

Sunnyhills School Education Review

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1 Context

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

Sunnyhills School, located in the east of Auckland, caters for its culturally diverse community very well. It has a growing number of Chinese, Indian and South African students. Five percent of students are Māori and there are a small number of students with Pacific Island heritage.

The school's inclusive culture supports student learning and wellbeing. Individual students with varied and specific learning needs are well catered for.

The school has a positive ERO reporting history. ERO's 2011 review identified strengths in school governance, leadership and parent involvement. It noted that high quality teaching was supporting high levels of student achievement. These strengths have been sustained and further developed.

2 Learning

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

The board, school leaders and teachers use achievement information very well to make positive changes for learners.

Publically available data for National Standards in reading and mathematics shows that students achieve well. The school already exceeds the 2017 achievement targets set by the Government. The school's results compare well with other schools regionally and nationally. Overall, Māori and Pacific students are achieving at similar levels to other students in the school.

Students are highly engaged and motivated learners. They talk about their learning with confidence and work collaboratively with their peers. Teachers could promote further ways to extend students' understanding of their achievement. This would enable students to have greater sense of owning their learning progress. School leaders are continuing to refine the ways that they report student progress to students and their parents. Reports now place an appropriate emphasis on reporting achievement in relation to National Standards.

The board and senior leaders use achievement information to set school priorities and appropriate achievement targets. They also use it to design curriculum programmes and identify areas for teacher professional learning. Teachers use achievement information to plan their programmes and to inquire into the effectiveness of their teaching approaches for individual students. Senior leaders have prioritised further development to help teachers reflect on the impact of their teaching practices on student progress.

Achievement information is used well to identify students whose progress needs to be accelerated. School data shows that most students make good progress and benefit from the programmes teachers design to accelerate learning progress. For example; a 2013 maths intervention programme that included collaborative working partnerships with parents was highly successful. This approach provides a sound model for other such initiatives involving targeted learners.

Many students speak languages other than English in their homes. Although the progress of these students is monitored, the use of the English Language Learning Progressions (ELLPS) would provide additional guidance to classroom and specialist teachers. It would enable teachers to monitor, report and celebrate these students' progress in more detail.

3 Curriculum

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

The school's curriculum very effectively promotes and supports student learning. It reflects school priorities, the school culture and promotes relationships with local and wider communities.

Students benefit from a broad, engaging and relevant curriculum. Literacy and numeracy are appropriately prioritised. Improving the quality of mathematics programmes and e-learning approaches have been the focus of recent development. Students experience co-curricular opportunities, environmental sustainability projects and education outside the classroom. They also have good leadership opportunities.

Students learn through an inquiry approach. They are gaining valuable skills in questioning, and gathering and processing information. Their inquiries often result in social action. Learning processes reflect the principles and key competencies outlined in The New Zealand Curriculum.

An emphasis on e-learning supports the school's curriculum. Students use a variety of digital learning tools to research topics and questions. School leaders have planned strategically to build teacher and student e-learning capability. The board supports this development by providing digital resources and infrastructure throughout the school.

Senior leaders acknowledge there is a need to shape future curriculum development to further promote the language, culture and identity of Pacific students.

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

The school's information shows that Māori students make very good progress and achieve well. They take leadership roles in school events and are involved in kapahaka and pōwhiri. Māori students speak with pride about their work and achievements. They are proud of who they are. Students' language, culture and identity are affirmed by supportive teachers and parents.

School leaders continue to promote understanding of New Zealand's bi-cultural heritage. Experienced and recently appointed teachers ably support teachers' cultural responsiveness. A sequential programme for teaching te reo and tikanga Māori throughout the school has been introduced.

Whānau views are sought by the board of trustees and school leaders. The board and school

leaders use this information in strategic planning to enhance educational outcomes for Māori learners. School leaders are currently pursuing their commitment to developing further partnerships with 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. High quality leadership is promoting effective self review and resulting in ongoing school improvement.

The board is well led. Capable and insightful trustees bring expertise and knowledge to their roles. Good working relationships and a shared sense of purpose help promote the achievement of the school's strategic goals. The board is now well placed to consult with students, staff and communities to review and plan for the school's next stage of development.

School leaders are well informed about educational developments. They network purposefully through professional associations and local school clusters. Staff professional learning and reflection, and connections with families, contribute to the school's development as a learning community dedicated to improving student well being and achievement.

As part of the school's future development school leaders could consider:

- reviewing the structure and responsibilities of the leadership team
- ensuring curriculum goals are reflected in all school documents, strategic planning and self review processes
- a stronger focus on outcomes for students in self-review processes, particularly for priority learners.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (The Code) established under 238F of the Education Act 1989. At the time of this review there was one international student attending the school. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough.

The school provides international students with a very good standard of education that includes English language tuition. High quality pastoral care ensures that students are well integrated into the life of the school. School leaders acknowledge the need to provide the board with annual reports on outcomes for international students.

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

Sunnyhills School promotes student learning and achievement very effectively. Students engage well in the school's well delivered, broad and relevant curriculum. The school is responsive to its diverse community and engages parents and families in ways that support children's learning. High quality leadership promotes effective school self review and ongoing improvement.

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

Dale Bailey
National Manager Review Services
Northern Region

29 September 2014

School Statistics

Location	Pakuranga, Auckland	
Ministry of Education profile number	1515	
School type	Full Primary (Years 1 to 8)	
School roll	554	
Number of international students	1	
Gender composition	Girls 53% Boys 47%	
Ethnic composition	Māori	5%
	NZ European/Pākehā	51%
	Chinese	25%
	Indian	5%
	South African	3%
	Sri Lankan	3%
	British/Irish	1%
	Japanese	1%
	Samoan	1%
	other Asian	1%
	other	4%
Review team on site	August 2014	
Date of this report	29 September 2014	
Most recent ERO report(s)	Education Review	December 2011
	Education Review	August 2008
	Education Review	December 2005