

Mt Maunganui College - 27/06/2016

Findings

Mount Maunganui College has strong links to iwi and the local community. Students are confident, have a strong sense of belonging and enjoy success in a learning environment that is safe and inclusive. Student achievement has consistently improved over recent years and their achievements are recognised and celebrated. Relationships among students, teachers and whānau are positive and respectful.

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

1 Context

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

Mount Maunganui College continues to focus on improvement for all students. The ongoing commitment by the college to work in a strong and collaborative partnership with parents, whānau and the community is a significant aspect that promotes positive educational outcomes for students. A commitment to the principles of the *'Tiriti o Waitangi'* and raising the achievement of all students, particularly for Māori students, is a continuing focus for teachers and college leaders. The strategic imperatives are learner focused and aim to build 21st century citizens who contribute to the wellbeing of the community. Underpinning these imperatives are the values of:

Manaaki Respect, Generosity and Care for Others

Aroha Love, Compassion and Empathy for Others

Ngākau Tapatahi Integrity, Goodwill, and Fairness towards Others

Ako Connected and shared learning for all

Mount Maunganui College was established as a coeducational secondary college in 1957 to cater for students from Years 9 to 14. The student roll has recently increased and at the time of this ERO review there were 1457 students.

The College acknowledges Ngāi Te Rangi as mana whenua and the Ngāti Ranginui and Ngāti Pukenga as kaitiaki of the area. The college is situated at the northern end of the Maunganui peninsula. Approximately 400 students are Māori and most are descendants of local iwi and other Māori students are affiliated to iwi throughout Aotearoa. There are 61 international students.

Mount Manganui College has a positive ERO reporting history.

2 Learning

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

Mount Maunganui College effectively uses achievement information to make positive changes to learners' engagement, progress and achievement. Over the past five years college National Certificate in Educational Achievement (NCEA) has continued to improve.

Trustees are committed to positive ongoing changes to learners' engagement, progress and achievement. They have three strategic goals that set high expectations for raising student achievement and accelerating the progress of students at risk of not achieving. Trustees are well informed and have employed an external researcher to consult with parents, teachers and students in order to review the college priorities. The board receives a range of analysed information from the principal about student achievement and progress, which it uses to make appropriate resourcing decisions.

A senior leader, with the responsibility for data collection and analysis for all year levels, has increased the college's capability to track and monitor student progress and achievement. This provides teachers and students with current information about each student's progress towards recognised qualifications.

Heads of departments, teachers and senior leaders, have developed learning progressions that are aligned to National Standards and the National Certificate in Educational Achievement (NCEA) in the core curriculum areas for Years 9 and 10. Aggregated data based on curriculum levels shows that many students make significant progress during the year, including Māori students. The college has created a reporting template that clearly indicates to parents and whānau how their child is progressing in relation to curriculum levels. This provides teachers with achievement information in order to reflect on their teaching practices and align learning opportunities to the specific learning needs of individual and groups of students.

The college has collated and analysed achievement information aligned to the *New Zealand Curriculum* Levels about student progress in English, mathematics, science, social studies and physical/health education. College assessment data showed that a significant proportion of students made accelerated progress. At the time of this ERO review the college was undertaking an evaluation of the assessment data to determine the overall progress and achievement trends for boys and girls, as well as for Māori and other students who are at risk of not achieving positive outcomes.

Teachers share assessment information with students. A next step for college leaders and teachers is to share information about students' learning needs, interest and strengths at points of transition into and within the college. This would further enable teachers to plan programmes of learning that are immediate, and engage and challenge all students to accelerate their learning.

Achievement information about students who leave the college shows that their success in NCEA has consistently improved since the 2011 ERO review. In 2015, students achieved above national comparisons in Levels 1, 2, 3 and University Entrance. The school effectively tracks and monitors the destination of all students who pursue tertiary and trades related courses and employment.

The school is committed to raising Māori student achievement. Achievement data for 2015 indicates that Māori achievement in Level 1 is comparable to non-Māori. Māori student achievement for Level 2 was at 85% in 2015. Trends indicate that Māori student achievement it is likely to be above the Ministry of Education goal of 85% of students at NCEA Level 2 and above by 2017.

Māori students are achieving at comparable levels to their non-Māori peers in Levels 1 and 2 NCEA. This is largely due to a mixture of vocational and academic learning programmes and a range of interventions aimed at raising their engagement and achievement. The college has identified that there is a disparity between Māori and non-Maori in Level 3 and University Entrance. The college is focused on Māori students having equitable curriculum opportunities to achieve academic success comparable to their non-Māori peers. This involves raising expectations and encouraging Māori students to aim high.

Students with high learning needs are well catered for in a comprehensive education learning culture, which includes a combination of mainstream and specialist support. They and other students benefit from highly inclusive learning initiatives that fosters their success and wellbeing. Robust monitoring and assessment practices guide effective self-review processes and ensure that these students are provided with appropriate learning that challenges their ability and promotes success.

3 Curriculum

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

The college's curriculum is broad, holistic and responsive to the needs of students. There are many opportunities for students to participate in a wide range of academic, cultural and sporting programmes and activities. Many students experience success and take part in regional and national events and competitions. Leadership roles and opportunities are available to both junior and senior students as well as membership of all student councils.

Special features of the curriculum include:

- an increasing focus on authentic learning contexts
- opportunities to learn te reo and tikanga Māori
- the use of digital technologies to support teaching and learning
- high quality academic support and guidance for students
- a wide range of courses to support both academic and vocational pathways.

Professional Learning Groups are made up of teachers who have students in common across core curriculum areas. They discuss student learning, progress and achievement, and share successful formative teaching strategies focused on improving learning outcomes for students. This collaborative approach encourages teachers to work together in the best interests of students.

Teachers have respectful relationships with students. Classes are settled and conducive to learning. There are examples of high quality teaching strategies that engage students in purposeful and meaningful learning. These include:

- interactive opportunities for students to lead their learning and learn from one another
- personalised learning that builds on student's interests and strengths
- working collaboratively across curriculum areas to develop effective strategies for individual target students
- teachers planning contextual programmes that encourage students to see the purpose, meaning and skills needed to achieve their goals and aspirations.

Leaders and teachers now need to monitor the consistency in the use of effective strategies that engage all students in their learning to improve their educational outcomes. The strengthening of teacher appraisal to align with college's goals, and teacher inquiries to include target students, should assist teachers as they develop more effective learning strategies for students who are at risk of not achieving positive educational outcomes. Further attention to these aspects should continue to build teacher capability to deliver a curriculum that effectively promotes students learning.

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

The college is working to promote educational success for Māori as Māori. The strategic appointments of a kaitiaki deputy principal, a co-opted Māori trustee, and the employment of a Māori researcher to review aspects of the college charter and curriculum are providing a clear direction for Māori student success.

Positive factors contributing to this success are:

- strong links with local iwi, Ngāi te Rangi, Ngāti Pukenga, Ngāti Ranginui
- teachers working with Kia Eke Panuku, a Ministry of Education initiative to promote Māori language, culture and identity
- He Waka Eke Noa (the colleges Māori strategic plan), to accelerate Māori student success
- opportunities to learn te reo and tikanga Māori in Years 9 to 13
- opportunities for students to study in Ngā Kete o te Wānanga, living and learning in a Māori context and gain NCEA credits
- refurbishments to the whareniui and plans for a wharekai to maximise the learning opportunities for students.

Māori student leaders are actively promoting Māori language, culture and identity to build a sense of pride in all Māori students in the college. The Māori student council is developing ideas and driving initiatives to increase the visibility of te reo and tikanga Māori throughout the college.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance.

In 2015 the college started a consultation process with the community in order to review curriculum design and content. This aims to provide all students with equitable opportunities and access to a broad curriculum across and wide range of learning pathways that offer future career opportunities. Leaders are considering ways to reconfigure course design to allow students to choose learning pathways that are more responsive to their aspirations and realise their potential.

A continuing focus for the college is sustaining positive achievement levels for all students with a particular emphasis on Māori students. Productive and collaborative relationships among trustees, teachers, children, parents, whānau and the wider community are a significant factor, which contributes to the sustainability of college development and student success.

Comprehensive, thoughtful formal self review is highly reflective, questions and informs decisions about changes across the college. This approach to self review is well supported by trustees and is inclusive of the views of students, teachers, parents and whānau. These views are valued and used to inform college developments and progress.

The principal and deputy principals provide well-informed and strong educational leadership for the college. There are experienced and highly reflective teachers who lead by example, model 'best' practice and effectively guide and support other teachers. A collaborative approach to college development enables each teacher to contribute their strengths, talents and ideas. Leaders bring a range of complementary skills to their roles. Together they share mutual understandings about high quality education and care for all students.

Provision for international students

The school is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this ERO review there were 61 international students attending the school.

ERO's investigations confirmed that the school's self-review process for international students is thorough.

Effective policies and practices support the integration and learning programme of the school's international students. The International Student department is well led by an experienced director who ensures that all aspects of student life are well managed. Students are provided with expert tutoring to raise their skills in English. They are part of the college community and participate in many co-curricular activities that are available to 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.

Conclusion

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Lynda Pura-Watson

Deputy Chief Review Officer

27 June 2016

About the School

Location	Mt Maunganui	
Ministry of Education profile number	118	
School type	Secondary (Years 9 to 13)	
School roll	1396	
Number of international students	51	
Gender composition	Boys 47% Girls 53%	
Ethnic composition	Pākehā	54%
	Māori	29%
	Pacific	2%
	Asian	4%
	Other	1%
Review team on site	February 2016	
Date of this report	27 June 2016	
Most recent ERO report(s)	Education Review	August 2011
	Education Review	June 2008
	Education Review	June 2005