

# Te Ara Huarau | School Profile Report

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**School Name:** Hutt International Boys' School

**Profile Number:** 4158

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## Background

This Profile Report was written within eight months of the Education Review Office and Hutt International Boys' School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website.

[www.ero.govt.nz](http://www.ero.govt.nz)

## Context

Hutt International Boys' School was established in 1990. It is an integrated, multi-denominational school that is affiliated with the Anglican Church. The school is situated in Upper Hutt and provides education from Years 7 to 13. In 2022 the school welcomed a new Principal.

Hutt International Boys' School's strategic priorities for improving outcomes for learners are:

- continuing to enable ākonga to access a responsive, broad and balanced curriculum as the school implements the revised NCEA and curriculum changes
- enhancing the literacy and numeracy capability of ākonga by emphasising more explicit attention to literacy and numeracy across the curriculum, making use of the Year 9 and 10 NZQA Literacy and Numeracy programmes to identify strengths and areas for development.

You can find a copy of the school's strategic and annual plan is available on Hutt International Boys' School's website.

ERO and the school are working together to establish how the school can evaluate Literacy and Numeracy provision to further benefit learners.

The rationale for selecting this evaluation is:

- to ensure schoolwide learning, assessment, and achievement for ākonga remains responsive to boys' needs and is effectively informed by the changes to the NCEA, especially in Literacy and Numeracy.
- ongoing teacher professional learning and development, wider programme change, and targeted resourcing continues to grow high quality ākonga learning and achievement.

The school expects to see learners experiencing success across the curriculum, as a result of teaching and learning programmes refined to further enhance capability in literacy and numeracy skills and achievement.

## Strengths

The school can draw from the following strengths to support the school in its goal to identify, implement and evaluate aspects of Literacy, Numeracy and curriculum change that will enhance its learning programmes.

Shared values of strong academic expectations and achievement within a responsive pastoral and academic environment are the foundations of school culture.

- Effective professional development practices support increased teacher capability and confidence to effectively implement literacy strategies in their learning areas.
- The utilisation of effective achievement data gathering processes that support the clear identification and coordination of responses to learner needs.

## Where to next?

Moving forward, the school will prioritise:

- targeted literacy strategies being implemented and developed across the schoolwide curriculum to enhance student capability
- through the implementation of the revised NCEA Achievement Standards grow teacher confidence in developing best practice to reflect our ākonga needs and future direction
- continue to develop teacher capability in Mātauranga Māori, working alongside Māori Whānau rōpū
- wellbeing of both staff and students as changes are implemented.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Kathy Lye  
Acting Director Review and Improvement Services (Southern)  
Southern Region | Te Tai Tini

6 April 2023

## About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)