



Kuhu Mai Ki To Ako; Haere Ki Te Awhina - Enter to Learn, Go Forth to Serve

Te Tiriti O Waitangi

At Huntly West School our Graduate Profiles; Successful Learners, PB4L, Māori reflect our embodiment of Te Tiriti O Waitangi. We celebrate all things Māori and work towards excellence in providing equity for all through our partnership with our whanau, the protection of our tamariki, and encouraging participation in honouring tikanga.

Huntly West School Vision Statement

***To have a strong
positive learning culture,
that will improve
outcomes and lift student
achievement***



Successful Learners

Board Objective	Education Requirement s	Expectations	Process/Procedure	Measure	
Educational Achievement	NELP 3.6	Improved teacher practice	Assessment for Learning Structured Literacy Student Portfolios	Moderation of OTJs MOE Mandates Regular Evaluations HWS progressions and Graduate Profiles	
Expectation		Process taken		Outcome	<u>Next Steps</u>
The expectations for portfolios were co-constructed and agreed upon by all teachers. Student portfolios were a way in which teachers could a) showcase student achievement and progress b) showcase their own teaching		Student portfolios provided moderation opportunities and an effective way to see progress. Teachers also were accountable to ensure programmes and student mahi Y0-3 Teachers received the first phase of structured literacy		Portfolios were inconsistently completed and did not necessarily match the mahi that was covered or what was said was covered Some areas/syndicates showcased more than others There were many Different teachers throughout the year for two classes in particular. was unsettling for both the tamariki and the base teacher/relieving teachers/and new teachers	PLD for moderation, perhaps advice and guidance in some areas Adhere to moderation checks, The template for portfolios is non-negotiable, i.e. there is an exact structure to follow Processes and procedures are reviewed and updated for Reading, Writing, Math Y4-8 receive structured literacy



					Teacher Only Days scheduled to visit schools who are successfully operating with the refreshed curriculum AND structured literacy and/or Math
Educational Achievement	NELP 2.4	Student Agency	Review of Graduate Profile and learning Progressions Structured Literacy	Interviews with students/video audits ERO visit	
Expectation			Process taken	Outcome	Next Steps
The expectation was for students and teachers to set goals, track their goals during the year while learning			<p>Student led interviews occurred in the senior area</p> <p>Phases for Te Mataiaho have replaced our Learning Progressions but transferred to a HWS formatting</p>	<p>Student led interviews occurred with one class</p> <p>There were different teachers throughout the year for two classes which was unsettling for both the tamariki and the teacher/relieving teachers/and new teachers, i.e.</p> <p>The Principal stepped in to take a class after a short notice resignation in 2024 and no responses were received after advertising the position.</p> <p>A very late and sudden resignation from one of the existing teachers left little to no time to advertise so the Principal took two classes for a term.</p> <p>Staff absences required classroom splits as we held no bank of relievers</p> <p>High student absences were evident despite the processes and attempts to make contact with whanau - some students re-enrolling from their lack of attendance.</p> <p>Learning progressions to phases was smoothly transferred for 2025 use</p>	<p>Next Steps</p> <ul style="list-style-type: none"> • Reporting to parents will be held in T1 and end of T2 will include students leading their own learning conversation (Y4+) • Tracking and monitoring reviews and moderation every three weeks (staff meetings and team meetings) • Student portfolio regular check ins • Support from a curriculum facilitator to implement Te Mataiaho and implement easTTle • Hold Teacher Only Days to schools that are implementing and using Te Mataiaho, consistent assessment strategies/tools • Y0-3 teachers complete their Structured Literacy PLD • Y4-8 teachers start their Structured Literacy PLD • We should be able to see even more positive results this year with the shift from working towards to at - in particular with our updated Strategic Plan and its actions • Data analysis will include boys vs girls disparity and a break down of ethnicity - despite most of our students being Māori



Achievement data below does not reflect the actions or high impact teaching that was carried out

Progress

Out of a total of 102 students

Note: not all students from the roll are included in this data because:

- They may have enrolled only in T4
- They are new entrant who have not had 20 weeks at school
- The absences are so high that there is no enough data to show progress or achievement

	Reading		Writing		Math		=
	+2	+1	+2	+1	+2	+1	
Y1		9		9	2	7	17
Y2	0	2	0	3	2	5	11
Y3	9	2	4	5	6	5	11
Y4	6	4	4	5	6	7	15
Y5	5	3	3	8	6	5	14
Y6	5	0	3	10	4	7	15
Y7	6	2	4	4	5	2	8
Y8	7	0	6	1	5	2	11
=	38	22	24	45	36	40	102
%	37	22	24	44	35	39	

While our Progress and Achievement Data reflects Writing should be a focus area, the school will target all areas in alignment with Te Mataiaho implementation.
Set and monitor annual targets.

Improved teacher practice will be undertaken in HWS professional growth cycle and internal evaluation led by the leadership team (as a responsibility and as an outcome from their own professional learning groups and mentoring).



Achievement

Out of a total of 102 students

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READING			
	Above	At	Working Towards
Y1		17	
Y2	0	3	9
Y3	5	1	5
Y4	5	2	8
Y5	4	3	7
Y6	4	2	9
Y7	0	3	5
Y8	0	5	6
Raw	18	35	50
%	18%	34%	

52% of all students are achieving at or above their expected curriculum level. Those who are



working towards are sitting just below their benchmark.

WRITING			
	Above	At	Working Towards
Y1		16	1
Y2	0	3	9
Y3	2	4	5
Y4	3	2	10
Y5	0	3	11
Y6	0	5	10
Y7	0	1	7
Y8	0	3	8
	5	37	60
	6%	36%	

42% of students at HWS are achieving at or above their expected curriculum level in writing.



MATHS			
	Above	At	Working Towards
Y1	3	14	
Y2		7	5
Y3	3	3	5
Y4	2	8	5
Y5	1	1	12
Y6	2	4	9
Y7	0	2	6
Y8	0	3	8
	10	42	50
	10%	41%	

51% of students are achieving at or above in Math

The data shows almost 51% of our students achieving at their expected level.



Cultural Responsiveness

Board Objective	Education Requirements	Expectations	Process/Procedures	Measure	
Te Tiriti O Waitangi	NELP 2.3 NELP 3.5	Maori Graduate Profile indicators are actively	Te Wiki O Te Reo Māori Matariki		
Inclusiveness	NELP 1.1	Local marae connection	Opening of A Block	N/A	
Inclusiveness	NELP 1.2 NELP 2.4	Strengthen our home and school partnerships	Homework Workshops PB4L Graduate Profile		
Expectation			Process taken	Outcome	Next Steps
The expectation was for staff, students, and our whanau to establish and strengthen our connections to celebrate Māori being Māori through the Graduate Profiles			<p>Teachers selected one day and planned the activities for that day during Te Wiki O Te Reo Māori</p> <p>BOT connections opened an opportunity to two local marae</p> <p>Teachers were involved in planning homework workshops. The intent was to give whanau resources and ideas to continue learning throughout the holiday period. It was advertised through our panui, assemblies, prizegiving, and face-to-face invitations.</p>	<p>The planning and activities for Te Wiki O Te Reo Māori were first introduced in 2018 and have continued successfully since then. This has become a traditional celebration and so we will continue. It's an extremely successful way for all of our tamariki, whanau, kaiako to embrace our whanaungatanga and honotanga within our kura and community.</p> <p>Only one parent attended the end of year Workshop despite the time and effort teachers made to develop, create, and make resources for them.</p> <p>Principal PLD/haerenga next steps for whole school development</p>	<p>Next Steps Graduate Profile review and update</p> <p>Te Tiriti O Waitangi focus - one article per term, how it relates to HWS, Huntly, nationwide, internationally - with a final school trip to Waitangi</p> <p>Home/School partnership and connections to be strengthened</p>



Future Focused

Board Objective	Education Requirements	Expectations	Process/Procedure	Measure
Educational Achievement	NELP 4.7	Pathway to Secondary School	Liaise with Y9 students to moderate Graduate Profile	Liaise with Y9 students to moderate Graduate Profile
Inclusiveness	NELP 4.7	Careers' pathway establishment	Careers' Day	Student and Whanau Engagement
Expectation			Process taken	Outcome
The expectation was to initiate and liaise a strong connection to our local secondary school and nurture future thinking with long term goal setting			<p>Teacher appointed to liaise with our local secondary school</p> <p>Senior students and Principal planned a Career's Day inviting local experts to speak</p>	<p>Liaison extended to secondary school senior leaders - that is, HWS DP met with HC DPs to; moderate roles, discuss ways in which we can better prepare to be at HC</p> <p>Unforeseen circumstances meant Career's Days were delayed and postponed, such as staffing</p>



Environment and Resourcing

Board Objective	Education Requirements	Expectations	Process/Procedure	Measure
Health and Safety	Education and Training Act 2020 Health and Safety Act 2015	Policies, RAMs, school compliance are completed and maintained	BOT maintenance plan	Argest School Docs
Health and Safety	Education and Training Act 2020 Health and Safety Act 2015	10YPP/5YA/Cyclical Maintenance, is up-to-date	As above	MOE referred and authorised
Expectation			Process taken	Outcome
The expectation is to regularly monitor and review all areas of governance to support teaching and learning, everyday life in school, health and safety of tamariki through HWS policies			Action and Maintenance Plans	Next Steps Delegations could be reviewed mid term Committees to monitor/track legalities and reporting at board meetings rather than the Principal e.g. Policy Committee, Asset Management Committee, Property Committee Principal reports on Day-to-Day aspects including teaching and learning Asset Management Plan