

29 April 2020

Chairperson Board of Trustees
Huntly School (Waikato)
25 Onslow Street
HUNTLY 3740

1751 – Huntly School (Waikato)

Context

Huntly School is located on the eastern side of the township of Huntly. It caters for students in Years 1 to 8. The current roll of 237 includes 74% who identify as Māori and whakapapa mainly to Waikato/Tainui, the local iwi. There are also 8% of children from Pacific nations.

The school promotes the values of perseverance, ownership, wairua pai, excellence and respect. Since the 2018 ERO report a new principal has been appointed to the school and there have been changes in the school leadership team.

Huntly School (Waikato) has been involved in a review with ERO to support school progress and development. The review has included several meetings with a focus on developing a positive culture for learning for both staff and students, strengthening the collation and use of student assessment data to accelerate the progress of those students who need this, and strengthening the local curriculum.

ERO evaluations of progress have involved meetings with the principal and senior leadership team, and representatives of the Ministry of Education.

ERO's most recent evaluation of progress in December 2019 focused on:

- quality teaching including the use of the learning progressions and the consistency of the enactment of expectations about the teaching of reading
- improving the culture for learning with a focus on the extent to which the PB4L behaviour management system is embedded in classrooms
- student progress and achievement.

Areas of progress and development

The following areas of progress and development are evident:

- staff are clearer about their roles and responsibilities and staff morale has improved
- a more positive culture for learning is being promoted using the Ministry of Education's positive behaviour for learning (PB4L) programme
- through professional development quality teaching practice is now evident
- the use of learning progressions has been strengthened leading to consistent practice throughout the school.

Areas of continued focus

Key areas remain for the school to improve outcomes for students:

- developing robust systems of monitoring and tracking students whose progress needs to be accelerated
- documenting a coherent local curriculum with clear expectations for teachers about the teaching of literacy and mathematics
- strengthening systems of internal evaluation.

The next phase of the review

ERO is planning its next evaluation of progress in June 2020. This visit will focus on the above areas, in particular, the consistency with which expectations about the teaching of writing are enacted in classrooms.

Paora Stucki
Coordinator



Fiona Gibson
Manager Review and Improvement Services

ERO External Evaluation

Huntly School (Waikato), Huntly

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

Huntly School (Waikato) is situated in Huntly in north Waikato and caters for students in Years 1 to 8. Its roll of 200 students includes 74% Māori and 10% from Pacific heritages. Many families have intergenerational associations with the school.

Since the 2015 ERO review, the principal has remained in her position. In 2017, a new board chair was elected. The 2015 ERO report noted many areas of good performance. However, areas for development identified in that report have not been addressed. Since the on-site stage of this review, the principal resigned from her position at the school.

The school's motto is "Knowledge is Power". It's mission is to develop in students the attitude, beliefs and virtues to succeed in whatever they want to do. The school-wide virtues programme underpins the school's culture and curriculum. Strategic goals focus on students who are at risk of underachieving making more than one year's progress in a year. Some year groups are targeted for acceleration in identified learning areas.

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

- reading and writing and mathematics.

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?

The school is not achieving equitable and excellent outcomes for all students. Achievement information gathered by the school indicates that the majority of students achieved at expected levels in reading, writing and mathematics in 2017. Pākehā students are outperforming Māori in these areas. Disparity is significant for Māori in mathematics. School achievement data also shows that girls consistently outperform boys in reading and writing but achieve at similar levels in mathematics. These patterns have remained similar over recent years.

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

The school is not accelerating the learning for those Māori and other students who need this. The deputy principal has recently introduced procedures to demonstrate acceleration for identified students in each class to report progress to the board. This achievement information has not been analysed for ethnicity or gender patterns.

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?

Aspects of teaching practice are beginning to contribute to the achievement of equity and excellence. Positive relationships and pastoral care for students and families support student wellbeing and engagement. Many teachers make good use of assessment information to guide their planning and teaching. Responsive and adaptive programmes support students with additional learning needs. A current school-wide focus on critical histories is providing meaningful contexts for teaching and learning. High expectations for behaviour and the integration of the school's virtues programme contribute to settled classroom environments.

The board actively represents and serves the school community. Trustees have undertaken comprehensive training about their governance roles and responsibilities. They understand the importance of scrutinising achievement information to make decisions that promote positive outcomes for students. Robust policy and procedural guidelines are in place to guide school operations. Governance is increasingly responsive to the needs of students and staff.

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

Since the 2015 ERO review the principal has not sustained a productive and professional learning culture to support the achievement of equity and excellence for all students. Teachers have not had professional development focused on building their capability to meet the identified learning needs of students. The school does not have an agreed system for managing student behaviour. Relationships between the principal and staff are not positively focused on supporting student engagement and improving achievement. Senior leaders do not have personalised job descriptions to provide clarity about their roles and responsibilities.

The curriculum does not effectively promote student learning. Teachers have not been involved in collaborative decisions about curriculum design. The school's expectations now needs to include shared understandings about teaching practices that effectively promote acceleration for at-risk learners. Assessment practices need to be reviewed to ensure the appropriate use of assessment tools and the continuing monitoring of at-risk learners so that their achievement can be improved. Students do not have strategies for understanding and monitoring their own progress towards curriculum expectations. Learning progressions that reflect *The New Zealand Curriculum* need to be established as the basis for collaborative understanding between teachers, students and parents about progress and achievement.

The school does not have effective systems for internal evaluation to support continuous school improvement. Annual charter targets to improve student outcomes need to be focused on accelerating the progress of all groups who are at risk of underachieving, including those who are identified by ethnicity or gender. There is a need for a strategic and annual approach to internal

evaluation that includes a rigorous process for conducting ongoing curriculum review and development.

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.

Actions for compliance

ERO identified non-compliance in relation to consultation with its Māori community and police vetting procedures for non-registered staff.

In order to address these matters, the board of trustees must ensure that:

1. there is regular consultation with the Māori community about policies, plans and targets for improving Māori student achievement
[National Administration Guidelines 1.(v)]
2. police vetting of all non-registered staff is up to date.
[Vulnerable Children Act 2014. S 18 & 19]

Areas for improved compliance practice

To improve current practice, the board of trustees should ensure that:

- there is an agreed behaviour management system
- the school maintains records of all formal complaints along with the process followed and actions taken in response to each complaint
- the board receives regular reports about student attendance trends and patterns
- all teachers have current and personalised job descriptions

4 Going forward

Key strengths of the school

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

- teachers' high expectations for behaviour that contribute to settled classroom environments
- governance that is increasingly responsive to the needs of students and staff.

Next steps

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

- professional leadership of learning and school management practices to improve the school's culture and its response to students whose learning requires acceleration
- curriculum and assessment practices that support effective teaching and the acceleration of progress for at-risk learners
- internal evaluation processes and practices
[ERO will provide an internal evaluation workshop for trustees and senior leaders.]

Recommendations to other agencies

ERO recommends that the Secretary for Education consider intervention under Part 7A of the Education Act 1989 in order to bring about improvement in:

- personnel
- curriculum
- internal evaluation.

ERO's next external evaluation process and timing

ERO intends to carry out a process of ongoing external evaluation to support development over the course of one-to-two years.



Adrienne Fowler
Director Review and Improvement Services
Te Tai Miringa - Waikato / Bay of Plenty Region

29 October 2018

About the school

Location	Huntly
Ministry of Education profile number	1751
School type	Full primary (Years 1 to 8)
School roll	214
Gender composition	Boys 57% Girls 43%
Ethnic composition	Māori 74% Pākehā 15% Cook Island Māori 4% Other Pacific 4% Other 3%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	August 2018
Date of this report	29 October 2018
Most recent ERO report(s)	Education Review April 2015 Education Review February 2012 Supplementary Review February 2009