



Maungaraki School
Maungaraki, Lower Hutt

Confirmed

Education Review Report

Education Review Report

Maungaraki School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Maungaraki School is in the centre of the Maungaraki suburb of Lower Hutt. The roll of 289 is ethnically diverse and includes 11% of students who identify as Māori.

The school has recently reviewed its vision and values. These underpin strategic direction, school systems and classroom programmes. There are high expectations for student engagement and achievement. Digital technologies are widely used to support teaching and learning.

School leaders responded positively to areas identified in the February 2013 ERO report. Teachers are involved in planned, ongoing professional learning and development with a major emphasis on the quality of teaching practice and a recent focus on mathematics.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Student achievement information is very well used by school leaders and staff.

The school's achievement information for 2014 and 2015 indicates that most students achieve at or above in relation to the National Standards in reading, writing and mathematics. Māori student achievement has improved steadily since 2013 and is now similar to their peers in the school. Many students show accelerated progress.

An appropriate range of nationally referenced and school-based assessment tools is well used to:

- recognise and report on trends and patterns of achievement for groups and cohorts including students requiring support
- inform schoolwide planning, target setting and resourcing
- identify students at risk of not achieving, inform appropriate responses and monitor progress.

Students requiring additional support, or extension, benefit from a comprehensive range of well-managed and monitored support programmes and interventions. These programmes are appropriately implemented by teachers and teacher aides.

Teachers effectively use a wide range of assessment information to develop individual learning pathways, particularly in literacy and mathematics. They implement effective processes that support students to clearly identify their achievement, progress and next learning steps. As a result students are able to monitor their progress and increasingly take responsibility for their own learning.

Parents are well informed about their children's learning through student-led conferences, blogs and ongoing access to their children's learning on-line.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The curriculum supports student engagement, learning and achievement well.

Students have extensive opportunities to participate and succeed in a wide range of academic, sporting, art, cultural and leadership activities.

The principal and senior leaders are effectively guiding the ongoing review and development of this curriculum. Explicit, clearly articulated core beliefs for teaching and learning and a new graduate student profile are key aspects.

The Treaty of Waitangi has been carefully considered with clear expression of how it impacts the school and community. Significant progress has been made with integrating aspects of te ao Māori. Teachers focus on strengthening culturally responsive practice in their classrooms and their interactions. Leaders recognise the importance of making these expectations explicit in the curriculum documentation.

Students learn in rich stimulating environments that celebrate their work and provide multiple prompts to support learning. Settled classes, well-engaged students, and supportive relationships amongst students and teachers are evident. Students can discuss their learning, levels of achievement and progress in reading, writing and mathematics. In some classrooms students set explicit, realistic learning goals and, in speaking with ERO, were able to explain what they needed to do to progress toward achieving them. Teachers continue to work on strengthening and enhancing students' ability to be self-managing learners.

How effectively does the school promote educational success for Māori, as Māori?

The school effectively promotes educational success for Māori students, as Māori.

The raised profile of te ao Māori schoolwide contributes to greater awareness and celebration of tangata whenua. Students and teachers participate enthusiastically in kapa haka, and Māori students have opportunities to demonstrate leadership and take pride in their identity.

Leaders and trustees show high levels of commitment and are making good progress in developing strategies to increase engagement of whānau and wellbeing of students. The establishment of the Ngā Kakano Puawai group gives families and whānau a voice in guiding school progress and development. The board is systematically reviewing its practice in this area and plans to continue to improve educational success for Māori.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance. Key aspects include:

- effective governance from a well-informed board
- a clear strategic vision and plan
- high quality leadership from the principal, well supported by senior leaders
- collegial and supportive staff
- sound systems and processes to monitor and support student wellbeing
- a culture of rigorous, critical reflection and self review leading to improvement
- supportive and involved community
- strong respectful, trusting relationships with a positive school tone and culture.

The board has identified continuing to explore and strengthen consultation and engagement with its diverse community, parents and whānau as an ongoing priority.

Provision for international students

The school is a signatory to the *Code of Practice for the Pastoral Care of International Students* established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

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.

Conclusion

A broad based curriculum provides opportunities for students to participate and celebrate success. Most students achieve at or above the relevant National Standards. Classes are settled with students engaged in their learning. Relationships are positive and respectful. The school remains focused on growing partnership with whānau and parents.

ERO is likely to carry out the next review in four-to-five years.



Joyce Gebbie
Deputy Chief Review Officer Central

15 January 2016

About the School

Location	Maungaraki, Lower Hutt	
Ministry of Education profile number	2968	
School type	Full Primary (Years 1 to 8)	
School roll	289	
Gender composition	Male 51%, Female 49%	
Ethnic composition	Pākehā	63%
	Māori	11%
	Indian	6%
	Other European	3%
	Filipino	3%
	Other ethnic groups	14%
Review team on site	November 2015	
Date of this report	15 January 2016	
Most recent ERO report(s)	Education Review	February 2013
	Education Review	December 2009
	Education Review	September 2006