



# School Report

**School Name:** Hilltop School

**Profile Number:** 1740

**Location:** Taupō

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

## About the School

Hilltop School is in Taupō and provides education for learners in Years 1 to 8. The school roll is consistently around 580 students. Māori learners make up 22% of the school roll, with growing ethnic diversity. The school values of responsibility/kawenga, kindness/aroha, respect/whakautē and integrity/mana are embedded across the school and support positive learning and inclusion. Learners are encouraged to participate in a wide range of opportunities, to become lifelong learners.

## Part A – Parent Summary

### Progress since August 2022 ERO report

ERO and the school worked together to evaluate how well learner-centred and culturally responsive teaching and learning practices impact equitable and excellent outcomes for learners.

The school expected to see:

- improved learner progress and achievement in reading, writing and mathematics
- strengthened teaching and learning practices, particularly in writing.

During the course of the evaluation, it was found that progress and achievement outcomes for learners in reading, writing and mathematics has remained consistent over time with a large majority of learners achieving at and above curriculum expectations. A large majority of Māori learners achieve at and above curriculum expectations in reading and mathematics, with slightly fewer achieving at expected levels in writing. Inequity is evident for some groups of learners in reading, writing and mathematics; continuing to reduce disparity in achievement is a focus for leaders and teachers.

Structured literacy approaches across the school are leading to improved engagement and positive outcomes for learners in reading and writing. Teachers' participation in professional learning for literacy and mathematics has strengthened consistency of high-quality teaching, learning and assessment practices across the school.

## How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?	Success and progress for all learners is increasing.
What is the quality of teaching and learning?	Learners benefit from high quality teaching practice that improves progress and achievement in reading, writing and mathematics.
How well does the school curriculum respond to all learners needs?	Learners have rich opportunities to learn across the breadth and depth of the curriculum.  There is a consistent focus on supporting learners to gain skills in literacy and mathematics.  Learners with complex needs are well supported to achieve their education goals.
How well does school planning and conditions support ongoing improvement?	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
How well does the school include all learners and promote their engagement and wellbeing?	The school successfully promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.  The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

## Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	A large majority of learners meet or exceed the expected curriculum level.  Results are becoming more equitable for all groups of learners.
Writing	A large majority of learners meet or exceed the expected curriculum level.  Results are becoming more equitable for all groups of learners.
Mathematics	A large majority of learners meet or exceed the expected curriculum level.

Results are becoming more equitable for all groups of learners.

### **Attendance**

The school is approaching the target of 80% regular attendance.

The school has a suitable plan in place to improve attendance.

Regular attendance is improving towards or beyond the target.

Chronic absence is reducing over time.

### **Assessment**

The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.

Assessment information is used well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

### **Progress**

The school has good quality planning to increase the rate of progress for all groups of students.

The school has to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making progress towards Government reading, writing and mathematics targets and is likely to meet them by 2030.

**An explanation of the terms used in the Parent Summary can be found here: [Guide to ERO school reports](#)**

## **Part B - Findings for the school**

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

## Areas of Strength

- Embedded school values support learner wellbeing, inclusion, self-responsibility and leadership growth.
- Leaders support teachers to strengthen effective teaching practices and promote leadership development to continually grow expertise within the school.
- Established systems and processes for effectively gathering and analysing learner progress and achievement data.
- Leaders and teachers build and sustain trust and collaboration within the school and community.

## Key priorities and actions for improvement

The agreed next steps for the school are to:

- improve and sustain high levels of achievement in reading, writing and mathematics for all learners, with a particular focus on accelerated progress for those not yet meeting curriculum expectations
- embed schoolwide consistency of high-quality teaching and learning and use of assessment in reading, writing and mathematics
- grow learner's confidence and capability in using strategies and tools to self-manage their learning
- continue to improve regular attendance for all students, to meet Government targets.

The agreed actions for the next improvement cycle and timeframes are as follows.

*Within three months:*

- identify teachers' strengths and development needs within literacy and mathematics curriculums and provide professional learning to support consistency of quality teaching and learning
- review how effectively teachers use student attendance, progress and achievement data in literacy and mathematics to respond to learner needs
- review practices and tools used within classrooms that support learners to self-assess their learning and set and self-monitor goals for improvement.

*Every six months:*

- review the consistency of teaching and learning within literacy and mathematics, and the impact on learners' progress and achievement
- monitor accelerated progress for learners identified as underachieving or at risk of underachieving in literacy and mathematics
- assess the consistency of classroom practices that support learners to successfully self-manage and take responsibility for their own learning
- monitor and report on the impact of strategies used to improve regular attendance rates for all learners.

*Annually:*

- evaluate improvements in reading, writing and mathematics outcomes for all learners; identify what is having the most impact for learners and what areas need further strengthening
- analyse accelerated progress and achievement for learners at risk of not meeting curriculum expectations; confirm the most effective strategies and responsive teaching practices to support further development
- assess the impact of improved learners' self-management for learning, on learner progress and achievement outcomes; use this information to enhance practices
- evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing regular rates of attendance.

Actions taken against these next steps are expected to result in:

- equitable progress and achievement outcomes for all learners in reading, writing and mathematics
- embedded schoolwide consistency of high-quality teaching, learning and assessment practices in literacy and mathematics
- improved outcomes of confidence and achievement for learners through increased self-management of learning
- improved rates of regular attendance for all learners.

## Part C: Regulatory and Legislative Requirements

### Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some regulatory and legislative requirements in the following areas:

#### **Board Administration**

Yes

#### **Curriculum**

Yes

#### **Management of Health, Safety and Welfare**

Yes

#### **Personnel Management**

Yes

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

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki  
Let's continue to work together for the greater good of all children



Sharon Kelly  
Acting Director of Schools

28 February 2025

### Education Counts

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