



**Arataki School
Mt Maunganui**

Confirmed

Education Review Report

Education Review Report

Arataki 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?

Arataki School is situated in Mount Maunganui. The school caters for students in three learning contexts - English for Years 1 to 6 students, bilingual education for Years 4 to 6 students, and the Rūmaki, Māori immersion classes, for students in Years 1 to 3. Of the 361 students, 250 identify as Māori and whākapapa to iwi throughout Aotearoa.

Since the 2011 ERO review there has been a number of changes to the senior management team, including the appointment of a new deputy principal in 2014. A new board chairperson and trustees have been elected and are committed to raising student achievement, and providing opportunities for all students to achieve to their potential. Areas for development in the previous ERO report identified the need to systematically collate and analyse achievement information to inform self review and decision making. Other areas for development included increasing student ownership of their learning and for the school to implement a more consistent approach to te reo Māori teaching and learning. There continues to be a need to further develop and strengthen these areas.

Trustees support teacher's ongoing professional learning. Teachers have undertaken professional development in the areas of numeracy, reading, writing and the use of information and communication technologies (ICT) to strengthen teaching and learning. They have been participating in the Ministry of Education (MOE) initiative focussed on developing respectful relationships within an inclusive and affirming school culture. This has been underpinned by the school values of kawenga (responsible learner), manaaki (caring), whakautē (respect), and whakahii (pride). This initiative is enhanced by the pastoral care team who work collaboratively with the community to provide support for children and their whānau/families. Whānau, parents and students have a strong sense of belonging and pride in their school.

2 Learning

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

The school's use of achievement information has been an area of ongoing development and progress. The recently appointed deputy principal has been instrumental in developing systems and structures for collation, analysis and use of school wide achievement information.

The school is using an appropriate range of assessment tools to gather student achievement information. The senior leadership team has used this information to:

- set annual achievement and engagement targets
- identify priority learners, including monitoring by gender and ethnicity
- report to the board, parents and the community
- inform intervention programmes and track progress
- track progress within the year and show evidence of measuring progress over time in mathematics.

These areas could be further developed and strengthened.

ERO and leaders agree that the next step is to develop a culture where there is shared ownership and urgency in improving student achievement. Leaders and teachers need to collate and analyse achievement information to evaluate the effectiveness of teaching practices in accelerating the progress of priority learners. In addition, they need to further involve parents and whānau in learning partnerships, to improve outcomes for children.

Ongoing development of the recently developed teaching as inquiry process is likely to build teacher confidence and assist them in raising student achievement particularly for priority learners.

School achievement information in 2013 shows, that in reading, writing and mathematics, just over half of the students are achieving at or above National Standards. This data also shows that Māori students are achieving at levels comparable to other students in the school.

3 Curriculum

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

The school's curriculum is currently under review and development to better promote and support student learning. The school is working towards developing an authentic curriculum that reflects the children's personal experiences and interests, community skills and expertise, and whānau aspirations.

Computer technologies are extensively integrated in programmes across the school, with two classes that have a digital focus, and there are one-to-one devices available. This encourages student learning and engagement that provides support and extension. There is a strong focus on developing a literacy learning culture. Professional leaders are accessible to staff, students parents and whānau and there have been opportunities for teachers to develop leadership roles.

Teachers have developed positive relationships with students in well-resourced environments that support student's learning. There are examples of effective practice where teachers use a range of strategies such as differentiated planning to support and extend student learning, formative assessment practice, and targeted teaching to the needs of groups and individuals.

ERO and the leadership team agree that there is a need to build on these good practices to develop consistency across the school. In addition they need to ensure that teachers encourage and build student confidence in talking confidently about their learning, progress and next steps.

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

The majority of students at the school are Māori and their language, identity and culture are affirmed. Students have leadership opportunities at whakatau, as house leaders and leading assemblies. They are involved in local regional kapa haka, whakangahau and Ngā Whakataetae o Tauranga Moana. Māori culture is celebrated in the school.

There is strong whānau support and they actively participate in school activities. Parents have the opportunity for their children to be educated in te reo, immersion and bilingual education - Kopukairoa. The school has appointed a teacher who has the responsibility for te reo Māori me ngā tikanga across the school assisted by a team of teachers. Teachers are engaged in ongoing professional development across the school in Māori language development.

The provision of rumaki education is of concern. Achievement information for the immersion class shows that overall a significant majority of students are achieving below, and well below in Ngā Whanaketanga in pānui, tuhituhi and pāngarau. In addition, the school has yet to develop a rumaki curriculum and a graduate profile based on *Te Mātauranga o Aotearoa*. There is an urgent need for stronger leadership and ongoing professional development to improve the quality of teaching and raise student achievement in rumaki.

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 because of the following factors.

There is an experienced long serving principal who is well supported by the deputy principal. The deputy principal since taking up her position has provided strong, effective leadership in all aspects of the curriculum. This is providing clear direction for teaching and learning. Trustees have been involved in governance training, which is ongoing with an external facilitator, and this has strengthened their focus on raising student achievement. The school has taken all reasonable steps to provide a safe and inclusive environment. Māori students are experiencing success as Māori and are actively engaged in their learning. The school enjoys strong support from its community.

The school has undertaken self review with its staff, community and students. To become highly effective it requires a stronger focus on working with evidence to achieve ongoing improvement in raising student achievement.

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

The school enjoys strong support from its community. Trustees are engaged in ongoing governance training focused on continuous improvement in raising student achievement. Māori students are experiencing success as Māori and are actively engaged in their learning. Professional leaders are providing clear direction in all aspects of the curriculum.

ERO is likely to carry out the next review in three years.



Dale Bailey

Deputy Chief Review Officer Northern

5 February 2015

About the School

Location	Mt Maunganui	
Ministry of Education profile number	1686	
School type	Contributing (Years 1 to 6)	
School roll	361	
Gender composition	Boys 54% Girls 46%	
Ethnic composition	Māori NZ European/Pākehā Other Cook Island Māori Indian Pacific Samoan Tongan	69% 23% 3% 1% 1% 1% 1% 1%
Special Features	One Rumaki class and one bilingual class	
Review team on site	November 2014	
Date of this report	5 February 2015	
Most recent ERO report(s)	Education Review Education Review Supplementary Review	November 2011 December 2008 December 2006