



**Mauku School**  
**Mauku, Pukekohe**

**Confirmed**

**Education Review Report**

# Education Review Report

## Mauku 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?**

Located near Pukekohe, Mauku School is a rural contributing school catering for students in Years 1 to 6. The long established school has a proud history, and values its traditions and place in the district. Over the past three years the school has been successful in growing the roll from 69 to 126 students. The school has no designated zone, and students travel to the school from an increasingly diverse community and a wide surrounding area.

Extensive and attractive grounds with mature trees and native bush area are features of the school and are used well in learning programmes. The arrival of new classrooms is imminent and other property upgrades are about to begin. These improvements will assist the school to meet the impact of a growing roll.

The school's culture is welcoming, inclusive and maintains a strong focus on student wellbeing, learning and progress. The principal and staff promote a strong ethos of care for the students that supports learning. Respectful and affirming practices help students to have a sense of belonging and security while at school.

The school has a positive ERO reporting history. The 2012 ERO report noted that students made good progress in reading and mathematics and could talk knowledgeably about their learning. These good practices have continued. Ongoing and further good progress has been made in many of the key areas noted in the 2012 ERO report.

### 2 Learning

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

The principal and teachers use achievement information well to track, analyse and monitor students' learning progress. School student achievement information indicates that the majority of students achieve 'at' or 'above' National Standards in reading, writing and mathematics.

Māori students achieve at similar levels to other groups of students in the school. They continue to achieve above national levels for Māori. Well analysed achievement information indicates that students make considerable progress in reading, writing and mathematics at Mauku School.

Teachers use achievement information well to respond to student's learning needs. Students requiring additional learning support are catered for through classroom and additional learning support programmes.

The board of trustees is well informed about student achievement and progress. The board and principal use this information well to set school priorities and appropriately resource the school, including relevant professional development programmes for teachers. Current professional development initiatives focusing on behaviour for learning are impacting positively on student engagement, progress and achievement.

There is a positive and settled tone in the school. Students are very well engaged in classroom programmes and benefit from respectful relationships with teachers. Teachers support students well to understand and articulate their learning goals, progress and achievement. They also provide opportunities for students to talk about, discuss and share their learning with their peers.

Parents receive good information about their child's progress and achievement in relation to the National Standards in reading, writing and mathematics. They are well informed about children's progress and achievement in other learning areas, through written reports, student portfolios, and parent-teacher conferences. There are also many opportunities for students to share their learning with parents at school/community events.

### **3 Curriculum**

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

The Mauku School curriculum promotes student learning effectively and is well aligned to *The New Zealand Curriculum* (NZC). It emphasises the school values and effectively supports and promotes positive relationships and student wellbeing.

The curriculum appropriately prioritises literacy and numeracy. Reading, writing and mathematics are central to the curriculum as the foundations of learning. Other learning areas are integrated into various topics and themes called inquiry learning. The curriculum has been reviewed and has become personalised to the students at Mauku. It is now more relevant and connected to real-world situations.

Mauku School is an enviro-school. Teachers successfully integrate enviro-school concepts, environmental programmes and country life days into the curriculum. Teachers collaborate well to plan these school-wide learning programmes. This results in a high degree of consistency in teaching approaches across classrooms. The skills, knowledge and expertise of parents, whānau and the community are well utilised in these authentic learning programmes.

An increasing emphasis on e-learning is impacting positively on student engagement. Teachers and students are increasingly using a variety of digital devices as tools for learning. The board of trustees has increased the number of digital devices and continue to resource e-learning opportunities to build student and teacher e-learning capability.

During the course of the review school leaders and ERO discussed ways to continue to develop and embed the school-wide inquiry learning programme by developing a research model for student use. This could further strengthen students' self-management of their learning.

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

The school continues to explore ways to encourage and support educational success for Māori. Almost thirty percent of students identify as Māori at Mauku School. Māori students' learning needs are identified and achievement targets are well monitored.

Māori students engage well with their learning and benefit from an inclusive, caring, and nurturing environment. The principal and teachers effectively use a range of strategies to engage with whānau and know individual learners well. These connections help to promote a sense of belonging.

A skilled whaea is employed in a part-time capacity to teach te reo Māori and tikanga across the school. Teacher capability in tikanga and te reo has also been strengthened through recent professional development. The school has been a part of the Te Huarahi initiative to raise Māori achievement in Franklin.

During the course of the review the board of trustees, school leaders and ERO discussed ways to utilise Ministry of Education resources to strengthen success for Māori through a documented Māori Education Plan linked to the school's strategic and annual plans.

## **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 school's board includes new and experienced trustees who bring expertise and knowledge to their roles. They work well with the principal to sustain and improve the school. Trustees are now considering co-opting Māori trustees to provide the school's Māori community with representation on the board.

The principal and teachers are active in professional learning networks in the local area. They use these networks effectively to inform teaching and learning. This supports effective leadership of the school. Opportunities to collaborate and share with other school leaders also supports the principal in her effective leadership of the school.

The school has a supportive and engaged community. Parents are actively involved in school events and in supporting learning programmes. Examples of this are the Reading Together and the Enviro-schools programmes.

The school is planning for significant changes as a result of the roll growth and increase in staffing. This development offers new opportunities for the principal to further promote leadership and new ways of managing roles and responsibilities. The focus is clearly on improving student outcomes, and student success remains at the heart of decision making. Trustees are working effectively with the principal to manage the anticipated changes in a well considered manner as the school continues to grow. Formalising school internal evaluation processes will further inform and assist the board as the school continues to grow.

The board agrees that important next steps for its strategic planning include continuing to:

- manage roll growth in a considered and effective manner

- strengthen and formally document school internal evaluation processes.

### **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**

Mauku School is a growing rural school that values its heritage and traditions. It provides students and whānau/family with a welcoming, caring and inclusive learning environment. The curriculum is relevant to the students and is connected to real- world situations. It effectively promotes and supports students' learning and wellbeing.

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



Graham Randell  
Deputy Chief Review Officer Northern

22 October 2015

## About the School

Location	Mauku, Pukekohe	
Ministry of Education profile number	1366	
School type	Contributing (Years 1 to 6)	
School roll	126	
Gender composition	Boys 54% Girls 46%	
Ethnic composition	Pākehā Māori Niue Tongan Korean	60% 28% 7% 3% 2%
Review team on site	September 2015	
Date of this report	22 October 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	September 2012 August 2009 August 2006