

ERO External Evaluation

Maraetai Beach School, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Maraetai Beach School is located on the headland above Te Pene Point in the eastern coastal area of Auckland. This is an area significant to the local iwi, Ngai Tai ki Tamaki. The school provides education for students from Years 1 to 8. Since ERO's 2016 review, the school roll has almost doubled, and the number of Māori students has increased. Significant growth of the school's roll has resulted in increased leadership opportunities and ongoing property development. Additional staff have been appointed to cater for the diversity of student learning needs.

The school's vision is to 'grow a community of successful lifelong learners' through 'people, potential and planet'. The school values, 'Tō tātou ara', promote resilience (manawaroa), excellence (rawe), integrity (ngakau tapatahi) and respect (whakaute).

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- progress and achievement in reading, writing and mathematics
- wellbeing and pastoral care
- health and safety.

ERO's 2016 report identified strengths and improvements in the school's curriculum and use of achievement information. These strengths have been sustained. The board and senior leaders have been highly responsive to the development areas identified in the ERO report, particularly in advancing bicultural practices.

The school is a member of Howick Coast Community of Learning | Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is making very good progress towards achieving equitable and excellent outcomes for students.

Achievement information over the last three years shows that most students, including a large majority of Māori students, achieve at or above curriculum expectations in literacy and mathematics. Pacific students' achievement data show a significant lift in reading and mathematics since 2016.

The school has robust assessment systems and practices. These help to ensure that a range of quality student data is used to track and monitor progress and achievement. Leaders and teachers share a collective responsibility and a collaborative approach to achieving equity. They have identified the need to increase parity of achievement for boys in writing.

Students with identified additional learning and wellbeing needs are well supported to achieve their individual learning goals.

Students achieve very well in relation to other valued outcomes. They demonstrate and live the school values enthusiastically in everyday school life and experience a wide range of learning opportunities that enable equitable outcomes for all.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school responds very well to students whose learning needs to be accelerated.

Leaders and teachers effectively track and monitor students who need to make accelerated progress. They know these students well. Evidence-based inquiry is contributing to teachers using effective teaching strategies to accelerate students' learning.

Student achievement data indicates that a range of programmes is helping to successfully accelerate the progress and achievement of many students. Leaders and teachers help parents and whānau to support their children's learning at home by providing them with materials and workshops.

Leaders have improved provision for English language learners and students with additional learning needs. There is clear oversight of the learning intervention programmes for these students.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The key school practices and processes that are supporting the achievement of excellence and equity include:

- highly effective leadership
- a strong culture of evaluation, inquiry and knowledge building
- a responsive curriculum and effective pedagogy
- educational partnerships with parents and whānau
- stewardship.

Leaders have established a strong school ethos and inclusive culture. Relational trust is highly evident at all levels of the school, and with parents, whānau and the community

School leaders ensure effective planning, coordination and evaluation of the school's curriculum and teaching to promote equity and excellence. Leaders and teachers gather, analyse and use evidence of students learning and outcomes to improve their individual and collective practice. Evidence-based inquiry is helping teachers to identify successful teaching strategies that accelerate students' progress and achievement. Well-designed induction for new teachers and professional development in culturally responsive pedagogy and assessment for learning, is providing teachers with appropriate experiences to improve their current practices.

The curriculum is highly effective in promoting student self-efficacy. School values are embedded throughout the curriculum and highly visible in stimulating classroom environments. Teachers skilfully co-construct learning with students and intentionally support them to increasingly lead their own learning.

The Māori achieving success as Māori (MASAM) framework demonstrates the school's strong commitment to recognising and affirming Māori students' language, culture and identity. School leaders agree that using the MASAM framework to evaluate the effectiveness of schoolwide practices is a next step. They could also use a similar framework to evaluate culturally responsive practices for Pacific students.

Relationships with the local marae, Umupuia, have been strengthened. This has supported the school to design and implement an inclusive, bicultural curriculum. Whānau Māori are involved as respected and valued partners in learning.

Trustees actively serve the school very well through a shared vision for equity and excellence. They have refreshed the school's values, vision and strategic direction in consultation with their community. The board uses a range of quality achievement data and other relevant information to make decisions that will improve student outcomes.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Leaders clearly articulate that further developments include continuing to:

- embed new teachers' understanding of 'teaching as inquiry'
- build teachers' culturally responsive pedagogy
- extend evaluation expertise to further support purposeful data gathering, knowledge building and decision making.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code. At the time of this review there were no international students attending the school.

The school provides good quality education, pastoral care, and opportunities for involvement and integration into the community for international students. There are good systems and processes in place to ensure that this provision is well monitored and reported to the board.

4 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
- finance
- 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 *Children's Act 2014*.

5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Maraetai Beach School's performance in achieving valued outcomes for its students is:

Strong

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

6 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- strategic stewardship that is focused on equity and excellence for students
- highly effective leadership that collaboratively develops and pursues the school's vision and goals
- a strong culture of evaluation, inquiry and knowledge building
- a responsive, bicultural curriculum and effective pedagogy that is underpinned by high expectations for student success.

Next steps

For sustained improvement and future learner success, priorities for further development are in continuing to:

- increase bicultural competencies to support the school's MASAM framework
- build on the collective capacity to do and use evaluation for sustaining improvement and innovation.



Steve Tanner
Director Review and Improvement Services Northern
Northern Region
13 August 2019

About the school

Location	Auckland	
Ministry of Education profile number	1357	
School type	Full Primary (Years 1 to 8)	
School roll	408	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	Māori	5%
	NZ European/Pākehā	77%
	African	4%
	Asian	4%
	other European	4%
	other ethnic groups	6%
Students with Ongoing Resourcing Funding (ORS)	Yes	
Provision of Māori medium education	No	
Review team on site	June 2019	
Date of this report	13 August 2019	
Most recent ERO report(s)	Education Review	February 2016
	Education Review	February 2013
	Education Review	December 2009