

# Mt Maunganui Intermediate Education Review

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## About the School

Location	Mount Maunganui	
Ministry of Education profile number	1837	
School type	Intermediate (Years 7 to 8)	
Decile [ <u>1</u> ]	5	
School roll	403	
Number of international students	1	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	NZ European/Pākehā 52% NZ Māori 36% Other European 4% Pacific Island 3% South East Asian 2% Other 2% Other Asian 1%	
Review team on site	May 2011	
Date of this report	5 August 2011	
Most recent ERO report(s)	Education Review	May 2009
	Education Review	April 2006

## 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. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides

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## 1 Context

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

At the time of the last review, ERO identified many aspects of the principal's performance that were cause for concern. This period of fragmented leadership led to uncertainty and instability for staff, students and community. In 2009 the principal retired, and the school had an acting principal for two terms in 2010.

In July 2010 a new principal was appointed, her key focus being to develop a learning culture that promotes high levels of teacher performance and student achievement. Together with the board, she has a strong focus on building and restoring community confidence in the quality of education the school provides. Under her leadership, building professional and respectful relationships has been a school-wide priority, leading to greater transparency and much improved communication.

## 2 Learning

How well are students learning – engaging, progressing and achieving?

Achievement information for Term 1, 2011 shows that a significant proportion of students were achieving above nationally expected levels in reading and numeracy. End of year data for 2010 also showed that the majority of students across the school were achieving at or above the National Standards for reading and numeracy. In writing the school reports that the majority of students achieved the National Standards in 2010. However, senior leaders have identified the need to continue to strengthen the analysis and interpretation of writing data in relation to National Standards.

Clear expectations for student behaviour are being consistently implemented, resulting in a noticeable improvement in relationships amongst students, and between students and adults. Teachers' involvement in professional development about behaviour management is enabling them to increasingly use effective strategies to better engage students.

ERO observed many students demonstrating a positive attitude to learning. They related well to their peers and teachers, and demonstrated high levels of enjoyment and engagement in school events and activities. There are many opportunities for students to assume leadership roles and to take increasing responsibility for managing and leading their own learning.

How well are Māori students learning – engaging, progressing and achieving?

The majority of Māori students are achieving at and above national expectations in reading and numeracy. The school is responding positively to the strengths, interests and needs of Māori students. Some examples include:

- te reo Māori tuition for students in Years 7 and 8
- participation in kapa haka
- staff professional reading and discussion about creating a culturally safe school for Māori students
- the revitalisation of powhiri
- contexts for learning that reflect Māori perspectives and an increasing Māori dimension in school operations and the environment

### 3 Curriculum

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

Under the leadership of the principal, teachers are developing their understanding of The New Zealand Curriculum. They are beginning to work collaboratively to plan for the delivery of appropriate programmes for learning. A review of technology has brought about greater integration and higher levels of student access to the curriculum. Students experience a broad curriculum that enables them to participate in a variety of cultural, sporting and academic opportunities.

The effectiveness of teaching practice is variable across the school. While there are examples of good practice, several teachers continue to need ongoing support and guidance. There is focused and ongoing professional development for teachers, which is designed to build their capability as competent teachers of literacy and numeracy. There are many opportunities for teachers to be involved in dialogue and reflection about teaching and learning. They are beginning to benefit from more collegial and trusting relationships as the culture for learning continues to build.

## 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. Key indicators are:

- the principal's strong professional leadership
- a focus on improving teacher capability to raise student achievement
- effective governance structures
- school-wide commitment to professional learning and development
- a rigorous and transparent performance appraisal process
- strengthened and well-communicated processes for quality assurance
- self-review practices used as a tool to improve school operations
- high expectations for teaching, learning and behaviour

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. 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 students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- 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 three years.

Richard Thornton  
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Northern Region

5 August 2011