

# Mangaweka School Education Review

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# 1 Context

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

Mangaweka School is a small rural primary school situated south of Taihape. At the time of the review the school had a roll of 27 students with two identifying as Māori. A new principal was appointed in 2013.

Students are confident, articulate and supportive of each other's learning. Classrooms have a calm and settled tone.

The board of trustees and community are highly involved in fundraising to support all students to equitably participate in school events and access the curriculum.

There have been significant changes to buildings since the May 2012 ERO report. A new administration block has been built and all classrooms have been refurbished.

Improving and increasing students' access to information and communication technologies (ICT) has been a focus. The school is taking part in the Learning Digital Technologies initiative in 2015 to develop students' understanding and confidence with ICT. It is also part of the Gumboot Learning and Change Network of schools from Taihape and the wider Rangitikei district.

## 2 Learning

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

The school needs to improve how it uses achievement information to identify what is making the positive changes to learners' engagement, progress and achievement.

A range of data is collected to measure students' learning. The school reports that 80% of students achieve at or above the National Standards for reading, 76.6% in writing and 66.7% in mathematics. Mathematics has been identified by the school as an area for development.

School leaders use data to set broad targets focused on improving student achievement. New resources and initiatives have been introduced to teaching and learning programmes to raise engagement and achievement. Defining more specific targets and measures should help with evaluating the impact of changes to teaching and learning programmes.

Teachers use data to group students according to needs and achievement levels. Leaders need to foster shared understanding about using this data effectively to identify what is successful in promoting student learning, engagement, progress and achievement.

### 3 Curriculum

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

The school's curriculum promotes student learning well. Redeveloping and localising the Mangaweka School curriculum has been a focus for leaders and teachers. The Learning to Learn initiative is establishing inquiry-learning that integrates other curriculum areas. Evaluating how well the curriculum design meets the needs and interests of all students should further promote and support student learning.

Students engage willingly in activities prepared for them. They are beginning to direct some of their own learning. Many are confident to ask and collaborate with their peers during lessons. They know the routines and expectations for working independently and cooperatively in a multi-level classroom. A culture of high expectations for students is being developed.

Parents and whānau are well informed through regular communications. The school reports that student-led conferences with parents are having a positive impact on building learning partnerships with families. Strengthening formal consultation should improve self review to better integrate the views and aspirations of the school community into curriculum planning.

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

Māori students achieve at similar levels to their peers. The school has identified a need to strengthen bicultural practice. Understanding of Māori language and culture is primarily being supported for students through an external agency.

Building teachers' capability in and understanding of te reo me ngā tikanga Māori, and consulting with whānau and kaiako should help with developing a culturally-responsive curriculum that better meets the needs of tamariki.

## 4 Sustainable Performance

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

Review is occurring and informing change in aspects of school practice and operation. School leaders report that this had led to some improvements for students. Achievement information is reported to the board of trustees.

There is a need to develop a shared understanding of effective self review that enables leaders and teachers to know what strategies are having a positive impact on student progress and achievement. More robust information should support improved board decision-making about resourcing.

A new teacher appraisal process has been in place since the beginning of 2014. The principal has identified that teachers are becoming more reflective about their practice.

Teachers need to continue to build their shared understanding of what effective teaching is at Mangaweka School, based on current best practice and research. Strengthening the appraisal process should help with building the quality of teaching to more effectively meet the needs of all students.

### 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.

To improve current practice the board of trustees should:

- ensure policies cover all National Administrative Guidelines (NAGs) and implement a regular cycle of policy review
- through the principal, systematically review and implement procedures in line with school policies
- ensure that a system for the regular police vetting of non-teaching personnel is implemented in a timely manner.

### Conclusion

Mangaweka School positively involves students, parents and whānau. The majority of students achieve at or above in relation to the National Standards for reading and writing. Strengthening evaluative inquiry and developing shared understandings of effective practice should increase knowledge to support student progress, engagement and achievement.

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

Joyce Gebbie  
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## School Statistics

Location	Mangaweka
Ministry of Education profile number	2392
School type	Full Primary (Years 1 to 8)
School roll	27
Gender composition	Male 15, Female 12
Ethnic composition	Māori 2 NZ European/Pākehā 23 Pacific 2
Review team on site	March 2015
Date of this report	16 April 2015
Most recent ERO report(s)	Education Review May 2012 Education Review October 2008 Supplementary Review November 2005