

ERO External Evaluation

Mana College, Porirua

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

Mana College in western Porirua provides education for students in Years 9 to 13. The roll of 387 at the time of this review includes 63% Māori and 19% Pacific students. Enrolments rates have increased in the last two years.

The college vision is that: We come curious and leave inspired, we expect success every day and success together; success for our futures. This is supported by the values of: manaakitanga, a'o, ngākau and aspire.

School goals for student achievement in 2018 relate to:

- all students having positive learning pathways
- increased numbers of students achieving at expected levels in literacy and mathematics
- increased student connection and engagement.

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

- achievement overall and for groups of students in national qualifications
- end of year and progress in achievement against expected levels in all curriculum areas
- literacy and mathematics achievement at Years 9 and 10
- learner competencies and skills
- student engagement and wellbeing.

Since the September 2014 ERO review, there have been significant changes in governance, leadership and staffing. The principal was appointed in 2016, followed by further appointments of new assistant principals, heads of department and teaching staff. Several new trustees have joined the board.

The college includes a marae, a services academy, special needs unit *Te Whare Ako* and the E tipu e rea centre. Trustees and leaders are planning for replacement and redesign of buildings.

The school belongs to the Western Porirua Kāhui Ako | Te Puna Matauranga 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 has made good progress in improving outcomes for different groups of learners, particularly at senior levels.

Achievement overall has significantly improved since 2014, with most students gaining National Certificates of Educational Achievement (NCEAs) Level 1 and Level 2.

In 2017, fewer than half gained Level 3. Nearly all Māori students gained Level 2 and most achieved Level 1. They achieve at similar levels or above their peers within the college. Pacific students achieve well overall, with all achieving NCEA Level 2 and most achieving Level 1. Percentages of Māori and Pacific student leavers with NCEA Level 2 have steadily improved.

Of the students who have identified additional learning needs, most gain NCEA Level 1 or 2 over time.

Disparity of achievement between groups of learners at junior levels is decreasing.

Ongoing priorities are to continue to increase success in numeracy and literacy schoolwide, NCEA Level 3, University Entrance and endorsements of NCEAs at all Levels.

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

The school is developing its picture of acceleration of learning and achievement over time for those Māori and other students who need this.

School information from 2016 and 2017 shows that some targeted students made accelerated progress in literacy and numeracy in Years 9 and 10 and that this had yet to match the improvement the school seeks. Some students with additional learning needs make accelerated progress with targeted support.

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?

Collaborative approaches are taken to improving student learning and achievement. Leaders and trustees work together on strategic priorities and actions for schoolwide improvement and innovation. Well-defined high expectations from senior leaders and teamwork promote a collaborative schoolwide culture. Systems and processes support all staff to participate in and adapt to change that is focused on improving student outcomes. Well-planned opportunities and support are provided for teachers to further develop their knowledge and practice. Regular and targeted professional learning and development is closely aligned to the school's strategic focus.

Students participate and learn in a caring and collaborative environment that is focused on wellbeing for success. They demonstrate positive and respectful relationships with their peers and teachers. Many are provided with opportunities to take responsibility for aspects of the curriculum and improve their leadership skills. Recently established Learning Advisory programmes support students to develop skills and competencies for successful lifelong learning. This approach is beginning to empower students to better manage their own learning. Regular interactions of small groups of students with their learning advisors strengthen relationships, care and communications between teachers and students.

The school curriculum has been reviewed and developed to better cater for the needs and interests of diverse learners. Increased involvement of parents and whānau and strengthened learning partnerships across the local community support student engagement and success. In Years 9 and 10, placed-based learning programmes respond to the aspirations of iwi, whānau, parents and students. These integrate the local history, environment and places of significance to Ngāti Toa. Senior students have increasing opportunities to successfully gain qualifications and access learning pathways beyond school. Students with additional learning needs are well identified. Their progress is monitored and reported on individually.

Evaluation, inquiry and ongoing review are becoming embedded in the school programmes and practices. These processes build school capacity and provide useful information for leaders and trustees about the effectiveness and impact of initiatives and innovations. Leaders and teachers make good use of student voice and feedback to inform evaluation and improvement initiatives.

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

In the 2018 school annual plans, trustees have identified target groups with the numbers of students at each year level whose learning needs acceleration. A key next step is for leaders to promote increased schoolwide understanding of acceleration, so that all teachers and departments include an explicit focus on the acceleration of those Māori and other students who need it in their programme planning for better alignment with the annual plan targets.

ERO's evaluation confirms the need to strengthen the appraisal process, as identified by the school, to better support teachers to develop their practice. This should enable them to more explicitly meet the school expectations and standards for teaching. Areas to improve include:

- setting teacher appraisal goals that more closely align to school targets for acceleration and achievement of equity and excellence
- strengthening teachers' use of evaluation to review the impact of their inquiries on improving student outcomes
- increasing consistency in the quality of evaluative feedback and feed forward to teachers
- formalising an induction and mentoring framework for supporting teachers to move to full certification.

Leaders are developing programmes and tools for implementation of the integrated curriculum and learning advisory programmes by all teachers. This includes further developing clear frameworks of programme expectations and criteria for good practice and success, in particular, for improving progress and achievement in literacy and mathematics. This should provide a better basis for evaluating, and informing leaders and trustees about, the impact of school initiatives and programmes on increasing student engagement, accelerating learning and achieving equity and excellence for all.

3 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 Vulnerable Children Act 2014.

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- review and update policies and procedures related to the promotion of healthy food, physical restraint guidelines, severe behaviour responses and post disaster relief to ensure they meet good practice or current legislative requirements.

4 Going forward

Key strengths of the school

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

- leadership across the school that initiates and supports innovation and knowledge building
- a collaborative professional culture that promotes learning partnerships between staff, students and the community
- programmes, systems and structures that are responsive to students' cultures, wellbeing and learning needs
- ongoing inquiry and review to gather data and feedback and measure how effectively programmes are improving outcomes for students.

Next steps

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

- strengthening components of the appraisal process so it better supports improvements in teaching and learning
- establishing shared schoolwide measures of how well new approaches are improving outcomes for learners and accelerating progress and achievement in literacy and numeracy.

ERO's next external evaluation process and timing

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



Alan Wynyard
Deputy Chief Review Officer Central (Acting)
Te Tai Pokapū - Central Region

31 July 2018

About the school

Location	Porirua										
Ministry of Education profile number	254										
School type	Secondary (Years 9 to 15)										
School roll	387										
Gender composition	Male 53%, Female 47%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>63%</td> </tr> <tr> <td>Pacific</td> <td>19%</td> </tr> <tr> <td>Pākehā</td> <td>10%</td> </tr> <tr> <td>Asian</td> <td>5%</td> </tr> <tr> <td>Other ethnic groups</td> <td>3%</td> </tr> </table>	Māori	63%	Pacific	19%	Pākehā	10%	Asian	5%	Other ethnic groups	3%
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Students with Ongoing Resourcing Funding (ORS)	Yes										
Provision of Māori medium education	No										
Review team on site	June 2018										
Date of this report	31 July 2018										
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>September 2014</td> </tr> <tr> <td>Education Review</td> <td>August 2011</td> </tr> <tr> <td>Supplementary Review</td> <td>July 2008</td> </tr> </table>	Education Review	September 2014	Education Review	August 2011	Supplementary Review	July 2008				
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