

Nuhaka School Education Review

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About the School

Location	Nuhaka, Wairoa District	
Ministry of Education profile number	2624	
School type	Full Primary (Years 1 to 8)	
Decile [1]	2	
School roll	98	
Gender composition	Male 56 Female 42	
Ethnic composition	Māori	75
	NZ European/Pākehā	23
Special Features	Immersion Class/Ruma Rumaki	
Review team on site	August 2011	
Date of this report	7 October 2011	
Most recent ERO report(s)	Education Review	June 2006
	Accountability Review	October 2001
	Effectiveness Review	October 1997

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?

Nuhaka School is located 50 kilometres north of Wairoa. It caters for students from Years 1 to 8, including a total immersion ruma whānau. Seventy-five percent of students attending the school identify as Māori. Since the 2006 ERO review, student numbers have declined. Well-defined and modelled expectations help students develop a strong sense of belonging and connectedness with each other and their teachers. Staff are actively involved in the Wairoa Schools' District cluster professional learning and development (PLD) programmes. Students participate, and achieve, in a wide range of sporting, cultural and artistic activities.

2 Learning

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

A number of students at Nuhaka School are at risk of not achieving in literacy and numeracy. However, the school's data related to the National Standards Monitoring and Evaluation project indicates that, from December 2010 to July 2011, some students have made good progress against the Standards. During this time there has been significant improvement in students' achievement in writing. Teachers have reported against the National Standards twice in 2010 and used this data to set their 2011 targets.

Students' progress against school-wide targets is well monitored each term through classroom reports. This information is reported to the board of trustees. Teachers gather useful assessment data that is discussed at weekly meetings. It is used to make decisions about students' achievement levels, moderate teacher judgements and plan programmes that are responsive to children's needs. Staff are aware of the impact some students' low attendance has on their achievement. They are strongly focused on working with families and whānau to change this. Teachers identify students at risk of not achieving to their potential. In response to this information, teachers provide a good range of interventions and initiatives to address students' learning needs and improve levels of achievement.

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

Trustees and teachers strongly embrace and celebrate the school's bicultural context. Te reo me ngā tikanga Māori are very evident in learning programmes and the environment. Adults and students show respect for the partnerships with Māori and their place in the community. Achievement data for July 2011 shows that some Māori students achieve at and above National Standards for reading. However, a significant number achieve below and well below expected levels for writing and mathematics. Specific Māori student achievement targets for 2011 include improving Years 3 and 4 reading achievement. Regular consultation and collaboration about students' learning and progress occurs between whānau and staff. A wide range of strategies is in place to ensure Māori students are well supported to be successful as Māori.

In the ruma whānau class, assessment information shows that students are at risk of not achieving or of concern with their learning. Attendance data shows that a higher percentage of students in this class do not meet the board's attendance target. Positive strategies have been developed to assist parents to support their children's learning. Consultation is underway with regards to the development of Te Marautanga o Nuhaka.

Area for review and development

Teachers should continue to strengthen the ways they use data to identify students' next learning steps. This ought to enable them to support students to set goals in relation to their learning.

3 Curriculum

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

Nuhaka School's curriculum embraces the national and local priorities. It reflects the context in which the school is located. The curriculum enables students to participate in authentic and meaningful learning. The school curriculum is responsive to students' interests, knowledge and topical events and extends beyond students' immediate community. The 'Nuhaka Graduate' encompasses the skills, competencies, values and attitudes that enable students to leave school as 'respectful citizens who are confident thinkers, communicators and contributors.'

Students are independent and self-managing learners. In all classrooms there is a culture of respect for each other's opinions. Teachers know their students well and develop positive and caring relationships with them. The purpose of learning is discussed with students and good questioning helps them explain their ideas. Students actively engage in a wide variety of leadership roles. Teachers keenly seek opportunities for students to have diverse experiences with people in communities beyond Nuhaka.

Area for review and development

The board and principal should continue to ensure the curriculum in the ruma whānau incorporates the school context and clearly reflects Te Marautanga o Aotearoa. The class teacher is planning processes to deliver Te Marautanga o Aotearoa and assess students against Ngā Whanaketanga. The school is developing reports to parents against Ngā Whanaketanga in 2011.

4 Sustainable Performance

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

Teachers undertake comprehensive self review of their classes. These reviews provide valuable commentary and interpretation of information related to curriculum delivery, student assessment and progress against school targets and students at risk of not achieving. Data is used to identify teaching strategies that will improve student outcomes to increase levels of achievement.

A review of curriculum delivery is underway and emerging out of parents and whānau aspirations as they become more involved in the ongoing curriculum development.

Leadership is collaborative with all staff making decisions as a team. Teachers' individual strengths are recognised and used to improve outcomes for students. Staff regularly use each other as buddies to discuss, observe and improve their teaching practice. They often use students' inquiry questions as a focus for their professional learning and development. Teachers share responsibility for all students' learning, progress and achievement.

Trustees are well informed about learning programmes and student progress and achievement through class teacher reports based on school targets. The board focuses on making informed decisions so that students experience success.

Whānau are kept informed about their children's participation and successes in learning within and beyond the classroom through newsletters, informal conversations with staff and school events.

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.

Kathleen Atkins
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Central Region

7 October 2011