

# Henderson South School - 01/03/2018

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## School Context

Henderson South School in West Auckland caters for students in Years 1 to 6. Since the 2014 ERO review, the school roll has remained stable. Twenty-nine percent of learners are Māori, and sixty percent have Pacific heritage.

The school's vision is to create cultural, creative, and critical thinkers. The school aims to create the conditions for students to be collaborative, resilient, focused, inquiring, and self-directed.

Henderson South School offers Samoan bilingual education in the O le Fetu Oso unit, which focuses on students learning in gagana Samoa, from Years 1 - 6.

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

- progress and achievement in reading, writing and mathematics
- bilingual achievement in gagana Samoa in relation to the literacy learning progressions
- progress and achievement for students with additional learning needs
- outcomes related to engagement and wellbeing for success.

The board of trustees consists of an experienced chair, and a mix of newly appointed and longer serving members.

Henderson South School is a member of the Henderson Kāhui Ako/Community of Learning (CoL).

## Evaluation Findings

### 1 Equity and excellence – valued outcomes for students

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

Leaders and teachers are achieving high and equitable outcomes for the majority of students. School data show the school is effectively maintaining and slightly improving achievement results over time. Schoolwide results in writing and mathematics have increased, and have been maintained in reading. Overall, girls tend to achieve better results than boys in writing and reading, and the same in mathematics. By Year 6, most students achieve at the expected national levels in all three areas.

Schoolwide achievement data from 2016 show that the majority of students achieve at expected levels. Māori and Pacific students achieve very well in writing, and have made some significant gains in this area during 2016. Māori and Pacific achievement results in reading and mathematics have been maintained over time.

Information shows that Māori students have parity with their peers in mathematics, and the school is reducing disparity for Māori students in writing and reading. Significant achievement gaps between Pacific students and their peers remain, and the board should ensure close monitoring of this disparity.

The school vision has well documented descriptions of other valued outcomes for students. Staff are in the process of designing ways to determine how well students are achieving in relation to these valued outcomes.

## 1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

The school responds very well to students whose learning and achievement need acceleration. Leaders and teachers have identified a definition for acceleration. School data show students make good progress when receiving additional support, and for some there is evidence of accelerated progress.

The school has in-depth knowledge of the progress and achievement of all students individually. Teachers use this information to identify Māori, Pacific and other students who need additional support. Senior leaders and classroom teachers are aware of the acceleration needed for each student and their progress is closely monitored.

The school continues to develop well defined systems to ensure parents can be actively involved in their children's learning.

# 2 School conditions for equity and excellence

## 2.1 What school processes and practices are effective in enabling achievement of equity and excellence?

The school's responsive curriculum and teaching approaches are effectively enabling the achievement of equity and excellence. The school has well established assessment and moderation practices. Reliable data inform teaching programmes, support effective teacher reflection, and inform school decision making.

A positive school culture, based on the values of the 'Henderson South Way', promotes students' sense of wellbeing, belonging, and their engagement in learning. Numerous leadership opportunities for students support their developing self-esteem and self-confidence. Effective teaching strategies result in settled, productive classrooms, and are enhancing opportunities for students to be more involved in decisions about their learning.

Senior leaders have successfully maintained an ongoing focus on building teacher capacity to deliver high quality education. Professional learning opportunities are linked to the school's direction and targets, and are strategically timed and well planned. Teacher development goals are aligned to professional learning groups and mentor support to promote consistency of teaching practice. Senior leaders offer appropriate opportunities to enhance teachers' skills, which contributes to building school sustainability.

School practices enact its significant commitment to education that affirms students' languages, cultures, and identities. Students and their families value highly the Samoan bilingual unit, O le Fetu Oso. The number of students in the unit continues to grow. Students experience good opportunities in gagana Samoa and aganu'u Samoa to enhance their learning. Aiga are highly supportive and view the unit as a measina. The learning of te reo Māori is well planned and used purposefully during class time by teachers. Kapa haka is well established, and students lead powhiri and other school celebrations that enhance their understanding of tikanga. Planned school-wide topics celebrate the many cultures in the school.

The board and senior leaders have successfully managed the construction of a new innovative learning block that will open in 2018. Teachers who will work in this environment have received very good professional learning in preparation for the opening of this block.

School leadership and stewardship enable equity and excellence in the school. Leaders are consultative and responsive. They are outward looking, and network well to help retain currency with best practices.

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

Internal evaluation processes could be further developed through improved documentation, including clear action plans and timelines. The board could evaluate its effectiveness in relation to charter goals.

Learning programmes could be extended to help embed the school's vision of developing inquiring, self-directed learners. Students could receive more opportunities to develop the key competencies for learning and to have more agency over that learning.

### 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 have 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*.

### 4 Going forward

#### Key strengths of the school

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

- inclusive practices that support students to feel secure and have a strong sense of belonging
- a strong commitment to building teacher capability that enhances professional practice and promotes high expectations for learning and student efficacy
- dual language pathways that value and nurture students' languages, cultures and identities, and enhances their learning and wellbeing
- positive relationships, structures and processes that promote equity and excellence.

#### Next steps

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

- continuing to develop more robust internal evaluation that promotes ongoing school improvement
- broadening students' learning opportunities by developing a curriculum design that challenges their thinking and promotes creativity.

## ERO's next external evaluation process and timing

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

Julie Foley

Deputy Chief Review Officer Northern (Acting)

Te Tai Raki - Northern Region

1 March 2018

## About the school

|                                      |                          |                |
|--------------------------------------|--------------------------|----------------|
| Location                             | Henderson, Auckland      |                |
| Ministry of Education profile number | 1310                     |                |
| School type                          | Contributing (Years 1-6) |                |
| School roll                          | 300                      |                |
| Gender composition                   | Girls 51% Boys 49%       |                |
| Ethnic composition                   | Māori                    | 29%            |
|                                      | Pākehā                   | 4%             |
|                                      | Samoan                   | 45%            |
|                                      | Cook Island Māori        | 5%             |
|                                      | Indian                   | 3%             |
|                                      | other Pacific peoples    | 8%             |
|                                      | other                    | 6%             |
| Provision of Māori medium education  | No                       |                |
| Review team on site                  | November 2017            |                |
| Date of this report                  | 1 March 2018             |                |
| Most recent ERO report(s)            | Education Review         | December 2014  |
|                                      | Education Review         | September 2011 |
|                                      | Education Review         | September 2008 |

HENDERSON SOUTH SCHOOL REPORTS

- [Henderson South School - 01/03/2018](#)
- [Henderson South School - 03/12/2014](#)

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