

TKKM o Ngā Māungarongo Education Review

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About the School

Location	Mount Albert, Auckland
Ministry of Education profile number	4207
Kura type	Full Primary (Year 1 to 8)
Kura roll	98
Gender composition	Girls 60 Boys 38
Ethnic composition	Māori 100%
Special features	Te Aho Matua

Review team on site	27 November 2014	
Date of this report	10 February 2015	
Most recent ERO reports	Te Aho Matua Education Review	August 2011
	Education Review	April 2007

Te Pūrongo Arotake Mātauranga: Te Rākeitanga Te Kura Kaupapa Māori TKKM o Ngā Maungārongo

Ko te pūtake o ngā pūrongo a te Tari Arotake Mātauranga, ko te whakamōhio i te whānau me te hāpori whānui i te kounga o te mātauranga e whakaratohia ana e ngā kura, ā, e whakawhiwhia ana e ngā tamariki. E takunetia ana ngā pūrongo a te Tari Arotake Mātauranga, kia mārama, kia hāngai pū, kia mārohirohi, kia aromātai. E whakautu ana tētahi pūrongo a te Tari Arotake Mātauranga, i t e pātai aromātai e pā ana ki te Tino Uaratanga. Nā runga i te whānuitanga a taua pātai, ka pūrongo te Tari Arotake Mātauranga i te kounga o te mātauranga Te Aho Matua me ngā putanga akoranga mō ngā ākonga. Ka pūrongo hoki te Tari Arotake Mātauranga i ngā tukanga e pā ana ki te arotake whaiaro.

The Purpose of an ERO Report

The purpose of ERO's reviews is to give whānau and the wider kura community information about the quality of education that kura provide and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. An ERO report answers an evaluative question about Te Tino Uaratanga. Under the overarching question ERO reports on the quality of Te Aho Matua education and learning outcomes for children. ERO also reports on self review processes and practices.

1 Te Horopaki

Mā te whānau whānui ngā ākonga e poipoi kia eke ai ki ngā taumata tiketike.

He kura mātāwaka Te Kura Kaupapa Māori o Ngā Maungārongo e tū ana ki Ōwairaka. He nui ngā tūmanako o te whānau kia whiwhi ngā ākonga i te mātauranga e whai pānga nui ana ki te aronga kaupapa Māori, ā, kia māhorahora anō hoki te titiro mā te ao Māori, ā, e toro atu ana hoki ki te ao ake o ngā ākonga.

Ko ngā wawata o te whānau me ngā kaimahi mō ngā ākonga:

- kia haumarū, kia whai oranga, kia tau anō hoki rātou
- kia pakari te aronga ki ngā uaratanga, ngā whakapono, me ngā mātāpono
- kia mōhio rātou me pēhea te taunekeneke, te whakawhanaunga hoki ki ngā tāngata katoa, ahakoa nō hea
- kia mataara, kia hihiri, kia tākare hoki rātou ki te ako
- kia whakapono rātou ki tō rātou pūmanawa ki te eke angitu i roto i tēnā ka whāia e rātou
- kia whai wāhi pai ki tō rātou hapori, te pāpori hoki
- kia tū pakari ki te ao Māori me te ao whānui.

Ka whai pānga nui te whanaungatanga ki te kaupapa o te kura. E wātea ana ki ngā ākonga te whānuitanga o ngā tūmomo whai wāhitanga ā-mātauranga, ā-ahurea, ā-tāngata, ā-hākinakina hoki i roto i te hapori whānui o Tāmaki-makau-rau, ki tua atu hoki. He pai te mahi ngātahi a te whānau me ngā kaimahi ki te whakarato i ngā wheako e whai pūtaka ana, e whai tikanga ana hoki, ā, kia hou mai ai anō hoki te ao o waho ki te akomanga. Ko ngā haerenga i ia te wā ka whakatairanga ake i te tirohanga o ngā ākonga ki te maha o ngā tūmomo whai wāhitanga ako, wero anō hoki e whakahihiri ana i a rātou. Ka whakahihiri ngā ākonga nā te hōhonutanga me te whānuitanga o tā rātou mātauranga rumaki reo ki Ngā Maungārongo. Waihoki, ka noho te reo Māori, ngā tikanga Māori, ngā kaupapa Māori, me te whanaungatanga hei āhuatanga matua o ngā akoranga a ngā ākonga, tō rātou whakawhanaketanga, tā rātou tupu anō hoki. He hihiri, he pūkeke ngā ākonga, ā, ka ngana hoki ki te ako.

2 Te Tino Uaratanga

He pēhea rawa te whānui, te hāngai o te mau, o te noho whakaaraara, te noho koi o te hinengaro o te ākongā ki ngā mātau katoa hei ārahi i a ia i roto i te taiao ako?

E mau pai ana, e noho whakaaraara ana, e noho koi ana te hinengaro o te ākongā ki ngā mātau katoa hei ārahi i a ia i roto i te taiao ako.

Te Ira Tangata

He ākongā tākare ngā tamariki. He pārekareka ki ngā ākongā ngā taunekeneke me ngā hononga ki ngā kaimahi me te whānau, nā runga i te whakaute me te manaaki. He mārie te horopaki ā-whānau, ā, nā tēnei e āhei ana ngā ākongā ki te ako me te whakatairanga ake i tō rātou reo, te ahurea, me te tuakiri mā ngā huarahi e whai tikanga ana, e whai pūtaka ana hoki. He nui ngā tūmanako o te whānau me ngā kaimahi ki te whakarato i te whānuitanga o ngā tūmomo wheako e whakatairanga ana i ngā uaratanga o te whanaungatanga, te manaakitanga, me te tautoko i roto i te kura me te hāpori whānui. Ka whai hua ngā ākongā nā tētahi taiao ako e poipoi ana i a rātou, ā, e arotahi ana ki te ao Māori, te ao whānui, te reo Māori, me ngā tikanga Māori.

Te Reo

E puāwai ana ngā ākongā ki tētahi taiao e tino ngākau nui ana ki te reo Māori me ōna tikanga. Kua tau pai te whakamahinga o te reo Māori, ā, he māhorahora hoki. He wahapū, he pakari, he mātau hoki ngā ākongā ki te reo. He tino tauira ngā kaimahi me te whānau o te reo Māori, ā, he nui ō rātou tūmanako kia whakamahia, puta noa i ngā kaupapa mātauranga, ahurea, whakahoahoa, hākinakina hoki. He hihiri ngā hōtaka a ngā ākongā, hei hāpai i te whakawhanaketanga o ō rātou pūkenga reo, me te hōhonu haere, te auaha haere anō hoki o tā rātou whakamahinga.

He pārekareka ki ngā ākongā tuākana te hōtaka whakawhiti reo Pākehā, ā, ka kitea tō rātou āheinga ki te whakawhiti i ngā akoranga, mai i tētahi reo ki tētahi atu.

Putā noa i te kura, ka whakamahi ngā kaiako i ngā rautaki, ngā akiaki, te arowhai ariā, me ngā rautaki patapatai e tino whai hua ana ki te whakawero i ngā whakaaro o ngā ākongā, me tā rātou whakapuaki i aua whakaaro. Ka whakamahia ki te kura tētahi rauemi aromatawai mō te reo Māori, hei aroturuki i ngā matea ako ā-waha, ā-tuhi anō hoki o ngā ākongā. He manawa whakahī tō te whānau mō te taumata o te reo Māori e whakamahia ana e ngā ākongā. He mātau, he māhorahora hoki te kōrero a ngā ākongā i te reo Māori.

Ngā Iwi

Ka whakamana ngā ākonga i ō rātou ake tuakiri me tō rātou aronga toi whenuatanga ki te whānau o te kura. Ko tētahi āhuetanga nui o te marautanga, ko ngā haerenga ki ngā tūmomo wāhi o te iwi, ā, e whakapūmau ana i ngā hononga whakapapa, ngā hītori me ngā mātauranga o te iwi. Nā aua wheako ka whai tikanga, ka whai pūtake anō hoki ngā whakaakoranga me ngā akoranga i roto i te akomanga.

He maha ngā whai wāhitanga a ngā ākonga ki te ārahi me te whakatinana hoki i ngā tikanga, ki te whānuitanga o ngā tūmomo horopaki. Ka kawē, ka whakatutuki hoki rātou i te whānuitanga o ngā tūmomo mahi, kaupapa hoki hei ārahitanga, hei whai wāhitanga rānei mā rātou. Ka whai wāhi matua ngā ākonga ki te whakamahere, te whakatakoto haere, me te whakariterite hoki i ngā tino kaupapa me ngā haerenga a te kura. Mā te kura katoa ngā haerenga nunui. He tākare te whānau, ā, ka whakarato rātou i te tautoko i āta whakaritea ai mō te mātauranga ki waho atu i te akomanga. He pakari ngā ākonga, ka ngākau nui hoki rātou ki te whai wāhi atu i a rātou e ako ana i tō rātou tūnga ki te whānau o te kura me te hāpori whānui.

Te Ao

E wātea ana ki ngā ākonga te whānuitanga o ngā tūmomo wheako o te ao Māori me te ao whānui. Ka hāpai aua wheako i ngā ākonga ki te mārama, te whakamārama, me te tūhura hoki i te ao e noho nei rātou, me tō rātou whai wāhi atu. Nā runga i taua āhuetanga, he maha ngā whai wāhitanga a ngā ākonga ki te whakawhanake i te hōhonutanga ake o ō rātou whakaaro mō ngā tino ariā pērā i te kaitiakitanga, te whanaungatanga, te mātauranga Māori, te whakapapa, me te mana whenua. Ka whai pānga nui te tikanga Māori ki te katoa o ngā whakaakoranga me ngā akoranga ki te kura, ki tua atu hoki. Ka kitea te tino mōhiotanga o ngā ākonga ki ngā tikanga Māori ki te whānuitanga o ngā tūmomo horopaki.

Āhuetanga Ako

He mātātoa te whai wāhi a ngā ākonga ki ngā akoranga. He hihiri rātou ki te ako, ā, ka kawē hoki i tā rātou noho whakarite ki te ako. Ka whai hua te noho a te tuakana me te teina, hei rautaki tautoko mō ngā ākonga. He pai te taunekeneke, te whakawhanaunga hoki o ngā ākonga ki ngā kaimahi me te whānau. Ka kitea te tino manaaki, te tino whakaute hoki o ngā ākonga. Ka āta whai wāhi atu ngā ākonga ki ngā kaupapa i te akomanga me te kura whānui.

Ka whakamahi ngā kaiako i te whānuitanga o ngā tūmomo rautaki whakaako, ako hoki hei whakawhānui i ngā whakaaro o ngā ākonga, tō rātou whakawhanaketanga reo, me ō rātou mōhiotanga. He pai te noho mōhio, te noho mārama hoki o ngā kaiako ki ā rātou ākonga. He tika tā rātou whakatutuki i ngā matea me ngā ngākau nuitanga o ia ākonga, o ngā rōpū

ākonga hoki. Ka whakanui te whānau i te āheinga me te mātau o ngā kaiako. Ka kitea tō rātou āheinga ki te whakatinana i ngā hōtaka akoranga me te āta whakarite i te whai pānga, te aronga hoki o aua hōtaka ki ngā wawata o te katoa mō ngā paetae ākonga.

Ko tētahi āhuetanga o te whakaako me te ako ki te kura, ko te tino matatau, te tino mōhiotanga hoki o ngā ākonga ki te reo Māori. Ka whai wāhi ngā ākonga ki te whānuitanga o ngā tūmomo whakawhitinga kōrero e pā ana ki ā rātou akoranga ki ngā kaupapa. He pakari tā rātou whakawero i a rātou anō, me te whakapātaritari i ngā whakaarotanga ake. Ka noho māhorahora, ka aro atu hoki rātou ki ngā pātai me ngā wero e pā ana ki ō rātou whakaaro. He mauritau, he whakaute hoki ngā ākonga ki ō rātou hoa, ki ētahi atu hoki.

Ka noho pūmau ngā kaimahi me te whānau ki te waiora o te katoa o te ākonga, me te whakaratonga o tētahi mātauranga rumaki whānui mō ngā ākonga. Ka tino tautoko te whānau i ngā wheako akoranga e whakatairanga ana i te tupu me te whakawhanaketanga o ngā ākonga. Ka whakanui te whānau i ngā hononga o waho, te whanaungatanga, me ngā ratonga e hāpai ana i te whakapuakitanga o te marau a te kura. Ka ako, ka tupu, ka whanake hoki ngā ākonga ki tētahi taiao e aro nui ana ki te mātauranga me te atawhai, ki tētahi tino hapori ako kaupapa Māori.

Ngā wāhanga i tātuhia ai e te kura hei whakawhanake ake

E mōhio ana te tumuaki, kāhore i te riterite te kounga o te whakamahere i te hōtaka ki te kura whānui. Kāhore anō ngā kaiako kia whakarite i ngā tūmanako ngātahi mō te whakamahere, me te tohu o tēnei i te ahunga whakamua pai, te pipiri, me ngā tūmanako hoki ki ia taumata o te kura. I tēnei wā, he aronga ki te āhua o ngā mahi a ngā kaiako ki te tuhi me te whakarite i ngā mahere wā roa, wā poto hoki, me tā rātou aromātai, whakaaro huritao hoki i ia te wā. Ahakoa he tauira mahere rawe ki te kura, me te whai pānga o tēnei ki ngā tino āhuetanga matua o te whakamahere hōtaka, te aromātai, me te whakaaro huritao, kāhore anō tēnei kia āta whakapuakihia ki ētahi atu kaiako.

3 Te arotake whaiaro me te ārahitanga

Ka noho pūmau te poari me te whānau ki ngā mahi arotake whaiaro, puta noa i ngā whakahaeretanga o te kura. Kua āta tuhia ngā meneti a te poari me te whānau, ā, ka kitea te riterite me te nahanaha o ngā mahi aroturuki, pūrongo hoki. He pai te tae ā-tinana atu ki ngā hui, ā, e tino tohu ana i te ngākau nui me te noho pūmau o te whānau mō ngā ākongā me te kura. Ka kawē ia tangata i te whānuitanga o ngā tūmomo kōkiritanga e hāngai ana ki te whakapiki ake i ngā whai wāhitanga ako me ngā rauemi. He ngākau nui te whānau ki ngā wheako mātauranga me ngā wheako ahurea e wātea ana ki a rātou, ā, e whakaratohia ana mō ngā ākongā.

He tākare, he manawa whakahī hoki te whānau me ngā kaimahi mō te pai o te whai wāhi atu o ngā ākongā ki te maha o ngā taumahi ki te kura, ki tua atu anō hoki. Ka whakatauirā ngā ākongā i ngā wawata me ngā tūmanako o te whānau, ā, ka noho tonu ki te pūtake o ngā mahi katoa a te whānau ki te whakatairanga i te eke angitu o ngā ākongā me tō rātou ngākau nui ki te ako.

Ka whakakotahi, ka whakamana hoki te ārahitanga ki te kura, ā, he mahi ngātahi. Ka hāngai te ārahitanga ki ngā wāhanga matua o ngā whakahaeretanga ki te kura, me te whakawhanaketanga o ngā wāhanga, pērā i te whakamātau i te marau o Te Aho Matua, ngā kaimahi, ngā rauemi, te pātuitanga me ngā hononga. Kua roa nei ngā tau e kawē ana te tumuaki i te whanake me te tupu o te kura. Kua whakapau kaha ia ki te taha o te whānau me te tokomaha anō hoki o ngā tāngata, hei whakarite i tētahi wāhi akoranga motuhake e ahu mai ana i te reo Māori, ngā tikanga Māori, me te kaupapa o Te Aho Matua. Ka whai hua anō hoki tana rōpū ārahi, whakahaere hoki hei whakapūmau, hei hāpai hoki i te pai o te whakahaeretanga me te kāwanatanga ki te kura.

4 Te Whakataua a te Whānau ki ngā Wāhanga Tautukunga

I mua atu i te whakahaerenga o te arotake i whakatutukihia e te poari me te tumuaki he Tauāki Kupu Tūturu a te whānau mā te Tari Arotake Mātauranga, me tētahi Rārangi Arowhai Tātari Whaiaro. I roto i ēnei tuhinga i oati rātou i whāia e rātou ngā huarahi whai take hei whakatutuki i ā rātou herenga ā-ture e pā ana ki:

- ngā whakahaere a te poari
- te marautanga
- ngā whakahaere mō te hauora, te haumaruru, me te oranga tinana
- ngā whakahaere o ngā kaimahi
- ngā whakahaere o te pūtea
- ngā whakahaere o ngā rawa me ngā taonga.

I te wā o te arotake, i whakamātauhia e te Tari Arotake Mātauranga ngā āhuetanga i raro iho nei, i te mea he nui te pānga o ēnei ki ngā paetae o ngā ākonga:

- te haumaruru aronganui o ngā ākonga (tāpiri e atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaito)
- te haumaruru ā-tinana o ngā ākonga
- te rēhitatanga o ngā kaiako
- ngā tukanga ki te whakatū kaimahi
- te whakaunu, te aukati, te pana me te whakarerenga
- te tae ā-tinana atu a ngā ākonga ki te kura.

5 Ngā Taunakitanga

Kia whai whakaaro ngā kaiako me ngā kaimahi ki te huarahi e tika ana hei kawe i tētahi arotake o ā rātou mahi o tēnei wā i roto i te whakamahere, te aromātai, me te whakaaro huritao ki ia taumata o te kura.

6 Hei ā hea te Tari Arotake Mātauranga arotake anō ai i te kura?

Tērā ka whakahaeretia e te Tari Arotake Mātauranga te arotake whai muri, i roto i ngā tau e toru.

Lynda Pura-Watson
Kaiurungi Whaktūruki Arotake Māori

10 Huitanguru 2015

1 Context

Mā te whānau whānui ngā ākonga e poipoi kia eke ai ki ngā taumata tiketike.
The wider whānau will nurture students to achieve high levels of success.

Te Kura Kaupapa Māori o Ngā Maungarongo is a pan tribal kura located in Mount Albert. Whānau have high expectations for students to receive an education that is strongly influenced and grounded in kaupapa Māori that embraces the students' te ao Māori world view.

Whānau and kaimahi aspirations for students include:

- being safe, healthy, and secure
- having a strong sense of values, beliefs and principles
- knowing how to relate to and interact with people from all walks of life
- being alert, engaged and enthusiastic learners
- believing in their potential to do well in whatever they may pursue
- contributing in positive ways to their community and society
- being confident in te ao Māori and in the wider world.

Whanaungatanga is integral to the kaupapa of the kura. Students have access to a range of educational, cultural, social and sporting opportunities in the wider community of Auckland, and beyond. Whānau and kaimahi work well together to provide purposeful and meaningful experiences that bring the outside world to the classroom. Regular excursions and field trips further enhance and expose students to many interesting learning opportunities and challenges. Students are motivated by the depth and breadth of their immersion education at Ngā Maungarongo. Furthermore, te reo Māori, tikanga Māori, kaupapa Māori and whanaungatanga are critical elements of students' learning, development and growth. Students are motivated, determined and engaged learners.

2 Te Tino Uaratanga

He pēhea rawa te whānui, te hāngai o te mau, o te noho whakaarara, te noho koi o te hinengaro o te ākonga ki ngā mātau katoa hei ārahi i a ia i roto i te taiao ako?

E mau pai ana, e noho whakaaraara ana, e noho koi ana te hinengaro o te ākonga ki ngā mātau katoa hei ārahi i a ia i roto i te taiao ako.

Te Ira Tangata

Students are enthusiastic learners. Students enjoy respectful and caring interactions and relationships with kaimahi and whānau. A calm and whānau-based context enables students to learn their language, culture and identity in meaningful and purposeful ways. Whānau and kaimahi have high expectations to provide a wide range of experiences that promote the values of whanaungatanga, manaakitanga and tautoko within the kura and in the wider community. Students benefit from a learning environment that is nurturing and focused on te ao Māori, te ao whānui, te reo Māori and tikanga Māori.

Te Reo

Students thrive in an environment where there is a strong commitment to te reo Māori me ōna tikanga. Te reo Māori is normalised and spontaneous. Students are articulate, confident and proficient in te reo. Kaimahi and whānau are strong models for te reo Māori with high expectations for its use in all academic, cultural, social and sporting activities. Students have exciting programmes to support their language skills development with increasing complexity and creativity.

Senior students enjoy the English transition programme where they demonstrate the ability to transfer learning from one language to the other.

Kaiako across the kura use effective strategies, prompts, concept checking and questioning techniques to challenge students' thinking and expression of ideas. A specific assessment tool for te reo Māori is used in the kura to monitor students' oral and written te reo Māori learning needs. Whānau are proud of the level of te reo Māori that students can use. Students are competent and spontaneous speakers of te reo Māori.

Ngā Iwi

Students value their individual identity and sense of belonging within the kura whānau. A significant part of the curriculum involves excursions to different iwi locations that reinforce ancestral links, tribal history and knowledge. These experiences bring meaning and relevance

to the teaching and learning that occur in the classroom.

Students also have many opportunities to lead and maintain tikanga in a range of contexts. They are responsible and responsive to the variety of tasks and activities that they can lead or take part in. Students have a key role in planning, preparing and organising important kura events and field trips. Major excursions involve the whole kura. Whānau are enthusiastic and provide well-planned support for education outside the classroom. Students are confident and willing participants as they learn about their place within the kura whānau and wider community.

Te Ao

Students have access to an extensive range of te ao Māori and te ao whānui experiences. These help students to understand, explain and explore the world around them and their place within it. As a result, students have many opportunities to develop a deeper understanding of important concepts and dimensions such as kaitiakitanga, whanaungatanga, mātauranga Māori, whakapapa and mana whenua. Tikanga Māori is integral to all teaching and learning in the kura and beyond. Students demonstrate a strong knowledge of tikanga Māori in a range of contexts.

Āhuatanga Ako

Students are actively engaged in learning. They are motivated to learn and take responsibility to prepare for learning. Tuakana teina is used well as a strategy for students to support each other. Students interact and relate well to kaimahi and whānau. Students display a genuine sense of care and respect. Students willingly contribute to classroom and kura-wide activities.

Kaiako use a range of effective teaching and learning strategies to extend students' thinking, their language development and knowledge base. Kaiako know and understand their students well. They appropriately cater for the needs and interests of individual and groups of students. Whānau value the capacity and expertise of kaiako. They recognise their ability to implement programmes of learning and to ensure that these are relevant and focused on shared aspirations for student achievement.

A feature of teaching and learning in the kura is the high level of fluency and proficiency that students have in te reo Māori. Students engage in a wide range of discussions and conversations about their learning around specific themes. They confidently challenge each other and provoke further thinking. They are open and responsive to questions and to challenges about their thinking and ideas. Students are positive and respectful towards their peers and others.

Kaimahi and whānau are dedicated to the holistic wellbeing and to the provision of a broad immersion education for students. Whānau strongly support learning experiences that enhance students' growth and development. Whānau value the external networks, partnerships and services that support the delivery of the kura curriculum. Students learn, grow and develop in an environment that is strongly focused on education and care in a uniquely kaupapa Māori learning community.

Kura-identified areas of development

The principal acknowledges that the quality of programme planning across the kura is inconsistent. Teachers have yet to establish shared expectations for planning that shows good progression, coherence and expectations at each level of the kura. Currently there is a focus on how well kaiako document and organise both long and short term planning and regular evaluation and reflections. While there is an excellent model of planning in the kura which highlights key elements of effective programme planning, evaluation and reflection this has not been shared widely with other teachers.

3 Self Review and leadership

The board and whānau maintain regular self review practices across kura operations. Well-documented board and whānau minutes show consistent and systematic monitoring and reporting. Meetings are well attended and highlight the commitment and dedication of whānau to the students and the kura. Individual members are responsible for a variety of initiatives aimed at increasing learning opportunities and resources. Whānau are passionate about the educational and cultural experiences that they can access and provide for students.

Whānau and kaimahi are enthusiastic and proud of how well students engage in many activities both within the kura and beyond. Students exemplify the hopes and aspirations of whānau and remain the focus of whānau efforts to promote student success and enjoyment in learning.

Kura leadership is inclusive, collaborative and empowering. Leadership covers key areas of kura operations and development in areas such as the trial of the Te Aho Matua curriculum, staffing, resources, partnerships and networking. The principal has dedicated many years to the development and growth of the kura. She has worked tirelessly with whānau and many others to create a unique teaching and learning institution based on te reo Māori, tikanga Māori and the kaupapa of Te Aho Matua. She has an effective leadership and administration team to sustain and support the efficient management and governance of the kura.

4 Whānau assurance on legal requirements

Before the review, the board of trustees and principal completed the ERO Whānau 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.

5 Recommendations

Kaiako and kaimahi to consider how they can best undertake a review of their current programme planning, evaluation and reflective practice at each level of the kura.

6 When is ERO likely to review the kura again?

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

Lynda Pura-Watson
Deputy Chief Review Officer
Māori (Te Uepū-ā-Motu)

10 February 2015