

Puhinui School Education Review

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1 Context

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

Puhinui School is a large, urban Years 1 to 6 primary school in Papatoetoe, Auckland. The school is culturally diverse and many students are able to speak more than one language. Many families have long term relationships and connections with the school.

Trustees and the staff reflect the diversity of the school roll and the vibrant school community. The experienced and well respected principal serves the community alongside capable leaders and a committed staff. The school has recently welcomed a number of new staff including beginning teachers.

School values are well embedded and well known by students and staff. They provide a strong foundation to support student wellbeing and learning. Students use these values to guide their decision making and to manage their learning.

Students are very proud of their school, recognising the broad opportunities and the high quality education it provides for them. Students experience positive, affirming relationships with their teachers and each other. They benefit from a settled school learning environment.

The school has a positive ERO reporting history and is highly responsive to external review. Since the 2012 ERO report, the school has continued to make very good use of local cluster networks and external professional learning and development opportunities. The school has a culture of continuous improvement and is very student focused.

2 Learning

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

The school uses achievement information very effectively to make positive changes to learners' engagement and achievement. Accelerating student progress is the priority at this school.

Student achievement in relation to National Standards continues to increase. Over time, most students who remain at the school reach or exceed the Standards. Students new to the school receive very good support through well-developed transition practices and if required, learning intervention programmes.

School-wide achievement information is well analysed and used to monitor student progress. Achievement information is made reliable through in-depth assessment and moderation practices. Teaching is highly responsive to achievement information and evidence based.

Increasingly, students are using assessment information to set meaningful goals and to evaluate their own success and achievement. Families receive regular and useful information about their child's progress and achievement. The school is very well placed to continue to grow learning partnerships with students and families.

Māori students achieve well at this school. In relation to National Standards, they are some of the highest performing students in the school and their success is celebrated. They are well supported to reach their potential through approaches that value and recognise their identity and heritage. More specific achievement targets to extend Māori students' success would now be appropriate.

Students of Pacific heritage continue to experience success in their learning. Some students also achieve very well in relation to the National Standards. The school has developed a meaningful approach to promote Pacific students' learning through partnerships with families and key staff.

Samoan and Cook Island families ERO spoke with appreciated the school's approach and the way it is helping build their children's' engagement in learning. A key outcome for these students is how much they are now exploring their own cultural heritage and identity at home. They are more self-motivated and engaged in their learning at school.

Students with additional learning requirements, including gifted and talented students, are very well supported. The school has a wide variety of flexible, student centred approaches to

accelerate their learning. Highly capable and well trained staff are well connected to students' classroom programmes. They work successfully alongside targeted students and their teachers.

Leaders and trustees use achievement information very effectively to set strategic student achievement targets and goals. Regular review ensures there is urgency and momentum for further improvement. The school is developing a culture of evaluation and inquiry. It is well positioned to increase teachers' evaluation capability and use of a wider range of achievement information.

3 Curriculum

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

The curriculum very effectively promotes and supports student learning. It is well aligned to The New Zealand Curriculum and with the school's vision and values. The broad curriculum incorporates science, physical education, technology and the arts.

The school is very effective at promoting student wellbeing. A wide range of support staff work with teachers to help students develop their resilience and belief in themselves as confident and capable learners. Students demonstrate optimism and enthusiasm for learning.

The curriculum is culturally responsive. It includes relevant cultural learning contexts to interest students. Leaders and teachers are working towards increasing opportunities for students to make more individual choices about what they learn to further increase their engagement and thinking. This development aligns well with the school vision to establish more flexible learning spaces that support students' self-management and decision making skills.

The curriculum has a strong and appropriate focus on supporting learners to develop their literacy and their English oral language skills. Leaders support teachers to promote students' home languages and help them make meaning and connections in their learning. Continuing to share such approaches school-wide could enhance student outcomes and language learning.

Effective mathematics teaching is evident. Years 3 to 6 students learn mathematics in grouped across classes and often with different teachers. Leaders agree it is timely to evaluate the impact of this approach on students' self-belief and rate of progress.

Consistent, effective teaching is evident through the school. Teachers are skilled and collaborate well to share successful teaching strategies. They have high expectations of themselves and students. Teachers also advocate strongly for their students and support their wellbeing. Their classroom environments are stimulating, inclusive and proudly show students' learning.

Well-designed professional learning maximises the skills and talents of teachers and support staff. The school has effective performance management processes and helpful induction and support structures. Leaders are strengthening the appraisal system by aligning it to the Education Council's new requirements.

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

The school effectively promotes educational success for Māori. Over several years, the school has increased meaningful experiences for Māori students to experience success as Māori.

Māori learners benefit from the school's junior and senior kapa haka groups that are now very large and inclusive. The school has very good consultation approaches with whānau and make good use of the information that is shared.

Māori children are aware of the school's connections to local Māori history and have a sense of place that they identify with and belong to. Professional development is guiding teachers to teach a te reo Māori programme appropriate to each age group.

A specialised opportunity is given to Years 4 and 5 Māori children with the Kaiarahi programme. This celebrates and promotes cultural leadership skills in the context of te reo me ōna tikanga Māori. Leaders plan to extend this approach schoolwide to reflect the school's tuakana/teina philosophy.

Trustees have begun to review the board's strategic approach to sustain school development and look for additional ways to enact tikanga Māori. They are using the New Zealand School Trustees Association's Hautū, to promote further success for Māori students. The board has a strong commitment to promote partnerships with whānau and extend these to local iwi.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance. There is a resolute focus on achieving high quality educational outcomes for students.

Self-review is highly effective and used to inform decision making. Respectful relationships and ongoing consultation contribute to the inclusive school culture. Community input is highly valued and regularly gathered and responded to.

Students benefit from a 'can do' culture that is overwhelmingly affirming of their skills and efforts. School leaders, teachers and trustees show commitment to social justice and promoting equity of opportunities and success for students.

Increasingly student leadership capability is a deliberate school focus. The use of Māori and Pacific models of leadership are developing students' potential and encouraging them to take responsibility for 'others before self'.

The school continues to be very well led by a skilled principal and collaborative senior leadership team. A strong focus on sharing leadership and empowering staff has led to high levels of relational trust and staff involvement in school life. Leaders model high expectations for teaching and operate very good systems for monitoring effectiveness.

The board has experienced trustees and their individual expertise is used successfully to improve student outcomes. Trustees represent the diversity of the community and new trustees are welcomed, supported and valued. The school is very well resourced and plans to expand facilities for students highlight the future-focused vision of the board.

The board is well informed and maintains a thoughtful focus on the strengths and needs of students. Evaluative reporting on the most successful interventions could help the board prioritise resources and could guide the setting of additional student achievement targets.

Trustees and school leaders have identified relevant priorities that include strengthening their stewardship of the school. These include refreshing the school charter and the strategic plan as they review their commitment to developing bicultural practice.

The board is focused on sustaining effective school governance and accommodating future legislative changes. Trustees agree they could consider:

- developing a governance manual which includes a self-review tool for the board

- restructuring policies and procedures to accommodate a longer term cycle of self review
- further board training on personnel and employment practices, and induction for new trustees.

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

Puhinui School is a high performing primary school in South Auckland. The school has a culturally rich and talented school community. Students benefit from highly effective teaching and a caring school culture. Thoughtful school leaders are improvement focused and work collaboratively with staff and the community.

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

Graham Randell

Deputy Chief Review Officer Northern

24 December 2015

School Statistics

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| Location | Papatoetoe, Auckland | |
| Ministry of Education profile number | 1448 | |
| School type | Contributing (Years 1 to 6) | |
| School roll | 597 | |
| Gender composition | Girls 52% Boys 48% | |
| Ethnic composition | Māori | 15% |
| | Pākehā | 5% |
| | Indian | 49% |
| | Samoan | 7% |
| | Tongan | 5% |
| | Vietnamese | 4% |
| | Cook Island Māori | 3% |
| | other Asian | 4% |
| | other Pacific | 2% |
| | other | 6% |
| Review team on site | November 2015 | |
| Date of this report | 24 December 2015 | |
| Most recent ERO report(s) | Education Review | October 2012 |
| | Education Review | September 2009 |
| | Education Review | November 2006 |