

Promoting Success for Māori Students:
Schools' Progress

June 2010



Ko te Tamaiti te Pūtake o te Kaupapa

The Child – the Heart of the Matter

Published 2010
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Education Evaluation Reports

ISBN 9780 478 34066-2 (pbk)
ISBN 9780 478 34067-9 (html)
ISBN 9780 478 34069-3 (pdf)
ISBN 9780 478 34070-9 (Word)

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We welcome comments and suggestions on the issues raised in education evaluation reports.



Foreword

The whakataukī of the Education Review Office (ERO) demonstrates the importance we place on the educational achievement of our children and young people:

*Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter*

In our daily work we have the privilege of going into early childhood services and schools, giving us a current picture of what is happening throughout the country. We collate and analyse this information so that it can be used to benefit the education sector and, therefore, the children in our education system. ERO's reports contribute sound information for work undertaken to support the Government's policies.

The success of Māori students is a key priority in education. ERO will continue to reinforce the importance of Māori student achievement through its individual school reviews.

Successful delivery in education relies on many people and organisations across the community working together for the benefit of children and young people. We trust the information in ERO's evaluations will help them in their task.

Dr Graham Stoop
Chief Review Officer

May 2010

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He kai poutaka me kinikini atu, he kai poutaka me horehore atu, mā te tamaiti te iho.

Look after the children to ensure the future strength of the people.

Overview

The success of Māori students at school is a matter of national interest and priority. The Education Review Office (ERO) has been asking schools questions about Māori student achievement for over a decade, and has made many recommendations to improve practice in individual school reports. In addition, ERO has published five national evaluation reports on this topic since 2001. These have identified system-wide issues and recommended steps to be taken by schools and by the Ministry of Education to promote success for Māori in education. ERO has also provided examples of good practice.

Over this time, although many Māori students have been successful in education, research and national and international testing data continue to show significant disparity in the achievement of Māori and non-Māori students. Improved Māori student achievement has been a key government priority in education over the decade. For Māori to achieve greater success in education it is crucial that all educators in New Zealand recognise, support and develop the inherent capabilities and skills that Māori students bring to their learning. These principles are recognised in the Ministry of Education's strategy for Māori education: *Ka Hikitia – Managing for Success*.¹

It is of concern that this 2010 ERO national evaluation indicates that not all educators have yet recognised their professional responsibility to provide a learning environment that promotes success for Māori students. Despite the widespread information and support available, a substantial proportion of schools do not review their own performance in relation to Māori student achievement. These schools do not make effective use of data to improve classroom programmes and school-wide systems to promote success for Māori. Nor do they use research about Māori students' learning to guide their curriculum review and pedagogical development. Although schools' engagement with the Māori community has improved overall, in a sizeable minority of schools consultation with Māori parents and whānau is limited, and Māori parents' engagement in their children's education is not valued.

¹ Ministry of Education. *Ka Hikitia – Managing for Success: Māori Education Strategy 2008–2012*. Updated 2009.

ERO's evaluation

This 2010 report evaluates how schools have promoted success for Māori students since ERO's previous national report in 2006. ERO collected information from 60 secondary schools and 227 primary schools that had education reviews during Terms 2 and 3, 2009. ERO wanted to know about improvements in Māori student achievement in these schools since their previous ERO review. The report focuses on three critical dimensions for success: presence (being at school), engagement (engaging with learning), and achievement. As part of this evaluation, ERO was also interested in the extent to which schools had discussed and used *Ka Hikitia – Managing for Success* in their planning for Māori success.

In approximately a third of both primary and secondary schools, ERO found that Māori student achievement had either remained at high levels or substantially improved. These schools demonstrated consistently good presence and engagement of Māori students. There were several common characteristics in these schools, but most of all they were inclusive of students and their parents and whānau. This was reflected in school leaders' and teachers' understanding of the centrality of *te reo me ngā tikanga* in the curriculum, responsive teaching, positive student-teacher relationships, and the inclusion of parents' views and aspirations in working with Māori learners.

In a further 32 percent of primary schools and 45 percent of secondary schools there was evidence of some improvement in Māori student achievement. In the remaining schools ERO found no improvement.

Although the collection of individual student achievement information had improved overall in primary and secondary schools, the majority still lacked robust data in relation to Māori student achievement. Most schools, for example, could not compare current achievement with that of 2006 because they did not have the baseline information to do this. Many schools did not systematically analyse achievement information specifically for Māori students. They therefore did not know the extent to which Māori students were succeeding, or if there was a need for targeted interventions and changes to teaching practice. Where improvement programmes were put in place these were often for all students, and separate data for Māori not collected or analysed. As a result there was no way of demonstrating the impact of these programmes on Māori students, or that disparities in achievement had been addressed.

Māori students' presence at school had improved or remained at a high level in over two-thirds of secondary and primary schools since ERO's last report. Schools' monitoring of this through separate data analysis was a key factor in the improvements.

Nevertheless, about 10 percent of schools showed no improvement, and a further 20 percent of schools did not gather and analyse attendance data for Māori as a group and, consequently, did not know about student trends and patterns in this area.

Most secondary and primary schools in this investigation had made some progress with student and whānau engagement. Many schools had put in place specific initiatives to improve Māori engagement. Improving the quality of teaching, and increasing connections with whānau were important factors underpinning this. Effective schools had a climate in which *te ao Māori*² was recognised, respected and valued.

In other schools ERO found that initiatives to engage students were frequently aimed at all students rather than being targeted specifically at Māori. Although some approaches had some specific consideration of the needs of Māori students and whānau, most were school-wide projects through which Māori students were expected to benefit along with other students. In contrast, schools that had developed initiatives in response to what they knew about Māori students and whānau tended to be more effective in building better relationships and enhancing achievement.

Schools' use of *Ka Hikitia – Managing for Success* had supported the strategies of some schools to improve Māori student achievement. Two-thirds of the primary schools and almost half of the secondary schools in this study were familiar with *Ka Hikitia – Managing for Success* and had made some changes to their practice in the light of their discussions.

ERO's role in lifting school performance

Despite clear expectations from the government, the Ministry and ERO, and the compelling information on Māori achievement outcomes, for a significant group of New Zealand schools Māori success is not yet given sufficiently high priority.

ERO accepts that it has a central role to play in influencing schools to review and improve their performance. For this reason, schools' capacity to promote success for Māori is a key focus in ERO's methodology for school reviews. The impact of school practice on improving Māori success will now be a critical factor in deciding the timing of each school's future review.³ ERO does not consider any school can claim to be high performing unless the school can demonstrate that the majority of Māori learners are progressing well and succeeding as Māori.

² See Glossary, Appendix 3.

³ For full criteria for timing of future reviews see *Review Process* on ERO's website www.ero.govt.nz.

RECOMMENDATIONS

ERO recommends that school leaders:

- evaluate the impact of their initiatives to improve Māori students' presence, engagement and achievement, and use this information in their self review⁴
- provide leadership, support, encouragement and professional development for trustees, senior managers and teachers to build their capability in implementing policies and practices that promote success for Māori students
- familiarise themselves with *Ka Hikitia – Managing for Success* and use it in their thinking, planning and action for Māori learners
- support teachers to implement effective pedagogical practices for Māori
- continue to review their school curricula to ensure that these reflect the aspirations and needs of Māori students and are inclusive of principles of *The New Zealand Curriculum*
- improve school practices for assessment for learning, including rigorous analysis of student achievement data for school planning and reporting purposes
- use a variety of ways to engage parents and whānau regularly and involve them in students' learning.

ERO recommends that the Ministry of Education:

- continue to work with schools to increase leaders' and teachers' understanding of how to use *Ka Hikitia – Managing for Success* as a basis for promoting success for Māori students.

⁴ Appendix 3 of this report contains a list of self-review questions that may be useful for schools.

Introduction

This evaluation reports on the success of Māori students in 60 secondary schools and 227 primary schools reviewed by ERO in Terms 2 and 3, 2009.

The findings of this evaluation are set out in three sections:

- presence (being at school)
- engagement (engaging with learning)
- achievement (being successful).

Each of these sections explores the factors that promote the success of Māori students. These sections also include examples of effective and less effective practice.

Background

MĀORI SUCCESS IN SCHOOLING

In 2009 Māori made up approximately 22 percent of the students in New Zealand schools with just under 167,000 students. Māori students made up over half of the roll in 19 percent of schools. Māori students made up at least 15 percent of the roll in 60 percent of New Zealand schools.

National Education Monitoring Project data, from 2000 to 2008, shows that there have been small improvements for Māori students in writing, reading, and mathematics relative to the scores of Pākehā.⁵

In secondary education, between 2002 and 2008, there is evidence that the achievement of Māori students has improved in comparison with non-Māori. For example, the gap between the number of Māori and non-Māori achieving National Certificates of Educational Achievement (NCEA) Level 1 has narrowed.⁶ To a much lesser extent, the gap between Māori and non-Māori has also narrowed for NCEA Level 2.

However, while the number of Māori students gaining university entrance (UE) has increased from 2004 to 2008, the gap between the number of Māori and non-Māori gaining UE has actually widened.⁷

ERO'S 2006 NATIONAL REPORT

ERO has completed national reports about Māori students in mainstream schools since 2001. The 2006 report *The Achievement of Māori Students*⁸ found that the majority of schools had taken some action to improve the achievement of Māori students, but that there was a wide range of performance across the schools reviewed. Many had made good progress in some areas but needed to improve in others, particularly in using Māori student achievement data to adapt school practices, and in monitoring the effectiveness of programmes designed to improve Māori student achievement.

In 2006 ERO's recommendations were that principals and teachers:

- ensure that adequate information about the progress of their Māori students is collected and aggregated at class and school levels
- analyse this information to identify opportunities to improve the achievement of Māori students
- use this analysis to make appropriate changes and/or develop new programmes
- monitor the effectiveness of any changes or new programmes.

5 Source: http://nemp.otago.ac.nz/_reports.htm 2006 writing report, the 2008 reading and speaking report and 2005 mathematics report.

6 Source: Ministry of Education school leaver data tables. In 2002 43.9 percent of Māori achieved NCEA level 1 compared to 67.0 percent of all students (a difference of 23.1 percent). In 2008 70.4 percent of Māori achieved NCEA level 1 compared to 84.7 for all students (A difference of 14.3 percent).

7 Source: Ministry of Education school leaver data tables. In 2004 11.7 percent of Māori achieved university entrance, compared to 32.1 percent of all students, whereas in 2008 20.8 percent of Māori students achieved university entrance compared to 43.6 percent of all students.

8 www.ero.govt.nz

ERO's recommendations to boards of trustees were to:

- request the principal to provide regular reports on the progress of Māori students as part of the principal's report on student achievement
- request the principal to report on how the school is responding to the current status of Māori student achievement in the school (as indicated by the achievement data)
- request regular updates on the effectiveness of programmes designed to improve Māori student achievement
- support the principal and staff to collect, analyse and act on Māori student achievement data.

Since 2007, ERO's evaluations of Māori student achievement in school reviews have focused on the progress each school has made in this area since its previous ERO review. ERO has investigated the ways in which schools were identifying and meeting the learning needs of Māori students, as mandated in changes to the National Administration Guidelines (NAGs).⁹

KA HIKITIA – MANAGING FOR SUCCESS: THE MĀORI EDUCATION STRATEGY 2008–2012

In 2008 the Ministry of Education launched *Ka Hikitia – Managing for Success*, the Māori education strategy for 2008 to 2010. This document, updated in 2009, underpinned ERO's evaluation.

Ka Hikitia – Managing for Success focuses on realising Māori potential through its strategic intent of 'Māori achieving success as Māori.' Of its four key strategy areas, two are of particular relevance to ERO's investigation: young people engaged in learning; and organisational success. To improve the performance of Māori students, the education system must increase teacher capability, facilitate responsive and accountable professional leadership, and increase the involvement of whānau and iwi.

ERO investigated the extent to which schools were familiar with and had used *Ka Hikitia – Managing for Success* to review and make changes to practice, and what progress had been made in improving Māori student achievement since the schools' previous reviews.

9 National Administration Guideline 1 (iii) (a & b).

THE NEW ZEALAND CURRICULUM

Schools have been implementing *The New Zealand Curriculum* from the beginning of 2010. The principles of the curriculum embody an expectation that schools will:

- support and empower all students to learn and achieve personal excellence, regardless of their individual circumstances
- acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand
- give all students the opportunity to acquire knowledge of *te reo me ōna tikanga*
- reflect New Zealand's cultural diversity and value the histories and traditions of all its people
- ensure that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed
- connect with students' wider lives and engage the support of their families, whānau and communities.

These principles resonate with national and school-based initiatives to improve success for Māori students. As they continuously design and review curricula that reflect local contexts and communities, schools have opportunities to improve their knowledge about Māori learners and to respond more effectively to what they know.

ERO'S METHODOLOGY

In each school's education review in Terms 2 and 3, 2009 ERO evaluated and reported on the success of Māori students in mainstream settings. Information from individual school reports was collated and analysed for this national report.

The evaluation had two overarching questions:

- To what extent do board and school personnel use *Ka Hikitia – Managing for Success* to inform thinking, planning and action?
- What does the school know about improvements to Māori student achievement since the previous ERO review?

Differences in ratings between school types, deciles, roll sizes, Māori roll sizes, familiarity with and use of *Ka Hikitia – Managing for Success*, and Māori staff in senior management positions were checked for statistical significance using a Kruskal-Wallis H test.

The differences in ratings between urban and rural schools (locality) were checked for statistical significance using a Mann Whitney U test. The level of statistical significance for all statistical tests in this report was $p < 0.05$.¹⁰

¹⁰ Appendix 1 shows statistics of the schools in the sample for this evaluation: type, size, decile and locality.

Findings

This section initially presents findings from the investigation of schools' familiarity with and use of *Ka Hikitia – Managing for Success*. It then focuses on each of the three key dimensions for the evaluation: presence, engagement and achievement.

Findings for secondary and primary schools are presented separately.

THE USE OF KA HIKITIA – MANAGING FOR SUCCESS BY SCHOOLS

Schools' engagement with *Ka Hikitia – Managing for Success* ranged from those that had considered the document and made changes to some of their practices, to those that had not yet discussed it.

ERO found that the secondary and primary schools that had made changes as a result of their consideration of *Ka Hikitia – Managing for Success* were more likely to have improved outcomes for Māori students. The difference was statistically significant.

These schools showed improvement in:

- Māori student engagement
- boards' knowledge and understanding of factors affecting Māori achievement
- engagement with the Māori community (in primary schools)
- the quality of Māori student achievement
- the quality of Māori student achievement information
- the quality of teachers' and school leaders' data analysis
- provision of learning experiences that met the specific needs of individual Māori students
- the use of analysed Māori student achievement data to inform school review and policy development
- the quality of reports on Māori student achievement for the board and school community
- appropriate Māori student achievement targets set by school leaders and boards
- Māori student achievement in NCEA Level 1 (in secondary schools).

At the time of writing, schools have had *Ka Hikitia – Managing for Success* for approximately a year, so it is not yet possible to identify a definite link with the improvements listed above. ERO found, however, that schools that placed high priority on improving success for Māori were generally more likely to have considered *Ka Hikitia – Managing for Success*, used it to help them set and meet their targets, and made changes as a result.

Secondary schools' use of *Ka Hikitia – Managing for Success*

Almost half the secondary schools had made some changes as a result of working with *Ka Hikitia – Managing for Success*.¹¹ Figure 1 shows the extent to which secondary schools were familiar with and used it.

Figure 1: Familiarity with and use of *Ka Hikitia – Managing for Success* – Secondary Schools



ERO found that the most effective secondary schools in this investigation were familiar with *Ka Hikitia – Managing for Success*. Of the six schools that demonstrated good practice, five were making changes based on this strategy. The sixth had revised its current plans and was about to implement changes.

11 Six of the 60 secondary schools were reviewed before ERO started asking schools about the use of *Ka Hikitia*; hence 54 schools were included in the analysis of this question.

Primary schools' use of *Ka Hikitia – Managing for Success*

Figure 2 shows that two-thirds of the primary schools were familiar with *Ka Hikitia – Managing for Success* and had used it to change practice or inform planning.¹²

Figure 2: Familiarity with and use of *Ka Hikitia – Managing for Success* – Primary Schools



Many of the primary schools that had made evident progress with increasing success for Māori had made changes in response to *Ka Hikitia – Managing for Success*. Despite this, of the 14 primary schools that were most effective in promoting Māori achievement, half had not made changes as a result of reading it. It should be noted however, that these schools had effective approaches in place before its release. Importantly these approaches demonstrated many of the important principles underlying *Ka Hikitia – Managing for Success*, including a focus on student and whānau engagement.

¹² 29 of the primary schools in this evaluation were reviewed before ERO started asking schools about the use of *Ka Hikitia*; hence, there were 198 schools in the analysis of this question.

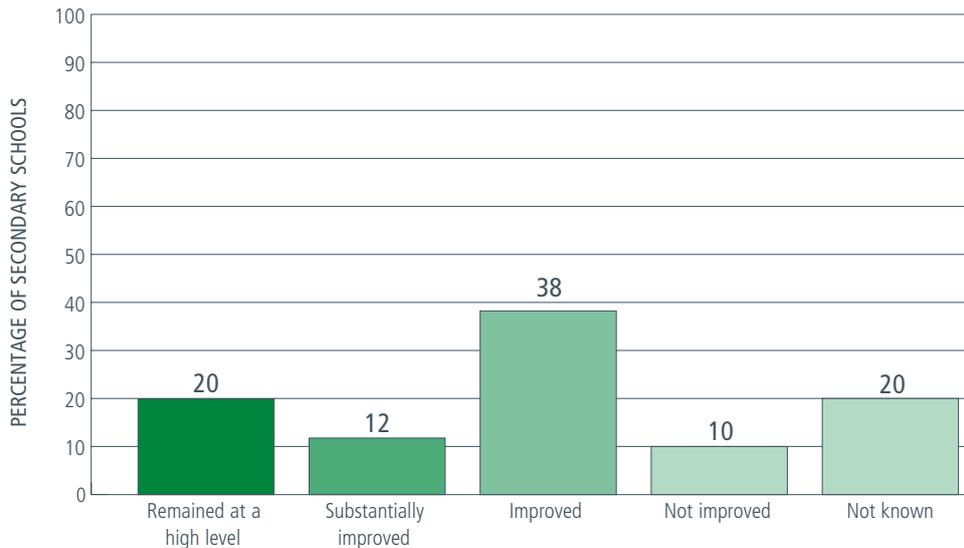
IMPROVING THE PRESENCE OF MĀORI STUDENTS

Being at school is vital if students are to be successful learners. Schools should monitor Māori students' presence and respond appropriately to identify concerns. Attendance needs to be considered by schools, as well as stand-downs, suspensions and exclusions, which can disrupt the continuity of learning, with consequent negative impact on engagement, motivation and achievement. Persistent lateness also impedes learning.

Improving the presence of Māori students at secondary schools

Most secondary schools reported that Māori student presence had improved or remained at a high level since the last review (Figure 3).

Figure 3: Māori student presence – Secondary schools



Secondary schools that were specifically monitoring Māori student presence had tracked trends since their last review. They had collated and analysed data on Māori students separately from other groups. Most of the schools where Māori student presence had remained at a high level or had improved substantially had a strategic approach and well-embedded systems for monitoring and tracking attendance.

Schools where there was no evidence that the presence of Māori students had improved often had initiatives and strategies in place, but lacked reliable systems for measuring their impact. Eight of these schools knew about school-wide presence, but did not collect or analyse separate information on Māori students and therefore did not know whether their presence had improved.

Among the schools that did not know about Māori student presence was one school where Māori comprised 40 percent of the roll, and two others where approximately a quarter of the students identified as Māori. In some schools, issues with individual students' attendance were identified and dealt with (as with all other students), but the school was unaware of any patterns and trends affecting Māori as a group.

Initiatives to improve Māori student presence in secondary schools

Secondary schools had a wide range of initiatives to improve Māori student presence. Twelve schools in this study were involved in *Te Kotahitanga*.¹³ This project incorporates a high level of monitoring and ensures that participating schools use reliable systems to track Māori students' attendance patterns. One of the key elements of the *Kotahitanga* professional learning and development programme helps teachers to increase their ability to engage Māori students more effectively in learning. Improved attendance and retention are among the expected outcomes of the project, along with reductions in the number of stand-downs, suspensions and exclusions. Most *Kotahitanga* schools had evidence to show that the project had had a positive impact on student presence and engagement.

*Te Kaubua*¹⁴ is another initiative that some of the schools are involved in. Like *Te Kotahitanga*, it aims to increase Māori students' engagement in learning, but few *Te Kaubua* secondary schools in this evaluation were able to demonstrate links between *Te Kaubua* and improved outcomes for Māori students.

Other initiatives that secondary schools have undertaken to improve Māori student presence include:

- setting strategic and annual targets for Māori achievement
- appointing a home or iwi liaison person
- establishing mentor programmes
- involving students in goal setting
- building teachers' knowledge and understanding of *te reo me ngā tikanga*
- highlighting role models
- engaging restorative practices
- developing Māori leadership programmes
- increasing opportunities for cultural participation and leadership
- targeting elements of pastoral care for Māori students
- establishing whānau or home rooms
- sharing data with whānau
- establishing a whānau committee or support group.

13 *Te Kotahitanga* is a research and professional development project in its seventh year and fourth phase of operation. The project is a response to underachievement among Māori students in mainstream schools. Its first phase examined the experiences of Years 9 and 10 Māori students in mainstream classrooms, and found that the quality of relationships and interactions between teachers and Māori students was a key factor to improving student achievement. An Effective Teaching Profile was developed from student narratives and from interviews with parents, principals and teachers. The professional development project involves 33 secondary schools throughout New Zealand.

14 This project aims to reframe the mainstream school experience for Māori students. It "provides an opportunity for schools to work towards developing their own strategies for achieving this rather than imposing a one size fits all approach" (www.educationcounts.govt.nz).

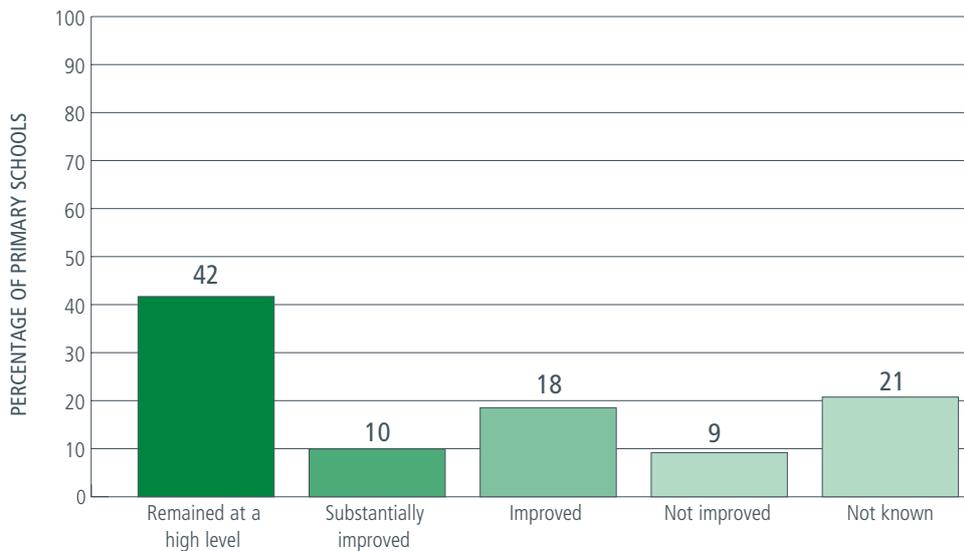
Schools believed that these initiatives were effective in bringing about improvements, but their evidence for this was largely informal and anecdotal.

Improving Māori student presence in primary schools

Figure 4 shows that Māori students' presence had improved or remained at a high level in almost three-quarters of the primary schools since their last review. As in secondary schools 30 percent of primary schools did not know enough about Māori student presence to enable a judgment to be made on whether improvement had occurred.

There were no identifiable patterns linked to school size, location or decile.

Figure 4: Māori student presence at primary schools



In most of the primary schools where Māori students' presence remained high, school staff continued to monitor Māori attendance. They also maintained practices that they perceived to be effective in supporting Māori student attendance. For example, many schools knew parents and whānau well and ensured there was regular contact between home and school.

- An example of good quality knowledge about Māori students' presence was found in a decile 2 rural school, with Māori students making up 53 percent of its roll. The principal reported to the board on Māori attendance twice a year. As part of a local student engagement initiative, he conducted an attendance/truancy survey which identified patterns of which the school had been unaware.
- Overall attendance had greatly increased, meeting the 2009 target, and there had been no stand-downs, suspensions or expulsions during the past three years for any students.

Initiatives and strategies undertaken in the school included:

- employing a Māori staff member to monitor attendance registers on a weekly basis and present certificates for the class with the best attendance at school assemblies
- giving certificates to each child who achieved 'excellent attendance' over a term, and letters being sent to inform parents
- carrying out prompt and close monitoring of attendance, with the principal making personal contact with families as the first step if there is a problem and referral to the district truancy service (DTS) as a last resort. Only two families had been referred in the past three years
- establishing a transition-to-school programme for four-year-olds, with parents and whānau being welcomed into the new entrant room on Friday mornings with their tamariki. This helped parents and whānau of four-year-olds to feel comfortable about coming to school.

At another middle-decile urban primary school Māori student presence had remained high since ERO's previous review. Approximately half of its students were Māori. The principal led an initiative based on what the school knew about Māori students and the local community. He adopted a *kanohi ki te kanohi*¹⁵ approach in his dealings with the local hapū, iwi and marae. The whole school was welcomed at the marae to celebrate the beginning of the new school year, and the principal planned to make this practice a common feature of the school programme. He also trialled the initiative of sending Māori children to the marae for immersion experiences in *te reo me ngā tikanga*. The board had held some of its meetings at the marae, and saw this as a way of building and strengthening relationships between the school and the marae.

Schools that did not know about Māori student presence patterns were unlikely to be able to respond in appropriate ways, as demonstrated in the example below.

15 See glossary

A middle decile urban school, where 30 percent of students identified as Māori, collected and collated attendance data. Leaders presented a table at the board meeting, identifying the number of absences in year groups. However, it did not analyse this information to find any trends or patterns over time for students of different ethnicity or gender. Stand-downs and suspensions data was not collated or analysed to provide an overall picture of needs. Teachers knew about individual students and only gave the board anecdotal information. Trustees did not know if there were problems with Māori student presence or what they might be.

Initiatives to improve Māori student presence in primary schools

Most primary schools had at least one initiative in place to maintain or improve good levels of attendance. Many of these initiatives were school-wide and did not specifically target Māori as a group. Examples were:

- providing personal contact with parents and whānau, including home visits
- assisting and supporting parents and whānau (eg referrals to community agencies, provision of supplementary food)
- increasing community involvement in the school through home-school partnership
- improving pastoral care systems, such as setting up a special needs committee to respond to identified concerns.

Some primary schools measured the impact of initiatives they had put in place. These were generally the schools that had high quality information about Māori students' presence, which made it possible for them to track trends and changes closely.

Most schools had only informal or anecdotal evidence of the outcomes of initiatives, and a few did not know whether what they had done was effective or not.

ENGAGING MĀORI STUDENTS AND COMMUNITIES

ERO asked primary and secondary schools about the initiatives they had implemented since the previous review to engage Māori students, whānau and the wider Māori community. ERO wanted to know how effective these initiatives were and the extent to which schools had evaluated their effectiveness.

Engaging Māori students and communities in secondary schools

Since ERO's previous review most secondary schools had made progress in engaging Māori students, whānau and communities. Approximately a fifth of secondary schools had made no progress.

The secondary schools that had maintained high levels of engagement, or had substantially improved since the last ERO review, had implemented a variety of initiatives. To engage Māori students in learning, high performing schools had:

- integrated *te reo me ngā tikanga* across the curriculum
- used culturally appropriate contexts in teaching
- increased teachers' knowledge of *te reo me ngā tikanga*
- focused on building positive teacher-student relationships
- given prominence to positive role models
- developed accessible and effective guidance services (eg career pathways)
- adopted formative assessment practices¹⁶
- supported and promoted student learning through mentoring
- established whānau or home rooms
- increased numbers of Māori staff
- monitored and reported Māori achievement
- developed a seamless¹⁷ curriculum.

These initiatives helped to improve students' attendance, retention and NCEA participation rates among Māori students. Teachers at the high performing secondary schools were confident in their ability to engage Māori students. Teachers' attitudes and beliefs meant that expectations of these students were high. Māori students were involved in school activities, often in leadership positions. Teachers demonstrated a supportive, collaborative ethos, and shared effective practices.

16 The Ministry of Education website Te Kete Ipurangi (TKI) defines formative assessment as 'all those assessment activities undertaken by teachers, and by the students themselves, which provide information, to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs of students.'

17 A curriculum that flows easily from one learning area, stage or institution to the next without a break or interruption.

18 One school in this group had five Māori trustees, and two schools had two or three trustees.

How did effective secondary schools engage Māori students and communities?

A common feature of the secondary schools that successfully engaged students in their learning was their use of self-review information to improve responsiveness to Māori students and their whānau. The schools sought feedback from Māori students, staff and parents through surveys and hui. Communication systems were effective, and schools frequently used an open door policy and home visits. In one school, the board had a Treaty of Waitangi subcommittee that was responsible for monitoring and improving Māori engagement. Some boards had Māori engagement targets in their planning based on what the school knew about retention, achievement and participation rates of Māori students.

Boards that succeeded in engaging whānau and the Māori community tended to consult regularly and through a variety of methods. Having more than one Māori trustee¹⁸ was seen by a small number of schools as an advantage, as it increased the likelihood that Māori perspectives were expressed and heard. Boards that expected and received reports on Māori achievement were kept informed of trends and patterns, and were able to respond with appropriate allocation of resources to support initiatives.

A further factor commonly associated with the most effective schools was that parents and whānau were actively involved in the school and in students' learning. Whānau had a sense of connectedness and had a voice in determining the long-term direction of the school. The school ensured that ongoing opportunities for this partnership were encouraged, in order to find out and respond to the aspirations and expectations of parents and whānau.

A secondary school that is effectively engaging students and whānau

A third of the students in the decile 3 school are Māori. The school is in its third year of involvement in *Te Kotahitanga*.

The principal and the board maintain a commitment to promoting and valuing the importance of tikanga Māori through ongoing Māori community consultation and support for students learning *te reo me ngā tikanga* Māori. The principal has a clear focus on including te reo Māori and appropriate Māori kawa in the school to raise student and community awareness of the bicultural character of New Zealand society.

Te Kotahitanga is a significant feature of the school's efforts to improve Māori student engagement and achievement. Almost all teachers are trained under the project, or are in the process of training, to develop the knowledge and skills to implement the effective teaching programme. This approach promotes greater use of formative teaching strategies, culturally appropriate contexts and the fostering of responsive relationships to actively engage students in learning. Through regular internal professional development, staff have opportunities to increase their knowledge of school kawa and tikanga Māori.

The focus of school-wide professional development is on engaging students more actively in their learning by making processes explicit and improving students' understanding of their own learning. In classrooms where teachers focus on having positive relationships with students and providing student-centred learning experiences, students are highly engaged in the learning process.

There has been a marked decrease in suspensions and a slight reduction in stand-downs. Data monitoring Māori students' participation in NCEA show good levels of participation and retention through the year.

In 2008, the board and senior managers consulted students, staff and parents extensively in order to review the long-term direction of the school. As a result, they set targets for Māori engagement and achievement.

Engaging Māori students – what factors characterised the less effective secondary schools?

Some of the secondary schools whose engagement of Māori students and whānau had not improved had not introduced new initiatives since the last review. Others had no way of knowing if there had been an improvement, because no relevant information had been gathered. In several schools there had been initiatives to improve student engagement but they did not target or measure outcomes for Māori.

The characteristics linked to poor progress with Māori student engagement included:

- a lack of leadership and school-wide acknowledgement or understanding of education issues for Māori
- a lack of professional learning and development to increase teachers' cultural awareness and confidence
- limited teacher buy-in to initiatives.

In one secondary school, Māori students were disillusioned with the place of Māori in the school and the quality of some teaching. The school was struggling to maintain useful engagement with Māori whānau and had not implemented any initiatives to improve since the previous review. Self review at the school was poorly developed and there was a lack of knowledge about Māori student and whānau engagement. Māori students comprised almost a third of the total school population, yet little had been done to engage them in learning.

In another school, a focus group on Māori achievement had conducted an investigation, reporting its findings and made recommendations for improving the engagement of students and whānau. No actions had resulted from this report.

Having Māori representation on the board was not a critical factor in the extent to which boards took responsibility for improving Māori student engagement and achievement. While six of this group of secondary schools did not have a Māori representative on the board, most of the secondary schools had at least one.

Engaging Māori students and communities in primary schools

Since ERO's previous review, most primary schools had increased the engagement of Māori students and communities. Their boards had improved their own knowledge and understanding of issues affecting Māori student achievement.

Board members in primary schools with rolls with 51 percent or more Māori students were more likely to have a high level of knowledge and understanding of Māori issues. These schools were also more likely to have improved their engagement with their Māori communities. Other schools where community engagement had remained high or had substantially improved were those where there was at least one Māori in the senior leadership team.

How did effective primary schools engage Māori students and communities?

Schools where Māori engagement remained at a high level, or had improved substantially, usually had school-wide initiatives in place. Although many of these did not target Māori specifically, they tended to link in with a strategic priority of improving Māori students' achievement by increasing their engagement in learning.

These strategies often involved parents and whānau, as demonstrated in the example below of a decile 2 rural school, half of whose students identified as Māori.

This school has worked to increase the involvement of parents in their children's learning by encouraging whānau to help children at home, and creating opportunities to increase parents' confidence and skills. Two important ways of bringing this about were student-led conferences and parent input into portfolios. These enabled whānau to see what was positive and to say what they would like to see more of. Next steps for learning were clearly specified in portfolios.

Staff were advising the parents of Year 1 students about how to support their child's reading and writing. Articles in the school newsletter and on the website informed whānau on how to help their children with school work. A year-long programme for parents of four-year-olds was put in place to assist with children's transition to school. Whānau were included in school activities, enabling them to contribute to the school's welcoming environment.

Regular school events such as cultural festivals, trips, visits to community areas, grandparent days, sports activities and lunch time activities provided many opportunities for parents and whānau to be involved.

Flexible strategies for communicating with parents were underpinned by a personalised approach which often involved home visits. There was timely and accurate reporting of children's progress. Parents found the principal and staff approachable, and they attended consultation hui and completed survey questionnaires. Parents contributed to school curriculum and portfolio design. In 2009 there was a consultation hui on how parents and whānau would like achievement to be reported. The new reporting format was based on the outcomes of this feedback.

Another school had developed a different range of strategies to engage Māori students and their whānau. In contrast with the previous example, this was a decile 7 urban school with a small Māori roll (six percent).

With leadership from the principal and board, the school demonstrated a strong commitment to success for Māori. Māori student achievement information was comprehensively analysed. Targeted interventions for Māori students were closely monitored, reviewed and reported to the board. The principal discussed *Ka Hikitia – Managing for Success* with the board, and trustees incorporated its principles in their 2009 to 2011 charter and strategic plan.

The board was proactive in seeking ways to improve success for Māori students, and showed willingness to fund new initiatives. Board members were knowledgeable about how well Māori students achieved and what responsibilities they had as trustees to fully engage them in learning.

The following school initiatives demonstrate how this school strives to engage them and their whānau:

- The school ensured that Māori children were represented in leadership, cultural and sporting positions at the school.
- The board employed (part-time) a Māori woman as kaiawhina. She discussed syndicate planning with team leaders and assisted with the integration of a Māori dimension in each unit. The kaiawhina also taught te reo Māori to small groups of Māori children, using simple Māori texts to extend their reo. Teachers were expected to attend sessions to learn alongside the children.
- A part-time teacher aide who is Māori worked with Māori children who needed help to improve their reading.
- The board knew about their obligation to consult the Māori community, and fulfilled this in different ways to ensure high attendance by parents at school hui. The most successful method has been personalised interviews with each whānau. Student achievement was discussed and individual goals and targets for each child set with parents. Parents preferred this one-to-one conversation with the principal, as it was specific to their own child's needs.

The initiatives at this school reflected an education climate in which success for Māori was a priority. Māori students told ERO that they were proud of their school. Māori students were well engaged and involved in their learning. They enjoyed the range of learning opportunities available to them and benefited from the inclusive climate and a fundamental understanding that Māori would succeed. Data showed that Māori students made good progress while they were at the school and achieved success in national and international testing and competitions.

One rural school with a roll of 29 percent Māori saw the implementation of *The New Zealand Curriculum* as a valuable opportunity to review its approach and design programmes to suit its own community.

When reviewing the school curriculum, school leaders realised that many parents and whānau did not participate in or attend the annual 'calf day' because they did not have animals to bring. In response to this, the school initiated a horticultural section featuring vegetables, flowers and plants, and this increased both participation by Māori students and attendance by whānau. Mana has been given to this section by the introduction of cups and prizes and by the increased numbers of all students who wanted to participate.

The board of a decile 3 urban school with a roll of four percent Māori students took a strongly proactive approach. Trustees recognised their responsibilities for raising Māori student achievement throughout the school and consistently questioned the principal and senior leaders about achievement data and what was being done to improve it.

Other effective engagement strategies found in primary schools included:

- the extensive use of *te reo me ngā tikanga* in the school
- setting up a *kaumatua-kuia*¹⁸ group
- incorporating a *tuakana-teina*¹⁹ approach
- encouraging and supporting Māori students to take on responsibilities and leadership
- setting up professional learning and development in a Māori-focused Information and Communication Technologies (ICT) initiative
- establishing a whānau committee
- setting strategic targets for engaging students and whānau
- introducing *Ka Hikitia – Managing for Success* to the board
- linking with marae committees
- including the chairperson of the whānau committee as an ex-officio board member
- involving parents and whānau of pre-schoolers.

18 Elders from local iwi.

19 Arrangement whereby older students mentor younger ones.

Engaging Māori students – what factors characterised the less effective primary schools?

Engagement of Māori students and whānau had not improved in seven percent of primary schools (15 schools) since the previous review. Most of these schools had done very little to increase engagement, although some had initiatives focused on addressing the needs of all students, including Māori. Although this approach can result in improvements for Māori students, it does little to reduce the disparities in Māori underachievement compared with other groups.

The principal of one school, for example, asserted that ‘we expect that all students will achieve, and we don’t single Māori out.’ The school’s charter identified a vision for engaging with Māori to embrace *te reo me ngā tikanga*, but nothing had been done about this since 2003, and *Ka Hikitia – Managing for Success* had not been considered. There had been no staff professional development or discussions, nor any community consultation to increase understanding of the issues or knowledge of effective strategies. The school had achievement data for Māori students for Years 4 to 6 writing, but no other separate information to show how well they were doing. ERO found that Years 4 and 5 Māori students’ writing levels at the school had dropped in 2008, and that most had achieved below average results.

Other reasons for lack of progress in some of the schools were:

- high staff turnover
- professional learning and development introduced but not embedded in practice
- lack of reliable information on Māori students
- not consulting Māori staff or whānau
- inadequate monitoring of how well effective teaching strategies were implemented
- negative staff attitudes, shown by resistance to change
- a punitive approach to behaviour management.

Schools that were less effective at engaging Māori students and communities were generally less informed and more inclined to rationalise inaction through broad statements about the place of Māori in the school.

THE ACHIEVEMENT OF MĀORI STUDENTS

In order to focus on improvement, schools need to gather good information about Māori student achievement and progress. School leaders should ask themselves:

- How well are Māori students achieving in our school and what is the evidence for this?
- How well are Māori students achieving against national expectations (including standards, norms and benchmarks)?
- How are Māori students achieving and progressing compared to other groups in the school and nationally?
- How robust is the school's information used to make judgements?
- To what extent are Māori students purposefully engaged in learning and the wider life of the school?

Schools should use a range of achievement information to answer these questions. Analysis and review of such information enables schools to make more effective decisions on what their next steps should be to promote success for Māori students.

Secondary schools

Improved achievement overall

Almost half of the secondary schools in this evaluation had information that indicated some improvement in the achievement of Māori students since 2006. Eighteen percent demonstrated high levels of achievement for Māori.

Across the 60 secondary schools, Māori student achievement was more likely to have improved in decile 8 to 10 schools. Low decile secondary schools, however, were more likely to have improved the quality of assessment data collected and to have set appropriate targets for promoting success for Māori.

Use and analysis of data

ERO found that many secondary schools need to be more rigorous in their analysis and review of Māori student achievement, in order to evaluate the impact of their programmes and assist with decisions about future initiatives to promote success for these students.

In this evaluation ERO found that secondary school leaders clearly expected that curriculum leaders would review, analyse and report on Māori student achievement. Such expectations and guidelines were documented in schools' policies and procedures.

Most secondary schools used more than one source of data. The most frequently used were NCEA, asTTle,²⁰ STAR,²¹ PATs,²² MidYis,²³ and entry data from contributing schools. Three-quarters of the schools had good or high quality Māori achievement information.

Nevertheless, despite the availability of data, ERO found that the majority of secondary schools did not undertake adequate analysis of their Māori student achievement information. Of the 60 secondary schools in this evaluation, staff at only 15 percent of the schools conducted useful analysis to identify trends and patterns in achievement. Fifty-nine percent undertook some analysis, but the findings were not used effectively. Fourteen percent showed limited confidence with data analysis, and three percent did not conduct any analysis at all.

Māori students in Years 9 and 10: Literacy and numeracy achievement

Of the 60 secondary schools, approximately a quarter could provide detailed, reliable data on Māori student performance in literacy and numeracy in Years 9 and 10.

Of the 37 percent of secondary schools with less detailed and reliable data, 11 schools had no literacy information for Years 9 and 10, five had information for students overall but without separate analysis for Māori students, and two had only Year 9 entry data. Another two had only gathered literacy information related to NCEA credits, attributing gains to improved teaching practice in Years 9 and 10. One school used its own tests to measure student progress, and one had data for literacy in te reo Māori but none for English literacy.

A similar pattern was found in secondary schools' knowledge about Years 9 and 10 Māori students' progress in numeracy. As with English literacy achievement, some schools had useful information to measure achievement compared to national norms. However, most had either limited or no information from which to make useful comparisons.

Schools that had useful information on Māori students' literacy and numeracy achievement knew how students had progressed, what levels they were at, and how their achievement compared with national norms. The following are examples of schools' analyses of Māori student achievement information.

20 Assessment Tools for Teaching and Learning.

21 Supplementary Tests of Achievement in Reading.

22 Progressive Achievement Tests.

23 Middle Years Information System.

A decile 7 coeducational school, with a seven percent Māori roll

Since 2004, Māori students as a group have performed below that of their non-Māori peers at the college, but above that of Māori girls nationally. Small numbers make comparisons difficult. The school uses PAT, CEM (Centre for Evaluation and Monitoring), and MidYis data to judge value added in literacy in Years 9 and 10, and identifies all the Māori students individually. All students in 2008 gained their literacy and numeracy requirements in Level 1 NCEA. In terms of value added, results vary considerably due to small numbers. In 2008, four out of six Māori students performed better than expected in literacy.

Decile 7 girls' school, with an 11 percent Māori roll

MidYis 2008 shows that Māori are disproportionately represented in C and D quartiles.²⁵ By 2009, 75 percent were in C and D compared with 50 percent of total Year 9 students.

Years 11 to 13: Māori students' achievement in NCEA

Better information about Māori student achievement was available in Years 11 to 13. Most schools made good use of New Zealand Qualifications Authority (NZQA) data about Māori students' achievement in NCEA. They analysed results by level and gender, and knew about trends by comparing cohorts in the school and over time. They also compared the achievement of Māori students with that of other groups in the school and in similar schools nationally. Most schools therefore knew their Māori students were achieving above or below national levels, and if there had been improvements.

Many schools could show improved achievement for Māori students in NCEA since their previous ERO reviews. The most improvement occurred in Level 1, where the achievement of Māori students increased in over half the schools. In half of the schools, student achievement in Level 2 had improved, and just under half the schools showed improvement in Level 3. More Māori students were succeeding and gaining qualifications in these schools than at the time of ERO's previous review.

Seven schools had NCEA data that showed that Māori student achievement was lower than previously. Although there may be reasonable explanations for this situation it warrants further investigation by the schools.

It is of concern that despite the availability of useful data from NZQA, 10 schools did not know whether Māori student achievement in Levels 1 and 2 had improved or not. Fourteen schools did not know about progress in Level 3. These schools did not focus on Māori as a group, make the national comparisons, nor track results from year to year. Consequently, they did not adjust their teaching practices nor implement targeted initiatives.

²⁵ A quartile derives from an ordered distribution into four parts each containing one quarter of the scores. C and D are the lower quartiles.

Impact of initiatives to improve Māori students' achievement

Almost all of the initiatives to improve literacy and numeracy achievement cited by secondary schools, were aimed at all students, and were not specifically targeted for Māori. Although Māori students were likely to have benefited from these initiatives, achievement gaps between Māori and other groups were less likely to be narrowed in schools where initiatives were not tailored to the particular needs of Māori.

ERO found very little information about the impact of initiatives on raising Māori student achievement in literacy and numeracy. Schools involved in *Te Kotahitanga* were the only ones that had tracked improvements in a systematic way. The few secondary schools that had initiatives for Māori students were still at an early stage of implementation. They had not yet gathered data to evaluate the effectiveness of these initiatives in terms of student outcomes.

In one region, a school improvement project²⁶ for seven secondary schools had recently been introduced. The project involved academic monitoring of Māori students. Parents and whānau worked with small groups of students, discussing their learning and providing skills for improving their achievement. One of the goals of this project was to raise Māori achievement in the senior school by strengthening the literacy and numeracy base in Years 9 and 10. Although it was too early for participating schools to measure outcomes of the interventions, the fact that the project specifically targeted Māori meant that separate data was being gathered, analysed and used to plan responsively and contextually.

Primary schools

ERO found that primary schools with a high percentage of Māori students (51 percent or more enrolled) were more likely to have better quality data on Māori student achievement and to have appropriate targets for improvement. Primary schools with one or more Māori senior managers were also more likely than other schools to have appropriate targets for Māori student achievement.

Quality and use of achievement data

Overall, the quality of achievement information collected about individual students, including Māori, was high or good in 79 percent of the primary schools. However, only 17 percent of the primary schools collected, analysed and used the data well to identify achievement patterns and trends for Māori students as a group, or to set appropriate targets for improved achievement.

Schools that had high quality information tended to collect data from a range of sources over time, analyse it for individuals and groups, identify trends and patterns, and use it to make appropriate responses to what they knew about the learning needs of Māori students. In effective primary schools, achievement data were used in school review

26 *Te Maunga Tu*, in Taranaki.

and policy development, to report to the board and Māori community, and to set appropriate targets.

Effective school-wide assessment practice included:

- clearly expressed school-wide guidelines for assessment that directs teachers to gather information from a range of sources over time
- information that shows Māori student improvement and progress compared to nationally benchmarked assessments
- comprehensive board reports that provide comparisons of progress over time
- analysis of information for significant trends and patterns
- assessment analyses contribute to resourcing and teaching decisions
- assessment analyses give regard to Māori students in the bilingual unit as well as those in mainstream classes.

Literacy and numeracy achievement: improvement since previous review

A high proportion of the primary schools in this evaluation did not know if Māori students' achievement in literacy and numeracy had improved since their previous ERO review. Many schools did not have baseline data on which to make this judgment. Forty-one percent of primary schools did not know if numeracy achievement had improved, while 33 percent did not know if there had been improvements in literacy achievement. Many schools did not analyse data separately for Māori students.

Twelve percent of schools had continued since 2006 to collect high quality achievement information specifically about Māori students. The quality of information collected had substantially improved in 27 percent of schools.

Twenty-seven percent of primary schools could demonstrate that Māori student achievement in literacy was higher than at the time of their previous review. Numeracy achievement was improving more slowly, with 22 percent showing Māori students achieving better than previously.

Impact of initiatives to improve Māori students' achievement

Very few primary schools in this study had initiated programmes or strategies specifically to improve the effectiveness of literacy and numeracy teaching and learning for Māori students. Most schools had at least one school-wide project under way in these areas, however, few had baseline data for Māori or separate analyses of the impact of the initiatives for Māori student learning. Therefore they did not know the extent to which improvement had occurred for these students. There remains a risk that although improvements may have occurred for all students, disparities between Māori students and their peers will continue.

Conclusion

This evaluation highlights that many New Zealand schools are not yet demonstrating sufficient commitment to ensuring the progress and achievement of Māori students.

There is some evidence that the quality of teaching for Māori students has improved since 2006. About half of the secondary schools in this study could show improved NCEA results for Māori students since their previous review. In approximately a quarter of primary schools students had improved levels of achievement in literacy and numeracy since the previous ERO review. The quality of achievement data gathered for individual students, including Māori, has improved overall.

Nevertheless, current research information and national and international achievement data continue to show sustained Māori underachievement in education. Despite this well-promulgated evidence, many schools do not yet undertake sufficiently rigorous analysis of student achievement data, or set targets for improved Māori achievement. Many do not implement strategies aimed specifically at making improvements in areas identified, and when strategies are initiated there is limited analysis of outcomes. As a result there are not enough schools where Māori student achievement is comparable to that of non-Māori, or where schools can demonstrate that they are making a difference for these students.

More schools need to do more to promote success for Māori students. They need to:

- monitor and respond to trends in Māori student attendance and achievement
- adopt effective classroom and school-wide practices for assessment, analysis of student achievement information, target setting and evaluation of initiatives
- improve relationships with whānau so that home and school can work in partnership to improve learning
- build better relationships with Māori students, to help raise the expectations for achievement while also recognising the importance of te ao Māori.

Underpinning these is the importance of good classroom teaching and appropriate pedagogy. In combination with strengthening relationships and seeing value in *te reo me ngā tikanga Māori* there is considerable potential to continue to improve Māori student achievement in New Zealand schools.

These principles underpin *Ka Hikitia – Managing for Success*, the Ministry of Education's strategy for Māori education. As this review found, many schools have used this document to improve their performance for Māori. However, at this stage all state schools should be well on the way towards implementing this strategy. Those schools that do not yet see the value of building stronger relationships with Māori students and their whānau need to use *Ka Hikitia* to improve their approach for Māori.

A priority of ERO's revised methodology for school reviews is an increased focus on schools' capacity to promote success for Māori. It is to be hoped that this focus will encourage schools to review their own performance in this area. ERO does not consider any school to be high performing unless the school can demonstrate that most of Māori learners are progressing well and succeeding as Māori.

Recommendations

ERO recommends that school leaders:

- evaluate the impact of their initiatives to improve Māori students' presence, engagement and achievement, and use this information in their self review²⁷
- provide leadership, support, encouragement and professional development for trustees, senior managers and teachers to build their capability in implementing policies and practices that promote success for Māori students
- support teachers in implementing effective pedagogical practices for Māori
- familiarise themselves with *Ka Hikitia – Managing for Success* and use it in their thinking, planning and action for Māori learners
- continue to review their school curricula to ensure that these reflect the aspirations and needs of Māori students and are inclusive of principles of *The New Zealand Curriculum*
- improve school practices for assessment for learning, including rigorous analysis of student achievement data for school planning and reporting purposes
- use a variety of ways to engage parents and whānau regularly and involve them in students' learning.

ERO recommends that the Ministry of Education:

- continue to work with schools to increase leaders' and teachers' understanding of how to use *Ka Hikitia – Managing for Success* as a basis for promoting success for Māori students.

²⁷ Appendix 3 of this report contains a list of self-review questions that may be useful for schools

Appendix 1: Statistics of schools in the sample for this report

ERO evaluated progress with success for Māori in all schools where an education review took place in Terms 2 and 3, 2009. The types, locality (urban or rural), decile range and roll size groups of schools are shown in Tables 1 to 4 below.

Table 1: School types

School type	Number	Percentage of sample	National percentage ²⁸
Full primary (Y1–8)	104	36	44
Contributing (Y1–6)	110	38	31
Intermediate (Y7–8)	9	3	5
Special School	4	2	2
Secondary (Y7–15)	12	4	4
Composite (Y1–15)	8	3	5
Secondary (Y9–15)	40	14	9
Total	287	100	100

Table 1 shows that the types of schools in this evaluation are representative of national percentages for most school types. Year 9–15 secondary and contributing primary schools were slightly over-represented, and full primary schools were under-represented. These differences were not statistically significant.²⁹

Table 2: School locality

Locality	Number	Percentage of sample	National percentage
Urban	224	78	71
Rural	63	22	29
Total	287	100	100

Table 2 shows that the sample of schools in this evaluation are representative of the national percentages of urban and rural schools.

²⁸ The national percentage of each school type is based on the total population of schools as at 1 July 2009. For this study it excludes kura kaupapa Māori and Te Aho o Te Kura Pounamu – The Correspondence School. This also applies to Tables 2 to 4.

²⁹ The differences between observed and expected values were tested using a Chi square test, as were differences in roll size values.

Table 3: School decile ranges

Decile ³⁰	Number	Percentage of sample	National percentage
Low decile (1–3)	79	27	31
Middle decile (4–7)	120	42	39
High decile (8–10)	88	31	30
Total	287	100	100

Table 3 shows that the sample of schools in this evaluation is representative of the national percentages of schools in each decile range.

Table 4: School roll size group

Roll size	Number	Percentage of sample	National percentage
Small (0–150 primary, 0–300 secondary)	90	31	45
Medium (151–300 primary, 301–700 secondary)	81	28	26
Large (301+ primary, 701+ secondary)	116	41	29
Total	287	100	100

Table 4 shows that the roll size groups are not representative of national percentages. The sample includes fewer small schools and more large schools. The differences were statistically significant.

30 A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students.

Appendix 2: Glossary of kupu Māori (Māori vocabulary)

Kupu Māori	English
hui	meeting, gathering
kaiawhina	assistant
kanohi ki kanohi	face to face, in person
kaumatua	tribal elder
kuia	tribal elder (female)
mana	power, prestige, authority, respect
mana tangata	valuing people
mana wairua	spiritual values
mana whenua	customary respect for the land
manaakitanga	respect, caring for others
marae	traditional tribal gathering place
taiaha	traditional carved weapon for close combat
te ao Māori	the Māori world, with its values, traditions and practices
te reo me ngā tikanga	Māori language and customs
tuakana-teina	mentoring, help and support from an older student for a younger one
waiata	song, singing

Appendix 3: Self-review questions for schools – promoting the success of Māori students

The use of *Ka Hikitia – Managing for Success*

- How effectively do staff understand and apply the principles of *Ka Hikitia – Managing for Success*?
- What actions has the school taken to directly improve the success of Māori students (as a result of *Ka Hikitia – Managing for Success*)?
- What evidence does the school have to show that these actions have made substantial improvements to the engagement and achievement of Māori students?
- How effectively does the board understand and apply *Ka Hikitia – Managing for Success* as part of its decision-making processes?

Engaging Māori students

- What processes does the school use to gather feedback from Māori students about their learning?
- How effectively do these processes support Māori students to confidently share their feedback and opinions?
- What feedback have Māori students provided about whether the curriculum is engaging and relevant?
- What feedback have Māori students provided about the quality of teacher-student relationships?
- What action has the school taken as a result of this feedback?
- How well does the school monitor and report on the effectiveness of these actions?
- How well does the school promote and make te reo Māori and tikanga Māori accessible to all students across the curriculum?
- How well does the school foster supportive student leaders and/or role models for Māori students?
- How well are Māori students supported to develop and reach goals for their learning?
- How well are Māori students supported to develop career pathways that help them reach their potential?

Engaging Māori whānau

- What processes does the school use to consult and engage with the whānau of Māori students?
- How effectively do these processes support whānau to confidently share their feedback, concerns and opinions about what is happening in the school?
- How does the school involve whānau in supporting their students and the school activities?
- How effective are these processes and how can these be strengthened further?

The presence of Māori students

- How well does the school support Māori students to feel they can be successful learners?
- What specific initiatives has the school implemented to support Māori student presence at school?
- How does the school evaluate the effectiveness of these initiatives to improve Māori student presence?
- What data does the school have about truancy, stand-downs, suspensions and exclusions over time for all students over time (e.g. the last 5 years)?
- How does the school use the analysis of this data about truancy, stand-downs, suspensions and exclusions (over time) to improve the presence and engagement of Māori students?

The achievement of Māori students

- How well does the school analyse assessment information to provide useful information about the academic achievement of Māori students over time?
- What trends or patterns are evident in the academic achievement of Māori students over time?
- How does the school use this information to improve the academic achievement of students?
- What specific initiatives has the school put in place to raise the academic achievement of Māori students?
- How well does the school monitor and report on the effectiveness of these initiatives?
- How well does the board use information about the achievement of Māori students in its decision making?

Education Review Offices

CORPORATE OFFICE – TARI RANGATŌPŪ

Level 1, Sybase House
101 Lambton Quay
Box 2799
Wellington 6140
SX10166
Phone: 04 499 2489 Fax: 04 499 2482
info@ero.govt.nz

TE UEPŪ Ā-MOTU

Māori Review Services
c/o Corporate Office (see above)
Phone: 04 499 2489 Fax: 04 499 2482
erotu@ero.govt.nz

NORTHERN REGION – TE TAI RAKI

Auckland

Level 5, URS Centre
13–15 College Hill, Ponsonby
Box 7219, Wellesley Street
Auckland 1141
CX10094
Phone: 09 377 1331 Fax: 09 373 3421
auckland@ero.govt.nz

Moana Pasefika

c/o Auckland Office
Phone: 09 377 1331 Fax: 09 373 3421
auckland@ero.govt.nz

Hamilton

Floor 4, ASB Building
214 Collingwood Street
Private Bag 3095 WMC
Hamilton 3240
GX10009
Phone: 07 838 1898 Fax: 07 838 1893
hamilton@ero.govt.nz

CENTRAL REGION – TE TAI POKAPŪ

Napier

Level 1, Dundas House
43 Station Street
Box 742
Napier 4140
MX10004
Phone: 06 835 8143 Fax: 06 835 8578
napier@ero.govt.nz

Whanganui

249 Victoria Avenue
Box 4023
Whanganui 4541
PX10055
Phone: 06 345 4091 Fax: 06 345 7207
whanganui@ero.govt.nz

Wellington

Floor 8, Southmark Building
203–209 Willis Street
Box 27 002, Marion Square
Wellington 6141
SX10148
Phone: 04 381 6800 Fax: 04 381 6801
wellington@ero.govt.nz

SOUTHERN REGION – TE TAI TONGA

Christchurch

Floor 3, Pyne Gould Corp Building
233 Cambridge Terrace
Box 25 102
Victoria Street
Christchurch 8144
WX10088
Phone: 03 365 5860 Fax: 03 366 7524
christchurch@ero.govt.nz

Dunedin

Floor 9, John Wickliffe House
Princes Street
Box 902
Dunedin 9054
YX10119
Phone: 03 479 2619 Fax: 03 479 2614
dunedin@ero.govt.nz

