

Mangonui School Education Review

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About the School

Location	Mangonui, Northland	
Ministry of Education profile number	1039	
School type	Contributing (Years 1 to 6)	
School roll	157	
Gender composition	Boys 55% Girls 45%	
Ethnic composition	Māori	48%
	NZ European/Pākehā	44%
	other	8%
Review team on site	November 2012	
Date of this report	21 December 2012	
Most recent ERO report(s)	Education Review	November 2009
	Education Review	August 2006
	Education Review	March 2003

The Purpose of an ERO Report

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.

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1 Context

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

Mangonui School is a rural school situated above the historical fishing port of Mangonui, within the ancestral lands of Ngāti Kahu. A significant number of students whakapapa to Ngāti Kahu.

The school opened on the site in 1858 and the original classroom is still in use. The setting provides many opportunities for outdoor activities and exploration. Teachers use the natural environment to extend learning programmes.

The principles of te Tiriti o Waitangi underpin the school's vision and values. Strong partnerships with Ngāti Kahu iwi, hapu, marae and whānau are increasingly evident in the school.

2 Learning

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

The school is highly effective in using achievement information to make positive changes to learners' engagement, progress and achievement.

Teachers have a good understanding of the use of achievement information to promote student engagement. They have specific goals related to student engagement and achievement, know their students well, and develop relevant learning programmes and teaching strategies. High levels of engagement are evident. Students demonstrate:

- confidence, enthusiasm and ability to articulate ideas and opinions
- pride in their achievements and celebration of learning
- knowledge that their ideas are valued and respected
- a sense of belonging and belief that their school is an inclusive, supportive and caring community.

School leaders and teachers analyse a wide range of assessment data. Robust processes are used to identify learners needing additional support, set school-wide and classroom targets, and monitor progress. A change team that includes trustees, school leaders and teachers monitors the progress of targeted students. School systems effectively support ongoing reflection and review.

Teachers discuss learning and achievement with students. Students are able to talk about the focus and purpose of their learning. ERO and school leaders agree that improving students' ability to self assess and identify their next learning steps would enhance independence and increase ownership of their learning.

A plan for promoting success for Māori students has been implemented. This plan is aligned to the strategic plan, teachers' professional learning and development, and their performance management processes. The plan ensures a purposeful and cohesive approach to the use of student achievement information.

Trustees have strategic goals focused on raising the achievement and progress of identified individuals and groups of students. The principal uses the school's annual plan indicators to measure developments in his monthly reports to the board about students' progress and achievement.

Staff run regular whānau hui and workshops for parents to build home-school partnerships to support learning. Whānau are well informed about their children's learning, engagement,

progress and achievement. They participate in the many opportunities provided by the school to contribute to their children's success.

Most students achieve at or above National Standards in reading, writing and mathematics. The school's approach to learning has a significant positive influence on the success students' experience, particularly in reading and writing.

3 Curriculum

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

A highly effective school curriculum promotes and supports student learning.

School leaders have designed a school curriculum that is based on The New Zealand Curriculum, is responsive and specific to the needs of students and reflects the significance of the local community and its environment. A concise curriculum framework provides very good support and direction for teachers. There are clear and shared expectations for teaching and learning.

Very good teaching practices are evident across the school. Teachers purposefully build on students' prior knowledge, current learning and emerging interests.

A school focus on literacy and mathematics is well supported by professional learning and development. Teachers increasingly integrate reading and writing into meaningful contexts. An integrated approach to curriculum design and delivery for all learning areas is evident in teacher planning. A review of current assessment practices could consider how all learning areas are assessed and reported to families.

The school's curriculum promotes and supports student involvement in a wide range of activities, in particular arts and sports. A range of leadership opportunities is provided for senior students. The school's unique learning environment has a significant and positive influence on student learning.

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

The school provides effective support for Māori students to experience success as Māori. There is a clear focus on weaving te reo Māori me ngā tikanga o Ngāti Kahu into the daily language of the classroom and throughout the curriculum. School leaders are continuing to promote teacher capability in these areas.

Leaders have used Ministry of Education resources Ka Hikitia: Managing for Success and Tātaiako: Cultural Competencies for Teachers of Māori Learners to set specific goals. Together with teachers they are developing a curriculum that is relevant to the local Māori community.

Further features of the curriculum that effectively promote pride and success for Māori students include:

- learning about te kawa o ngā marae o Ngāti Kahu
- whole school kapa haka, powhiri, poroporoaki
- kowhaiwhai projects
- integration of bicultural aspects within curriculum programmes.

As they continue to increase teacher capability school leaders could consider ways to further develop a progressive programme for te reo Māori that extends students' learning through all levels of the school.

4 Sustainable Performance

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

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

The principal provides high quality professional leadership. He takes an active role in leading the learning in the school. He has a clear understanding of high quality teaching and effectively manages change that is focused on improving student learning. A strong team approach, which includes trustees and staff, is evident across all aspects of the school.

The board is knowledgeable about school operations and understands school governance well. Trustees have a combination of experience and skills to represent the community, including Māori representation. Together with teachers the principal and board are building strong relationships with their community.

Features that contribute to school sustainability include:

- combined board and senior leaders' professional development in school leadership and governance that has resulted in very effective strategic planning
- a thorough approach to school operations that provides a clear direction for development and growth
- cohesive, well-aligned systems and processes that are effectively documented
- strong ongoing self review at all levels in the school
- school goals and practices focused on student and community engagement, that provide a foundation for sustaining and improving student learning.

ERO and school leaders agree that to support the school's strategic direction, leadership and commitment to ongoing improvement it would be beneficial to continue to:

- extend their self review by exploring ways to maximise teacher involvement, and to include student voice
- strengthen and extend community and parent/whānau partnerships.

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.

When is ERO likely to review the school again?

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

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21 December 2012