school.

Teachers use consistently effective approaches in their teaching. They regularly share the purpose of learning with students and encourage them to reflect on how well they have achieved. Students told ERO that they feel well supported in their learning and are caring and supportive of each other. Students with identified learning needs in literacy and numeracy are provided with extensive in-class and small group support. The principal should now consider reporting on the effectiveness of the support programmes to the board.

Teachers gather and make good use of a wide range of assessment information to support students' learning. The principal analyses this information well and uses it to form school plans and targets in literacy and numeracy. He regularly reports student achievement to the board to allow trustees to make decisions to support school programmes. Parents are kept well informed about their child's achievement and progress. Teachers regularly report to parents on students' progress and achievement and have included information regarding National Standards.

Area for development and review

The next step is for the principal and board to focus the school's targets specifically on the students who are not achieving as well as expected. They should also ensure that at least one of the annual targets directly relates to the National Standards in reading, writing or mathematics. The principal should make sure that all reports to parents consistently indicate in plain language the levels at which students are achieving. The principal could make better use of this information to report to the board on progress and achievement in relation to the National Standards.

How well are Māori students learning – engaging, progressing and achieving?

Māori students are achieving at similar rates to their peers. Their achievement is reported separately to the board. The principal and board should now use this information to set specific targets for those Māori students who are at risk of underachieving.

Māori students are well supported and their individual learning needs and strengths are identified and addressed. Teachers have identified, and ERO agrees, that their next step is to extend te reo and tikanga Māori programmes in their classes.

3 Curriculum

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

Students are provided with a wide range of learning opportunities and experiences to support their learning. The principal and teachers have developed a planning format that encourages and supports teamwork and provides students with continuity in their learning. Teachers reflect regularly on their teaching programmes. The professional development programme for teachers is linked to the priorities the school has set for the year. Teachers have formalised their team expectations. They have a strong culture of collaboration and shared understanding.

Area for development and review

The school's curriculum has been developed in collaboration with staff, students and the community. However, the next step for the principal and teachers is to further personalise the curriculum to better reflect the school's unique environment and community. The curriculum should also identify the school's expectations and guidelines for best teaching practice.

4 Sustainable Performance

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

The school has an effective and supportive board of trustees that works well with the principal and teachers. The board maintains a focus on lifting student achievement and making improvements to school facilities and resources. There are well organised processes for good communication. Trustees have good systems to monitor health and safety.

The principal promotes shared decision making. He leads learning in the school and has developed a variety of ways to communicate with the local community. The beginning teacher programme is robust and provides effective support. Staff and student strengths are recognised. Leadership opportunities for senior students help to promote well-being across the school.

The board, principal and teachers need to develop self-review practices so that reviews are planned, consistently undertaken and clearly understood by all. They should ensure that the focus of reviews is on improving outcomes for students.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. 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 students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration

- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

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

Graham Randell
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Southern Region

5 October 2011