

Huntly School (Waikato)
Huntly

Confirmed

Education Review Report

Education Review Report

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The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. 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. The report answers four key questions about the school.

Findings

1 Context

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

Huntly Primary School caters for students in Years 1 to 8. The current roll is 200, 75% of who identify as Māori. The school has a well-established role in the community and many families have a long association with the school. The technology centre caters for Years 7 and 8 students at this school and other local primary schools.

The grounds and gardens continue to be attractive and well maintained. Since the 2012 ERO review, property developments have included refurbishment of junior classrooms and exterior painting of the school. While there have been a number of staff changes during this time, the principal has continued to provide strong professional leadership. Along with the newly-formed leadership team, she has responded constructively to the findings of the previous ERO report.

The virtues programme is actively promoted and well embedded in the positive school culture. As a result, students interact cooperatively with one another, both in classrooms and the playground. They are confident, articulate and proud of their school.

2 Learning

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

The school uses achievement information to promote learners' engagement, progress and achievement. The regularly reviewed assessment schedule provides information to guide reporting to the board of trustees, identification of students at risk of poor educational outcomes, and grouping of students for classroom instruction. Students and parents use this information to set and monitor learning goals. The special education needs coordinator monitors the progress of all students and provides targeted interventions to support students' learning, as required.

The school's assessment processes were reviewed in 2014 by a consultant. As a result, leaders and teachers are working to strengthen teachers' understandings, and the reliability, validity and consistency of assessment practices. Teachers have made progress in determining overall teacher judgements in relation to National Standards. Moderation of these judgements is conducted across

the school and by team leaders. Next steps in the development of assessment practice are to continue implementing present plans and to:

- use current guidelines for nationally normed referenced assessments when determining achievement levels for National Standards
- ensure that teachers' planning and teaching is more consistently based on reliable and ongoing analysis of students' learning
- provide students with strategies to use assessment information to guide their own learning and progress.

3 Curriculum

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

The school's curriculum effectively promotes and supports student learning, particularly for Māori students. Teachers maintain an appropriate emphasis on literacy, mathematics and te reo Māori. The curriculum is strongly underpinned by the school's virtues programme and the key competencies of *The New Zealand Curriculum*. Senior leaders have developed clear guidelines for integrating meaningful learning contexts and thinking skills. Expectations for learning and teaching are continually reviewed.

Teachers demonstrate a range of responsive strategies to engage students in learning. They promote positive relationships and opportunities for cooperative learning. Students are encouraged to support one another with their learning experiences.

Senior leaders and teachers are reviewing expectations for classroom displays and the use of computers as tools to support learning. They are also aware of the urgent need for whole school professional development in teaching writing.

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

The school effectively promotes educational success for Māori, as Māori. Students' culture, language and identity are promoted through:

- respectful, responsive teaching practices
- teaching and integrating te reo and tikanga Māori throughout the school
- providing opportunities for students to participate enthusiastically in kapa haka and waiata performances
- incorporating local Ngāti Mahuta tikanga in the curriculum
- encouraging a sense of belonging for students and whānau through participation in whānau days and reports to the community about Māori progress and achievement.

Māori students participate in leadership roles, and benefit from the range of opportunities provided by school programmes and activities.

4 Sustainable Performance

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

The school is well placed to sustain and improve its performance because:

- governance is effective, trustees are representative of the community, have a range of relevant skills and have undertaken recent professional development to review their roles and responsibilities
- trustees are supportive of the principal and staff, and focused on supporting initiatives to raise student achievement
- the principal continues to be very committed to student wellbeing and achievement. She has developed collegial leadership and teaching teams who have high expectations for learning and behaviour
- the leadership team maintains a strong focus on building a professional and collaborative staff culture
- leaders and teachers are committed to providing a safe environment for staff and students
- regular, critical reflection and review result in changes that influence positive outcomes for students
- parents and whānau have many opportunities to participate in school activities, and appreciate the open-door policy and approachability of the principal and teachers.

To improve practice, the board should continue to refine annual targets for raising student achievement. They should also receive regular reports about attendance trends and patterns.

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

Huntly Primary School has a well-established role in its community. Teachers are focused on students' wellbeing and achievement. The many Māori students benefit from support of their culture, language and identity. The well-embedded virtues programme underpins the positive school culture. Students are confident, articulate and proud of their school.

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

A handwritten signature in cursive script that reads "Dale Bailey".

Dale Bailey
Deputy Chief Review Officer Northern

26 May 2015

About the School

Location	Huntly	
Ministry of Education profile number	1751	
School type	Full Primary (Years 1 to 8)	
School roll	200	
Gender composition	Boys 51%	Girls 49%
Ethnic composition	Māori	75%
	NZ European/Pākehā	15%
	Other	10%
Special Features	Technology centre	
Review team on site	April 2015	
Date of this report	26 May 2015	
Most recent ERO report(s)	Education Review	February 2012
	Supplementary Review	February 2009
	Education Review	February 2008