

Rukuhia School Education Review

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About the School

Location	Rukuhia near Hamilton	
Ministry of Education profile number	1938	
School type	Full primary (Years 1 - 8)	
Decile [<u>1</u>]	9	
School roll	79	
Gender composition	Girls 42 Boys 37	
Ethnic composition	NZ European/Pākehā	55
	NZ Māori	19
	Indian	5
Review team on site	March 2011	
Date of this report	24 June 2011	
Previous three ERO reports	Education Review	April 2008
	Education Review	May 2005
	Education Review	April 2002

The Purpose of an ERO Report

The purpose of ERO's reports 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 integrate 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?

Rukuhia is a small, full primary school attractively placed in a rural setting. The roll has increased since the last review, and a high proportion of students travel from the south-western suburbs of Hamilton City. After a period of change and instability, a new principal was appointed at the start of term one, 2011. He brings relevant experience having been principal of a rural school of similar size.

2 Learning

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

In 2010, classroom teachers reported to parents about individual student achievement against the National Standards in reading, writing and mathematics. While the board received a report on achievement in writing at mid year, this was the only analysed school-wide data about student achievement and progress available for reporting in 2010. The principal and staff have established a revised assessment schedule for 2011, and this term have gathered extensive information on student achievement. This data is being used as a basis for classroom and school planning to meet the identified learning needs of students. The next step for school reporting is to ensure that student achievement and participation in curriculum areas, other than literacy and numeracy, are formally shared with parents.

ERO's view is that a high proportion of students is working at or above levels appropriate for their age and ability.

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

The school has recently clarified with parents their preferred cultural identity for their children. As a consequence, approximately one quarter of the school roll now identifies as Māori. Current school data indicates that these students are achieving as well as their non-Māori peers.

3 Curriculum

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

The school's curriculum promotes student learning effectively, and maintains a strong emphasis on literacy and numeracy. Teachers have worked to develop the curriculum to reflect local contexts. It incorporates key competencies, bicultural perspectives, the use of information and communication technologies (ICT) and inquiry learning. The school environment features extensive displays of high quality student art work that reflect current topics of study.

Teachers know students and their families well and work hard to maintain affirming and respectful relationships. They work collegially to set and maintain consistently high expectations for student learning and behaviour. Teachers have been involved in professional development on inquiry learning, National Standards and aspects of literacy. Classrooms are settled and purposeful learning environments. Students are experiencing programmes and teaching practices that are highly motivating and challenging. As a result, students participate responsively and are fully engaged in their learning.

The school has recently strengthened its processes for supporting students with identified special learning needs. Two teachers have been designated to share the role of Special Education Needs Coordinator (SENCO). They oversee the provision of support programmes and monitor the effectiveness for student learning.

4 Sustainable Performance

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

Recent developments in governance, management and professional leadership are likely to support continued improvement to the school's performance. The well-informed board of trustees is active in fulfilling its governance role, and is building a positive working relationship with the new principal. Trustees seek community input through parent surveys and informal communication.

The principal is consolidating his understanding of the school's current position. He is seeking to work cooperatively with trustees, teachers and staff to develop a sense of direction for curriculum planning, coherent school development and improvement. During 2010, teachers undertook spontaneous review of many aspects of school programmes and practices to sustain the quality of education.

The next step is for school leaders and teachers to strengthen partnerships for learning with students, parents and trustees. This should include:

- empowering students by more extensive and timely sharing of data that enables them to set and monitor personal learning goals
- reviewing how achievement and progress information can be shared with parents to strengthen their role in supporting their child's next steps in learning
- reporting school-wide trends and patterns in student achievement and progress to the board to inform target setting, allocation of resources, and the evaluation of school effectiveness.

Provision for international students

There are no international students enrolled at Rukuhia School.

Provision for students in the school hostel

Rukuhia School does not have a school hostel.

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.

Richard Thornton
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24 June 2011