



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Highfield School
Timaru

Confirmed

Education Review Report

Education Review Report

Highfield School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Highfield School, located in Timaru, caters for learners in Years 1 to 8. There are 304 students at the school, of whom 21 % of the students identify as Māori.

This report outlines Highfield's progress in addressing the areas for review and development in ERO's 2020 Education Review report.

A Student Achievement Facilitator Practitioner (SAF) from the Ministry of Education worked with the school in 2020. Since the 2020 report there has been little change to the teaching team. The board has a mix of new and experienced members.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The 2020 ERO report identified that the school needed to:

- improve the use of school-wide achievement information
- review and update the school's curriculum
- build capability in evaluating and knowing the impact and effectiveness of programmes and practices on outcomes for students
- address some areas of non-compliance and improve its practices around safety checks of the workforce as stated in the school's policy.

Progress

The principal, teachers and trustees have made progress in addressing the areas identified in ERO's 2020 report. The principal and senior leaders have taken a systematic approach to address the identified areas for improvement. In 2020 the school made well-considered changes to the leadership and teaching-team structure. This reorganisation has created greater collegiality within the school.

Use of achievement information

Leaders and teachers have improved the processes for the collection and analysis of learning data. Student learning information is more reliable. Teachers are using sound moderation practices to ensure judgements are consistent across the school. The school is using the Progress and Consistency Tool (PaCT) to support the making of evidence-based judgements of students' progress and achievement. Teachers' greater analysis of data is monitoring the progress of students and identifying areas of concern. Teachers and leaders are giving greater attention to the amount of progress students are making over time.

The School Board is now more fully informed of school-wide achievement and progress. Members are making better sense of the school's achievement picture. They are making good use of this information to inform their decisions. Board members and school leaders have strengthened the setting of charter targets. Targets are clearer and guide what is to be achieved. Reports about the targets show that in 2020 approximately two thirds of the targeted students made accelerated progress.

Curriculum

Leaders and teachers are placing a greater focus on building effective teaching and learning. Growing relational trust and the change in team structure has led to more coherency, consistency and collaboration within and between the teaching teams. Teachers and teacher aides work together to better support students at risk of not succeeding. They identify and share useful teaching strategies to support the learning of all students.

Teachers, teacher aides and leaders have sought a range of opportunities through research and professional development to increase their awareness of current best practice.

All staff make considered use of external expertise to support the redevelopment of the school curriculum. School leaders have gathered and valued the perspectives of various groups within the school community, including students, to inform the revision of the school's charter, values and curriculum.

Knowing about the impact of teaching programmes

The improved assessment and recording of data provide the teachers and team leaders with a basis to evaluate the impact of teaching programmes. Teachers regularly reflect, and discuss in their teams, the progress of students and impact of their teaching. A useful tool for recording and reflecting on practice supports this evaluation for improvement.

Areas of compliance to improve

The school is now:

- reporting school-wide achievement information to its community
- meeting with whānau Māori to build relationships, share plans and targets, report achievement and discuss the further development of the school's localised curriculum
- completing the annual analysis of variance as required
- reporting monthly on aspects of meeting the board's obligations of being a good employer
- confirming the identity of new employees as stated in school's policy and procedures.

Key next steps

School leaders continue to:

- review and refine the guiding documents that reflect a localised curriculum and ensure students experience the breadth of the New Zealand Curriculum
- enhance the assessment and moderation practices to align with recent professional development in literacy and mathematics and to know about the progress and achievement of significant groups in the school
- develop processes for evaluating the impact of school-wide initiatives.

3 Sustainable performance and self review

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

The school is well placed to sustain and continue to improve and review its performance.

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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Conclusion

Highfield School has made progress in addressing its priorities for improvement. Board members, the principal and teachers are working together to ensure positive outcomes for students. The school is now collecting reliable learning information to inform classroom and school-wide planning. Collaborative practices are successfully supporting an improvement focus likely to improve and sustain student progress and achievement.

The school has made sufficient progress to transition into ERO's Evaluation for Improvement process.



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Southern Region - Te Tai Tini
15 December 2021

About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)