

Current School Data

Roll: 51

Girls: 20

Boys: 31

Teaching Staff:

Eden Chapman – Principal

Angela Hossack – Reading Recovery / LST

Piri Brown – Teacher Year 1-3

Rachell Wheeler – Teacher Year 3-5

Eden Chapman – Teacher Year 6-8

Sue Winwood – Administrator / Teacher's Aide

Nan Buissink – Religious Instruction

Isobel Hapi – Bus Driver

Howard Mikaere – Bus Driver and Caretaker

Board of Trustees

Tracey Lidgard – Chair / Community liaison

Eden Chapman – Principal

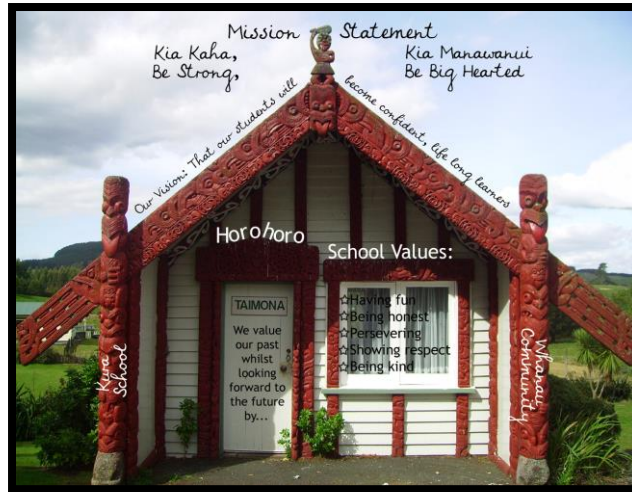
Piri Brown – Staff Representative

Isobel Hapi – Parent Representative

Anthony Peni – Parent Representative / Property

Georgia Retikaukau – Parent Representative

Cecelea Ihaia – Parent Representative



Apirana Road, Rotorua RD1, Ph 333 2611
Principal: Mr. Eden Chapman, Email: principal@horohoro.school.nz



Horohoro School is an excellent, vibrant rural school. We are proud that we have provided 85 years of excellent education.



Our staff and Board of Trustees extend a welcome to families looking for a well performing rural school for their children.

We are an open door school and we welcome visits from families considering Horohoro School for their children.

At Horohoro School
we;



- have small class sizes
- value literacy, numeracy and creative thinking in our curriculum
- provide education for students from year 1 to year 8
- engage in high quality, effective professional development
- use assessment data to inform our teaching programmes
- cater for individual needs
- value the Duffy Books in Homes programme, are proud to be a “KidsCan” School, provide daily breakfasts and fruit in schools
- use excellent multi-level curriculum planning and teaching strategies
- adjust curriculum planning and delivery to allow for local community activities
- regularly assess student achievement and have very high expectations of student achievement and behaviour
- are at the forefront of developments in the revised New Zealand Curriculum
- identify barriers to learning and respond in innovative ways
- provide a high standard of pastoral care
- produce successful students at secondary school and beyond.

Special Features of Horohoro School

Cultural

At Horohoro School we have a very strong Kapa Haka group involving all students. We have extremely talented students that perform with passion, heart and pride. We regularly compete at Kapa Haka competitions and have had excellent results. The school maintains an excellent relationship with our two nearby Marae – Rongomaipapa and Kearoa. We value the arts and our students are fully involved in school music programmes, school concerts and visual art.



21st Century Learning

Our students are exposed to many different modern learning tools. They use our modern computers in classrooms routinely and have access to hardware and software that enhances and enriches learning. Our teachers regularly have professional discussions in how best to enhance learning using engaging tools like the internet, computer software and other school resources.

We know that students learn best when they are engaged in what they are learning. Our teachers go to great lengths to make learning interesting, relevant to our students and meaningful.

Exceptional Needs

At Horohoro School we believe in catering for all students' needs. We have support staff in the school to assist our students who need extra assistance to learn core skills. We also run programmes to develop the learning of our very able students.

In September 2014 we had a visit from the Education Review Office. ERO visits all schools, usually on a three year cycle. Below are excerpts of our evaluation. If you wish to view our full report please visit www.ero.govt.nz and search for Horohoro School.

“Horohoro School is located in a picturesque rural setting 15 km southwest of Rotorua. The principal has been in his position since 2007 and the teaching team has been stable since 2011. The school mission statement Kia Kaha, Kia Manawanui reflects the school culture of high expectations for students, teachers and the community. Since 2011, all classrooms have been extensively remodelled and teachers have undertaken significant professional learning about the teaching of literacy and numeracy. The school makes effective use of student achievement information to make positive changes to learners’ progress and achievement.

Achievement data is used to group students for instruction in reading, writing and mathematics and teachers plan learning programmes that address students’ learning needs. Parent teacher interviews, written reports, student achievement portfolios and an open-door policy enable parents to be well informed about their child’s progress. Teachers use their in-depth knowledge of students and whānau to plan learning programmes that are contextually relevant and interesting. ERO observed very high levels of student engagement and enjoyment of learning classrooms.

The school environment is strongly reflective of local Māori history and tradition. A clearly documented and consistently implemented approach to promoting culturally responsive teaching practice is evident. Characteristics of the school that effectively promote success for Māori as Māori are:

- *Māori students observed by ERO were engaged in learning and enjoying taking part in classroom, playground and extra curricula activities.*
- *All students are involved in school-wide kapa haka culminating in the local kapa haka festival which is a source of pride for students, teachers and the wider school community.*
- *Teachers value the knowledge and ideas that Māori students bring to school and consider these when planning teaching programmes.*
- *Tuakana/teina relationships, where older students support younger students, are fostered across the school.*
- *Teachers use and model te reo Māori and provide opportunities for students to learn and practise aspects of tikanga during classroom programmes.*
- *The strong partnership in literacy development with Ngati Whakaue in raising student achievement for Māori students.*

The principal is providing highly effective leadership for the staff and wider school community. He is well known to students and well regarded by teachers. He is knowledgeable about school management, curriculum design and professional leadership, and successfully promotes a collaborative team approach to addressing student learning needs.