

ERO Question & Answer Document

Term 2, 2017

What is underway to address the actions that ERO have raised, and what is the school's current position?

ERO Finding

'Not well placed to provide conditions for children to achieve educational excellence'.

This is an area that we have raised with ERO as their comments do not reflect the exciting progress we are seeing with our students.

Our 2016 student achievement data shows that our school is performing at a high level on a national stage.

Please note. MCS 2016 data below is compared to the NZ Average for 2015. This is due to national 2016 data not being available (at this time) on the Student Counts website.

Reading:	At or Above 2015 NZ Average	78%
	At or Above 2016 Maranatha Students	91.3%

MCS Students At = 53.4%, MCS Students Above = 37.9%

Maths:	At or Above 2015 NZ Average	75.5%
	At or Above 2016 Maranatha Students	84.5%

MCS Students At = 54.3%, MCS Students Above = 30.2%

Writing:	At or Above 2015 NZ Average	71.4%
	At or Above 2016 Maranatha Students	91.3%

MCS Students At = 67.2%, MCS Students Above = 24.1%

We already have internal review, strategic planning and target setting around all students – to address ERO's findings, and strengthening this process, we will be undertaking the following actions over the next 1-2 years...

- Reviewing our student tracking procedures to gain a clearer picture of 'patterns of achievement' for groups of students, over time.

ERO Finding

'Not well placed to achieve and sustain accelerated achievement for all children who need it'

This is an area that we have raised with ERO as their comments do not reflect the exciting progress we are seeing with our students.

Our 2016 Variance Report shows that on average, **71%** of our target students (those requiring more than 12 months progress in a year, known as 'Accelerated Learning') **achieved their goal**. Of those that continue to work towards achieving their goals, 87% (7 out of 8 students) made 12 months progress whereby not falling further behind.

Students in the following target groups were below the National Standard in their respective curriculum areas and required 'Accelerated Learning' (More than 12 months progress) in order to meet their 2016 goals.

Goal 1 - Pasifika Students Writing.

- **66%** of this cohort (2 out of 3 students) **made accelerated progress** (+12 months) against the National Standard in writing.
- **33%** of this cohort (1 out of 3 students) **made up to 12 months progress** against the National Standards in writing.

Goal 2 - Asian Students Writing

- **66%** of this cohort (2 out of 3 students) **made accelerated progress** (+12 months) against the National Standard in writing.
- **33%** of this cohort (1 out of 3 students) **made up to 12 months progress** against the National Standards in writing.

Goal 3 - Boys' Writing

- **73%** of this cohort (11 out of 15 students) **made accelerated progress** (+12 months) against the National Standard in writing.
- **27%** of this cohort (4 out of 15 students) **made up to 12 months progress** against the National Standards in writing.

Goal 4 - Pasifika Students Maths

- **50%** of this cohort (2 out of 4 students) **made accelerated progress** (+12 months) against the National Standard in maths.
- **25%** of this cohort (1 out of 3 students) **made up to 12 months progress** against the National Standards in maths.
- 25% of this cohort (1 out of 3 students) made some progress against the National Standards in maths.

To address ERO's findings, we will be undertaking the following actions over the next 1-2 years...

- Continued professional learning and development into teacher inquiry.
- Strengthening partnerships with parents/whānau for target learners.
- Teachers will draw on current educational pedagogy (research into effective practice) to deliver effective, targeted teaching and learning programmes.

ERO Finding

'Not well placed to provide conditions to address in school disparities'.

i.e. Not as many Māori & Pasifika Students are above the National Standard in reading and writing compared to other ethnic groups (identified disparity).

Our Maori and Pasifika students already perform well against the national average...

Māori Reading:	At or Above 2015 NZ Average	68.8%
	At or Above 2016 Maranatha Māori	84.6%
Pasifika Reading:	At or Above 2015 NZ Average	66%
	At or Above 2016 Maranatha Pasifika	90.9%
Māori Writing:	At or Above 2015 NZ Average	61.6%
	At or Above 2016 Maranatha Māori	84.6%
Pasifika Writing:	At or Above 2015 NZ Average	60.6%
	At or Above 2016 Maranatha Pasifika	81.8%

To address ERO's findings, and to further improve outcomes for these students, we will be undertaking the following actions over the next 1-2 years...

- Review of the Maranatha Christian School Māori Curriculum plan.
- Working with our Māori and Pasifika community to address identified disparities for Māori and Pasifika learners in Writing and Reading (to have more students 'above' the National Standard).

Māori Consultation

We have begun to engage with our Maori community and had a successful hui in Term 1 around their views on the formation of the school charter. Next up, we will engage with this group around the plans and targets for improving the achievement of Māori students. This will include a review of the Maranatha Christian School Māori Curriculum plan.

Our newly formed Māori Whānau group will meet termly with the next meeting to be scheduled before the end of Term 2.

Cultural Learning Needs of Students

Our community made it very clear during the Charter consultation phase that as Christians, our identity is first and foremost found in Christ. Second to this, our cultures, backgrounds, personalities etc. add a richness of diversity to His Kingdom.

To address ERO's findings, we will be undertaking the following actions over the next 1-2 years...

- Working with our Māori community to review the Maranatha Christian School Māori Curriculum plan.
- Working with our Māori and Pasifika community to address identified disparities for Māori and Pasifika learners in Writing and Reading (to have more students 'above' the National Standard).
- Working with other ethnic groups within the school to consider the cultural learning needs of their children.

Learning Languages

Year 7 and 8 students will have the opportunity to be introduced to the French language this term and we are currently exploring other language learning opportunities for our intermediate students for later in the year.

Policy Reviews

We have now completed setting up our Policy and Procedure framework in a system called 'School-Docs'. This is an organisation used by over 520 schools nation wide who are contracted to ensure that policies and procedures in a school are comprehensive, up-to-date, effectively consulted on, and easy to use.

We plan on 'going live' with School-Docs in the next few weeks whereby complying with all legislative requirements. We have completed our charter consultation and the charter will be published to the community during May this year.

Strengthening Leadership and Teaching

We are continuing to build leadership and teaching skills through external and internal training and development. Please refer to the attached documentation for Professional Learning and Development (PLD) details .

How often will ERO come?

Once a term until they are satisfied with our progress towards their findings. At this time, we will return to a three year review cycle.

What will they support the school/principal to do differently?

They will work closely with Steve, as the Principal, to ensure that key areas identified are being prioritised.

Have you raised your concerns about the report directly with the reviewers?

Yes, the BOT provided extensive feedback to the reviewers. Some of this was taken up, but most was not. We will also be putting on record with ERO that we do not agree with all aspects of its findings in the final report, but we are now focussed on working with ERO and utilising their expertise to enhance and strengthen our educational outcomes even more.