

Marina View School Education Review

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About the School

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| Location | West Harbour, Auckland | |
| Ministry of Education profile number | 1592 | |
| School type | Full Primary (Years 1 to 8) | |
| School roll | 689 | |
| Number of international students | 5 | |
| Gender composition | Boys 50% Girls 50% | |
| Ethnic composition | NZ European/Pākehā 57% Māori 9% Pacific 7% Chinese 9% Korean 6% Indian 4% African 2% Australian 1% British 1% Japanese 1% Other European 3% | |
| Review team on site | June 2013 | |
| Date of this report | 29 July 2013 | |

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| Most recent ERO report(s) | Education Review | March 2010 |
| | Education Review | April 2007 |
| | Education Review | April 2004 |

The Purpose of an ERO Report

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.

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1 Context

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

Marina View School in West Harbour, Auckland, is a large school catering for students in Years 1 to 8. Teachers and students share a sense of pride in their school and their achievements. Students benefit from learning in a well organised, well maintained environment.

Significant building programmes undertaken since the 2010 ERO review provide additional specialised teaching areas to support the implementation of the school's broad curriculum. Extensive new playgrounds increase opportunities for students' play. The school roll is stable and reflects the local community. A small group of international students from Korea attend the school.

The 2010 ERO report identified high quality educational leadership and a supportive learning culture. These positive features are well embedded in school practice and continue to contribute to the purposeful and nurturing learning-focused environment. A senior leadership team with a clear vision for learning lead the school. They promote leadership opportunities for teachers throughout the school.

The school's strategic direction is evident in school operations. Focused professional development by external facilitators, and support from school curriculum leaders, ensures teachers embed new learning about effective teaching practices.

2 Learning

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

The school makes very good use of achievement information to make positive changes to learners' engagement, progress and achievement. Students achieve well in reading, writing and mathematics in relation to National Standards.

Students are confident and positive members of the learning community. They are well engaged in, and focused on learning. Students describe their progress and achievement using a shared language of learning. They set goals for themselves and use self and peer evaluations, and meaningful feedback from teachers to monitor their progress.

Senior leaders have a broad view of student success. They hold high expectations of student achievement and teacher practice. Senior leaders support teachers well to be responsible and accountable for student progress. They work closely with teachers to ensure assessment and monitoring processes are good quality.

Senior leaders, in collaboration with teachers, set targets to promote achievement for groups of students. Teachers use information from formal assessments and their professional judgement to identify students' achievement levels, including those who need extra support.

Teachers develop individual education plans for all students who are achieving below National Standards. Senior leaders closely monitor progress of students with special needs. Teachers collaborate effectively in teaching teams to promote learning for students who need to make accelerated progress. They use highly effective strategies to ensure students know what they are learning and what they need to do to achieve.

Teachers promote trusting relationships for learning with students. They share a sense of urgency with parents for accelerating student progress through positive home and school partnerships. Teachers report in writing on student progress and achievement in relation to National Standards to parents twice a year. The processes and formats used to report to parents are subject to ongoing review.

School leaders identify that teaching and learning could continue to improve by:

- using student voice to explore the relationship between what teachers are teaching and what students are learning
- increasing student awareness of their achievement in relation to the National Standards

- using self-review processes to measure the effectiveness of initiatives to accelerate student progress.

3 Curriculum

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

The school's curriculum promotes and supports student learning very effectively. The school motto 'Learning for Life' is well understood and underpins the school's curriculum.

Teachers identify several qualities that are desirable in a learner and that incorporate the key competencies of The New Zealand Curriculum. These qualities, along with the school values of curiosity, perseverance, respect, integrity and diversity, are understood and enacted by teachers and students throughout the school day.

The school curriculum has an appropriate focus on literacy and numeracy while encouraging the active involvement of students in a broad range of authentic, relevant learning experiences.

Teachers facilitate inquiry based learning organised into themes or big ideas. They use an integrated approach to ensure coherence of lessons and to develop understandings across contexts chosen by the teams. School leaders respect the integrity of learning areas such as science, by ensuring teacher content knowledge is developed, and by promoting 'hands on' learning methods for students.

The use of information and communication technologies (ICT) to engage students, and to support and extend their learning, is high quality and well established. Students benefit from a wide range of opportunities to research, create and present their learning across the curriculum.

Teachers provide a technology programme for students in Years 7 and 8. They use authentic, practical contexts for students to apply their knowledge and skills. These students explore real life business opportunities as part of their careers education. Senior leaders use the students' own knowledge of themselves as learners to promote self-regulated learning.

To support further development of the school's curriculum, school leaders intend to continue focusing on:

- extending the integration of information and communication technologies (ICT) and twenty first century learning strategies across the curriculum
- teachers increasingly using the inquiry process to challenge students' thinking
- exploring possibilities for incorporating aspects of te ao Māori in learning contexts.

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

The school promotes educational success for Māori, as Māori, well. School leaders report against strategic goals for Māori achievement. Māori students achieve at the same level as other students in reading, writing and mathematics. The roll of Māori students has increased as more students who attend the school choose to identify their ethnicity as Māori.

Teachers are supported to develop their awareness of the impact of language, culture and identity on Māori student achievement. A group of teacher leaders provides leadership for te reo me ngā tikanga Māori lessons across the school. Years 7 and 8 students learn te reo Māori for their learning languages component of the curriculum. Teachers identify students with special abilities who could benefit from a programme of te reo Māori and carving.

Through formal consultation processes whānau provide direction for the school and offer support for programmes. The school's kaumātua offers guidance to the board and the leadership team. A group of Māori students meets with senior leaders to help ensure aspirations of Māori students are known.

A useful next step could be to continue the development of a more progressive learning programme for te reo me ona tikanga Māori. This could support teachers and students to build confidence and self efficacy in this area.

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.

The board is well led. Trustees are knowledgeable and bring a variety of skills and expertise to their roles. They have a commitment to the school and the community.

Senior leaders are experienced and knowledgeable and provide professional leadership within the school. They have a clear philosophy for learning. This helps them make decisions that are aligned with the teaching and learning philosophy and the strategic plan. Senior leaders foster leadership in others.

School leaders have responded positively to the 2010 ERO report and are committed to ongoing improvement. The existing connection to the community has been strengthened by consultation with whānau Māori and Pacific students' families. Students contribute ideas and information that help leaders make decisions.

Professional development facilitated by external providers contributes to the continuous learning expected of teachers. Curriculum leaders ensure teachers are supported to achieve expectations of teaching practice.

Teachers inquire into and extend their own practice by working together on areas of interest and school-wide goals. School leaders and teachers effectively review programmes and processes. Teachers and leaders use a capability framework to focus their personal reflections for improvement. It is important that the board of trustees review their own processes and performance to ensure they continue to challenge and seek improvement in ways that promote student outcomes.

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

The school has attested that it complies with all aspects of the Code. ERO's investigations confirm that the school's self-review process for international students is thorough.

International students are well included in classroom programmes and school activities. They are well supported by a teacher who speaks the children's home language.

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.

When is ERO likely to review the school again?

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

Dale Bailey
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Northern Region

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