

ERO External Evaluation

Hastings Christian School, Hastings

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Hastings Christian School (HCS) is a state integrated school providing education for students from Years 1 to 13. At the time of this review there are 269 students with 24 identifying as Māori and six as Pacific.

The school's vision is enacted through the values of the 'HCS Way': Honouring God, Caring for others and Striving for excellence.

Annual targets for 2018 focus on accelerating the progress of children who need it in mathematics and increasing the number of merits and excellences students gain in National Certificates of Educational Achievement (NCEA).

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- progress and achievement overall in reading, writing, mathematics and NCEA
- progress and achievement of Māori and Pacific cohorts in reading, writing and mathematics
- outcomes related to the culture, language and identity of Māori learners
- targeted interventions in literacy.

Since the 2015 ERO review there has been an increase in the roll, particularly in the primary school. A new gym complex and additional teaching spaces to accommodate this growth are in development. New teaching positions have also been established.

There have been few changes in staffing and board membership. Teachers have participated in professional learning and development in writing, mathematics, digital learning, te reo Māori and formative assessment. Some trustees have undertaken board training.

The school is a member of the Christian Schools' Lower North Island Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

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

School data shows that the school achieves high levels of equity and excellence.

Most Year 1 to 8 students achieve at or above school expectations in reading, writing and mathematics. Māori students are achieving better than their non-Māori peers particularly in writing and mathematics. Pacific students are also achieving well, especially in literacy. 2017 achievement data shows that girls are achieving better than boys. Disparity between boys and girls is most evident in writing.

The school has some data to show the progress and achievement of Year 9 and 10 students, however there is not a clear picture of acceleration or improvement at this level.

In Years 11 to 13, students continue to achieve very well in national qualifications. In 2017, all achieved NCEA. Pass rates for merit and excellence were well above the national figures. Nearly all students gained University Entrance.

Data for 2017 shows that all students left school with at least NCEA Level 2.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

There is evidence of many students making accelerated progress from targeted teaching. Additional learning support programmes contribute to improved student outcomes.

The school has effective systems and processes to respond to those students whose learning progress needs to be accelerated.

2 School conditions for equity and excellence – processes and practices

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

Classrooms are welcoming, settled environments. Interactions among teachers and students are positive and respectful. The principal and staff are committed to the holistic wellbeing and learning of each child. Teachers know the children well. They care about and promote their participation and success in learning. There are high expectations for students to achieve well. A range of assessment tools are considered and employed to track progress. These contribute to the achievement information used by leaders and teachers to identify those students at risk of not achieving, and inform teaching programmes and interventions.

The *New Zealand Curriculum* and the *HCS Way* appropriately underpin and guide teaching and learning across the school. The wider curriculum provides opportunities for students to engage in a range of leadership, sporting and cultural activities.

The school has strengthened the quality of the careers education programme to support students' selection of relevant pathways for their ongoing study or employment destinations. This has been further promoted through the use of Virtual Learning Networks, Te Aho o Te Kura and Gateway Programmes.

Targeted resourcing supports the engagement and participation of students with additional needs in learning programmes alongside their peers. Suitable external support is accessed as necessary.

There is a well-considered, strategic focus on improving educational outcomes for Māori learners. Their culture is valued and affirmed and teachers are collectively committed to growing their bicultural understanding and knowledge of te ao Māori. Tikanga and te reo Māori is beginning to be integrated throughout the curriculum in meaningful ways. A Year 9 te reo class has been established. Māori whānau are regularly consulted and their aspirations are responded to appropriately. Leaders recognise and prioritise the development of this partnership.

The leadership team collaboratively develops and pursues the school's vision. There is clear alignment between the vision, strategic and annual plan. Long-term goals are informed by reflection, review and consultation with the school community. Leaders gather a range of information that also contributes to decision making, change and improvement.

The board represents and serves the community. Trustees are committed to, and uphold, the school's special character. They are well informed about student achievement and school operation. Their resourcing decisions enhance teaching and learning and enable individual students to experience success.

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

Continuing to develop a cohesive, seamless school curriculum that reflects the school's vision and aspirations, and includes expectations for effective teaching, learning and assessment practices is a priority.

Refining school assessment processes and practices should enable trustees, leaders and teachers to better identify, track, monitor, measure and systematically evaluate the impact of teaching strategies on student outcomes.

Strengthening a shared understanding of school wide internal evaluation should better support trustees, leaders and teachers to know the impact of newly implemented programmes, initiatives and teaching practices on outcomes for students.

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.

To improve current practice, trustees should ensure policies and procedures are reviewed in a timely way.

4 Going forward

Key strengths of the school

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

- shared commitment by the board, leadership and staff that grows and contributes to students' holistic development, wellbeing and learning success
- implementing a well-considered, strategic approach to improving outcomes for Māori learners
- developing increased opportunities and pathways for students' ongoing study and employment opportunities.

Next steps

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

- building a seamless, cohesive curriculum for Years 1 to 13 that reflects the school's vision and aspirations, and clearly states the expectations for effective teacher and assessment practices
- strengthening assessment processes to support systematic evaluation of the impact of teaching strategies and initiatives on student outcomes
- refining understanding and use of internal evaluation to enable trustees, leadership and teachers to more strategically address and target student needs.

ERO's next external evaluation process and timing

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



Phil Cowie
Director Review and Improvement Services
Central Region

18 December 2018

About the school

Location	Hastings								
Ministry of Education profile number	443								
School type	Composite State Integrated (Years 1 - 13) School								
School roll	269								
Gender composition	Female 53%, Male 47%								
Ethnic composition	<table> <tr> <td>Māori</td> <td>9%</td> </tr> <tr> <td>Pākehā</td> <td>81%</td> </tr> <tr> <td>Pacific</td> <td>2%</td> </tr> <tr> <td>Other ethnic groups</td> <td>8%</td> </tr> </table>	Māori	9%	Pākehā	81%	Pacific	2%	Other ethnic groups	8%
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Students with Ongoing Resourcing Funding (ORS)	Yes								
Provision of Māori medium education	No								
Review team on site	October 2018								
Date of this report	18 December 2018								
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>June 2015</td> </tr> <tr> <td>Education Review</td> <td>May 2012</td> </tr> <tr> <td>Education Review</td> <td>February 2009</td> </tr> </table>	Education Review	June 2015	Education Review	May 2012	Education Review	February 2009		
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