

Hunterville School Community Consultation Survey Summary

Q 1. Keeping you informed. What's best for you?

Respondents were very happy with the communication that Hunterville School provides. There is familiar stability with the 'Pinky' that ensures that all families get the same message, including the few families that do not have regular internet or do not use the internet. The introduction of the school 'app' has been successful, and this has been received positively. Texting, Facebook are all considered valuable.

Q 2. Hunterville School has branded itself as a more traditional 'Reading, Writing, Maths, and Sport School.'

45/50 respondents were happy with Hunterville's current approach. 18/50 respondents added further comments. Of these comments, 5/18 concurred that the current approach works well.

Additional comments (13/18) suggested that a more balanced approach would be good regarding a modern approach to learning, especially in the junior classes. Suggestion for more science and hands on learning.

Q 3. We need to report on your child's progress twice a year. What type of parent/teacher communication suits you?

Answer Choices	Responses	
Meet & Greet – learn about the class programme and expectations	44%	22
Student-led conference	40%	20
Formal parent/interviews	64%	32
Informal chat via phone, email, text	46%	23
Total respondents 50		

Respondents have demonstrated that formal interviews are the more preferred way to receive information on their child's progress. The other three categories are fairly even. Suggestion that interview times could be a bit longer.

Q 4. We want to nurture the 'whole child', not just academically and in a sporting way but also to make them confident, life long learners. How can we help them with this?

Question Four had 36 respondents with a strong theme of valuing the individual students own talents, skills, and their interests. There is also support for a holistic approach that encourages children to uphold traditional values of respect and manners.

In addition to encouraging individuality, some respondents would like to see more non-sporting learning opportunities offered, e.g. arts, culture, speeches, learning an instrument.

Other respondents also wanted to continue to see children to be praised and celebrated for the effort they put into learning and other curricular activities.

Q 5. What do you see as important for your child's learning?

44 Respondents commented on Question 5.

Core themes for this question were:

- Reading, writing, maths – doing the basics well
- Providing a place where children are happy, cared about
- Having good teachers
- That children are encouraged and motivated to do their best
- Encouraging children to give everything a go
- A good balance of inside and outside learning
- Values of respect and manners
- That children are well prepared for secondary school

Q 6. Hunterville School promotes three qualities for learning, behaviour, and environment. What do you see as the strengths and challenges for each?

Answer Choices	Responses	
Quality Learning	100	50
Quality Behaviour	100	50
Quality Environment	96%	48
Total respondents 50		

There is clear support for Hunterville's current qualities for learning. Additional comments on Quality Learning demonstrated clear support for the teachers and the work they do. Most respondents said that the teachers were doing a great job. Again, reading, writing, and maths (the basics) featured heavily. There are suggestions for increasing creativity and child centered learning.

Quality Behaviour

There are mixed responses for Quality Behaviour. Most responses were favourable, identifying that behaviour is of a good or high standard at Hunterville School. Staff and a few parents felt that there needed to be more consistency with behaviour expectations and programmes.

Quality Environment

Quality Environment was seen in two ways – the school itself and the grounds and the 'tone' of the school. Both of these areas were seen in a favourable light. The school is attractive, well cared for and is safe. Comments also demonstrate that respondents are proud of Hunterville School. The community involvement is positive and inclusive. The tone of the school is caring and respectful.

Questions Six demonstrated that people love Hunterville School and support the Three Qualities of learning, behaviour, and environment.

Q 7. Hunterville School offers an extended curriculum for children. Can you make comment on this and is there anything else you would like to see included in the curriculum?

Respondents were very happy with the quality and range of extra curricular opportunities for their child/ren. Additional comments were:

- Could we include more of the Arts (dance, music, instruments), robotics, film making?

Q 8. What would you like to see included in the maths programme?

Question Eight has demonstrated mixed responses with some respondents happy with what is occurring and others unsure of what the maths programme was. A recent introduction to Prime Maths is seen as a positive move.

- Could we help parents better help students with maths – e.g. maths homework? E.g. financial literacy and budgeting, times tables and problem-solving, which are seen as beneficial and are included in programmes currently.

(The maths programme is an area for development in 2018, for staff, all the cluster schools, and regarding parent communication and involvement.)

Q 9. Technology is part of our school's learning environment. How do you view the balance we currently have?

Answer Choices	Responses	
Not enough technology	8%	4
Too much technology	0%	0
A good balance	92%	46
Total respondents 50		

The overwhelming response is that Hunterville School has got this right. Additional comments reflect and support the answers above.

Q 10. What would you like to see for 5-year-old students when they start school?

Answer Choices	Responses	
A traditional classroom	24%	12
Play-based or discovery learning	6%	3
A combination of the both	75%	35
Total respondents 50		

The respondents have demonstrated that the majority would like to see a combination of a traditional classroom alongside play-based or discovery learning. Additional comments are:

- Two respondents support the philosophy of Nathan Makaere-Wallis
- Consistency around routines
- The transition from early childhood to the traditional classroom is a big step for some 5yr olds
- Ensuring that if it is play-based that performance levels for reading, writing, maths are still maintained
- Children need the opportunity to explore their world
- Rural children need motivation and stimulation to keep them interested in learning

Q 11. What would you like to see happening for our Year 8 students to prepare them for high school? A variety of suggestions and comments with most positive about the current standards of our year 8 leavers:

- Ensuring they are not disadvantaged
- Being able to organise themselves and their work load
- Independent, confident, self-managing learners
- Ensure they do not lose the passion to strive to be their best
- Knowing how to research
- Opportunity to visit different high schools
- Transition to senior classroom
- Leadership opportunities (this is already in place)
- Already a good balance
- Utilising Rangitikei College which is already part of the Community of Learning
- Digital fluency
- Mental resilience and determination

Q. 12 Hunterville School strives to be culturally responsive to its community. The school reflects the local community and the many traditions. How else can this be strengthened?

A variety of suggestions and comments show:

- Strong school presence in the community already
- Great preschooler involvement in school events
- Continue to listen to community voice
- Keep all of the community traditions alive
- Keep up Marae visits, Shemozzle etc
- Maybe more school visits to other Maraes, local museums (e.g. Wanganui)
- Adding more Te Reo to the classroom
- More recognition for the families on the outskirts of Hunterville School / better bus service
- More performances for kapa haka

Q 13. When you walk through the school gates, what would you like to see?

There was a very positive response to this question. What respondents want to see and are seeing is happy, respectful, and well-mannered children. They enjoy being able to have a cuppa in the staffroom, the grounds are attractive, and the office staff are friendly and approachable.

Some comments and suggestions are:

- Tidy up the turf
- More child-centered art (e.g. mural)

- Events board displaying what's coming up

Q 14. Prize Giving is a strong tradition at Hunterville School. What do you enjoy about this tradition and what would you like to see changed (if anything)?

Question 14 provided a game of two halves. The first half enjoy and support Prize Giving in its current state. They see this as a time to celebrate, demonstrate Hunterville School traditions and that it is a polished event. The slideshow is much appreciated. The Second half offer the following comments:

- It is a bit too long
- Feel there is too much of a focus on the Year Eights and should celebrate other levels also
- Less time on Principal and BoT reports
- More involvement from the children

Q 15. Drama Production every 2 years is also a strong tradition at Hunterville School. What would you like to see changed, if anything?

Like Prize Giving, there are two schools of thought. One is that it is great and would not like to change a thing about the whole process. The second school of thought is that it is too expensive and a huge commitment from families. One or two suggestions for making it every 3 or 4 years or scaling it back to a smaller, lesser version on a yearly basis are offered.

Q 16. Can you comment on Bible in Schools?

24/45 respondents commented favourably on the Bible in Schools programme. 21/45 would like to either see:

- Bibles in Schools discontinued
- Be opt in not opt out
- Cover all religions including atheism

Q 17. Hunterville dress code

Answer Choices	Responses	
The dress code is too tough	4%	2
The dress code is not tough enough	10%	5
The dress code is about right	85%	41
Total respondents 48		

Respondents demonstrated a clear majority supported the current dress code. Additional comments are:

- The children look neat, tidy and everyone is the same
- If there is a rule, then they need to be enforced
- We like the uniform policy – it makes life easier

Q 18. What are the strengths and challenges of the leadership team?

Overall there is strong support for the leadership team. There are an excellent principal and SLT as well as great teachers. There are excellent communication and principal is open and approachable – *“They run a great school”*. One of the challenges identified in the survey is the upcoming change in principal and maintaining the current good name and stability of Hunterville School.

Q 19. What are the strengths and challenges of the teaching team?

The respondents demonstrated a clear majority of support for the teachers and their classroom practice. There is some concern over young teachers not spending an extended period at Hunterville School (moving on after a year or two).

It is also highlighted that it is important for the teachers to have current and up to date knowledge of the best pedagogical practice.

The range of youth and experience on staff is appreciated – *“A good mix of talents and interests”*.

Q 20. Can you make a comment on Hunterville School's behaviour management and discipline procedures?

34 respondents commented on Question 20. 19/34 were either happy or found the behaviour management and discipline procedures to be excellent. The remaining 15 respondents believe there is work to do here with more consistency needed. (Staff noted that the Behaviour Programme is under re development currently.)

Q 21. Hunterville School offers a variety of learning, sporting, and cultural opportunities. What do you see as important for the Junior, Middle and Senior School?

Junior School

- Happy with what is currently occurring
- Learning the basics and sports
- Exercise, fun, and play
- A good quality reading, writing, maths programme and physical activity
- Balance in learning areas
- Welcoming environment
- Learning a musical instrument and singing
- Learning about teamwork in a safe environment
- Enjoying school

Middle School

- Sport and exercise, culture, learning
- Like the career learning
- Sporting opportunities for all that wish to attend
- Maintaining confidence when learning gets harder
- Local history
- Building confidence, leadership, and self-management

Senior School

- Happy with all
- Leadership – helping with local events (organisation etc.)
- Cultural – speeches, drama, music, science and sports
- Cultural awareness
- Preparing for high school
- Self-management

22. Do you have concerns about bullying behaviours at Hunterville School?

Answer Choices	Responses	
Yes	14%	7
No	52%	26
Don't know	34%	17
Total respondents 50		

The respondents have indicated a small minority have concerns with bullying behaviour. Additional comments elaborate further:

- Not aware of major issues
- Resolving issues and dealing with parent concerns more quickly and effectively
- Give children the skills to deal with bullying
- Principal and teachers have always been aware and helpful
- Support for the bullies so their issues can be resolved (and stop bullying)
- *"My child feels safe at school and knows what to do if there is a problem."*

Q 23. Overall what are the 1 or 2 most important things you'd like to change at Hunterville School to make it better?

A few common themes can be identified from the respondents, these are:

- Changes to Lamb and Calf Day
- A variety of traditional and play-based curriculum in the New Entrants class; more physical education in the junior school
- Keep up the good communication with parents across the school
- Look at becoming an enviro school
- Further develop the behaviour management systems

Q 24. Overall what are the 1 or 2 most important things you'd like to maintain/keep at Hunterville School because they are most important to you?

- Welcoming environment and values-based learning
- The great communication
- Great principal and teachers
- Focus on reading, writing, maths, sports and the extras
- Bibles in Schools
- School Trips
- Electives
- Uniform
- Country school atmosphere
- Student support
- The great balance of everything the school provides
- Kapa haka
- Separate classrooms, not open learning environments
- Outside learning environment
- Weekly 'pinky' in hard copy

Concluding comments

This has been a positive community consultation that has spanned focus groups and lounge chats in a variety of venues. Parents have been open and responsive to both questions and in offering their opinions on school culture and climate.

Work is already underway on further developing math programmes, with an emphasis on parent / whanau involvement in numeracy learning as part of the South Rangitikei Schools' Community of Learning. Teachers are also in the process of re-developing behaviour programmes across the school which are two areas discussed at focus groups and in the surveys.

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