

ERO External Evaluation

Matakana School, Matakana, Warkworth

Summary

Matakana School has a roll of 367 students, mainly Pākehā, with 60 of these learners identifying as Māori. Small numbers of Pacific children and other ethnic groups also attend the school. Significant roll growth has occurred since the ERO review in 2014.

School leaders have continued to focus on and develop quality teaching and learning practice that makes a positive difference for children who are at risk of not achieving National Standards. Learning outcomes have been fostered by initiatives such as targeted strategic planning, effective professional development for teachers and inclusion of parents and whānau in children's learning.

In 2014 the ERO report identified that children's ownership and responsibility for their learning required further development. Subsequently, school leaders have continued to focus on embedding and sustaining strategies that give children a meaningful sense of ownership of their learning. This has seen the development of effective collaborative approaches to learning, where children have more than one teacher and other peers to learn with.

National Standards outcomes have been sustained at high levels over the past three years. Approximately 85 percent of students, including Māori, achieve at or above the standard in reading, writing and mathematics. The school has a deliberate focus on raising mathematics achievement for Māori children.

Matakana School is a member of the Mahurangi Community of Learning | Kāhui Ako (CoL), one of eight schools in the Warkworth area. The CoL is at the early stage of setting its achievement targets and focuses.

How well is the school achieving equitable outcomes for all children?

The school is effectively achieving equitable outcomes for Māori, Pacific and other children. The board of trustees, principal and staff prioritise and resource individual learners who may be at risk of not achieving and view them as priority learners.

Teachers place value on knowing their learners, and families and whānau. This has led to responsive and positive learning relationships to support children and their engagement with learning. Staff are increasingly skilful in sharing and refining acceleration strategies and approaches that make a difference for children's individual learning success. Teachers share the success of these strategies and approaches with each other to improve and develop teaching practice across the school. Processes are in place to ensure that overall teacher judgements for National Standards are valid.

At the time of this review collaborative approaches to teaching and learning are being embedded through professional learning in mathematics for school staff. The approaches learned in this context are applicable to other learning areas.

Children are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices. This school has successfully addressed in-school disparity in educational outcomes.

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

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

Matakana School is highly effective in responding to children whose learning progress needs acceleration. The board of trustees, leadership team and staff place equity and excellence at the forefront of strategic direction.

School achievement information shows that approximately 88 percent of children, including Māori, have achieved the National Standards for reading since 2013. Writing and mathematics data show similar overall results for all learners by the end of Year 6. Intensive support for Year 5 students, in mathematics, is helping to sustain these results. Sustaining achievement levels has also been a focus for Year 2 learners in reading and Year 3 learners in writing.

School achievement information shows that approximately 89 percent of children leave the school having achieved the standards in reading, writing and mathematics. Data for Year 6 learners over the past three years show increasing numbers of students achieve the National Standards.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

The school's processes are highly effective in supporting equity and excellence.

The board of trustees and the senior leadership team are deeply committed to the provision of equitable educational opportunities for children. Teachers value professional learning and opportunities to inquire further into best practice. The school uses very good internal evaluation processes to monitor and extend equity and excellence for children. Consultation with the school community continues to be effective in setting the school's strategic direction.

Learners have a strong sense of belonging to their school, as evident in children's creative artwork that adds to the school community's heritage. Children are highly connected to their school and to their learning. Strength in whānaungatanga ensures all learners and whānau feel welcomed and valued.

Children, parents and whānau who spoke with ERO feel supported through affirming learning relationships where families are included in learning processes that lead to improvement. The school has an innovative approach to homework, re-conceptualised as Home Learning Challenges.

Māori children have opportunities to learn and use te reo Māori. Their identity is affirmed and given an authentic place within the curriculum and school ethos. Māori culture, concepts and world view are explicitly taught in classroom programmes. This has been a significant area of development since the 2014 ERO review.

The development of collaborative learning approaches has seen children working in more differentiated and mixed-ability situations. This has promoted children's motivation to learn, and has extended the development of their learning dispositions in a positive way.

The school's localised curriculum is highly effective in supporting children to achieve the educational outcomes identified in *The New Zealand Curriculum*. Digital technologies are integrated into everyday programmes. Classrooms have been refurbished and updated to reflect progressive educational ideas. The curriculum values are embedded in all aspects of school life. These values contribute to the school's positive social culture that is inclusive of all children and their learning preferences.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

To sustain the school's positive strategic direction, trustees and school leaders should continue to embed and enhance effective processes for internal evaluation, consultation with the school community, and acceleration of children's learning progress.

Board assurance on legal requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the *Vulnerable Children Act 2014*.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Children are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices. This school has successfully addressed in-school disparity in educational outcomes.

Agreed next steps are to: further develop the bicultural environment in the school

- be influential in building a strong collaborative culture across the Community of Learning.

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

A handwritten signature in black ink that reads "Steffan Brough". The signature is written in a cursive, flowing style.

Steffan Brough
Deputy Chief Review Officer Northern (Acting)

14 June 2017

About the school

Location	Matakana, Warkworth	
Ministry of Education profile number	1364	
School type	Contributing (Years 1-6)	
School roll	367	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	Māori Pākehā other European other	16% 72% 7% 5%
Provision of Māori medium education	No	
Review team on site	April 2017	
Date of this report	14 June 2017	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2014 April 2011 March 2008