



**Education Review Office**  
Te Tari Arotake Mātauranga

**Mokau School**  
**Mokau, Waikato**

**Confirmed**

**Education Review Report**

# Education Review Report

## Mokau School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

## Findings

### 1 Background and Context

#### What is the background and context for this school's review?

Mokau School is a rural school situated in the coastal village of Mokau on the north western boundary of Maniapoto and te iwi o Tainui. It caters for children in Years 1 to 8. The roll of 26 includes 12 Māori children. A number of whānau and families have intergenerational links with the school and its community. The school motto 'Together we can do it' continues to be an expression of the values and aspirations of the school community.

This ERO review evaluates the effectiveness of the school's response to addressing the areas requiring further development identified in the 2013 ERO report. These areas relate to governance, leadership for learning, self-review processes, curriculum design and teaching practice. The Ministry of Education (MoE) has continued to provide ongoing guidance, professional development and support for governance and leadership during this time.

Since the 2013 ERO review there have been changes to leadership, teaching staff and trustees. A new teacher with experience in teaching senior students was appointed at the beginning of 2014. This teacher became acting principal in Term 3, 2015 and was appointed as principal at the beginning of 2016. A provisionally registered teacher was appointed in mid 2015. The board has also employed a teacher aide to provide extra support for children with identified needs in the junior room. The board chairperson remains in his role and three new trustees were elected in May 2016.

Trustees have participated in ongoing training about their roles and responsibilities. Teachers continue to benefit from ongoing professional development in literacy. The principal is currently undertaking professional development and mentoring for her role as a first-time principal and participating in an MoE contract related to leadership and assessment.

Approximately half of the students at the school currently enrolled in 2016.

## **2 Review and Development**

**How effectively is the school addressing its priorities for review and development?**

### **Priorities identified for review and development**

The 2013 ERO report identified the following areas for development:

- trustees' understanding of school governance
- leadership for learning
- systems and processes for self review
- quality assurance and performance management
- curriculum development
- teaching as inquiry and formative assessment practices.

### **Progress**

#### **Governance**

Trustees have benefited from their training with a provider from New Zealand School Trustees Association (NZSTA). They have a positive working relationship with the new principal. Trustees have engaged in recent and widespread consultation with whānau and the local community to develop a shared vision and agreed values for the school. There are recently reviewed and updated policies and guidelines to guide school direction.

The board has improved the performance management system and has employed an external appraiser to undertake the principal's appraisal. An induction process is in place for new trustees to ensure they are informed of their roles and responsibilities. The school's charter and strategic plan provide useful direction for the school.

#### **Leadership**

The new principal is providing effective leadership of learning. She holds high expectations for teaching and learning in the school, and is implementing good quality systems and processes for school organisation and development. The principal has made a significant contribution to the good progress made towards improving the areas for development.

The new teaching team has quickly established professional and collegial relationships with a focus on positive educational outcomes for children and their families. Good practice for leadership and teaching is modelled by the principal. She fosters the emergent leadership of her staff and promotes positive partnerships for learning in the school's community.

#### **Curriculum design and delivery**

Children enjoy a lively and meaningful curriculum that is closely linked to their interests, promotes self-managing skills, and makes good use of the unique coastal environment in which they live. Teachers plan and implement effective, multi-level programmes. They place priority on accelerating achievement for learners requiring support to achieve National Standards in reading, writing and mathematics. Data shows that students who remain in the school over time make good progress.

## Assessment and achievement

The principal has participated in professional development with a focus on the assessment of children in Years 1 to 3 in literacy and mathematics. Teachers have documented learning progressions and expectations for planning, teaching and assessment of literacy and mathematics across all year levels. They make good use of an appropriate range of standardised assessment tools and there are useful processes which support them to make reliable judgements in relation to the National Standards.

Teachers have gathered valid and reliable data in 2016 for students in the junior room. This base-line data will be useful for tracking and monitoring the progress of these students over time. Data shows that students in Years 4 to 8, including Māori, make good progress towards meeting National Standards in literacy and mathematics. Some students are making accelerated progress. This information places the school in a good position to track and monitor the progress and achievement of individuals and cohorts of students over time. Decision making at all levels of school operation is supported by sound and robust information.

## 3 Sustainable performance and self review

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

Features of the school that contribute to ongoing sustainability are:

- trustees' improved understanding of their roles and responsibilities
- effective professional leadership focused on positive outcomes for children
- a robust performance management system
- Māori students experience success as Māori in a culturally responsive environment
- collaborative consultation and partnership with whānau and parents
- teachers' enthusiasm to participate in ongoing professional development and to share and reflect on improving their own practice.

A particular strength is the way trustees and the principal access external expertise and specialist knowledge when needed.

In addition, to continue to improve school sustainability consideration should be given to:

- an ongoing programme of trustee training and succession planning to continue to strengthen school governance
- building the knowledge and skills of the new leadership and teaching team
- refining, documenting and further personalising the Mokau Curriculum
- embedding the learning gained from professional development.

### 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**

Mokau School has experienced considerable changes in governance, leadership, teachers and students since 2014. The principal is providing inclusive and effective leadership. Children enjoy a lively and meaningful curriculum. Self review contributes to ongoing improvement and development. The support of the MoE and ongoing professional development is contributing to school sustainability.

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



Lynda Pura-Watson  
Deputy Chief Review Officer Waikato/Bay of Plenty

16 August 2016

## About the School

Location	Mokau, Waikato	
Ministry of Education profile number	2200	
School type	Full Primary (Years 1 to 8)	
School roll	26	
Gender composition	Boys 15 Girls 11	
Ethnic composition	Pākehā Māori	14 12
Review team on site	June 2016	
Date of this report	16 August 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	October 2013 September 2010 September 2007