

**Matahui Road School
Katikati, Bay of Plenty**

Confirmed

**Private School
Review Report**

Private School Review Report: Matahui Road School

1 Background

The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

Section 35I of the Education Act 1989, requires the Education Review Office (ERO) to review fully registered private schools, and to report to the Ministry of Education on whether each school continues to meet the criteria for full registration.

This review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

2 Criteria for Registration

Matahui School is a private primary school for students from Years 1 to 8, located near Katikati in the Bay of Plenty. The school's mission is 'to foster in all students high self-esteem, creativity and a love of learning within a caring family community'. The school is overseen by the Matahui Foundation Trust and managed by parent representatives elected to the Matahui School Charitable Trust. Trustees bring a range of skills and experiences that enable them to fulfil their roles effectively. They report regularly to the Foundation Trust and to parents.

The grounds and buildings are well-maintained and include spacious classrooms, administration facilities and a multi-purpose room used for the arts. Students have a large outdoor playground for active play and sport, and also have access to a native bush area. The environment is designed to invite exploration, creativity and encourage students to take responsible risks. These areas are used for learning purposes as an integral part of the curriculum.

The principal has wide experience of education internationally and in New Zealand. He provides the charitable trust with information about the school curriculum and student learning. He leads a team of suitably qualified staff, who are committed to engaging with relevant professional development that enhances their teaching and learning capacity. Teachers have respectful, productive relationships with students that value diversity and build on children's individuality. Teachers are knowledgeable and use a wide range of effective teaching practices. ERO observed teachers identifying students' strengths and prior knowledge to develop differentiated learning tasks that scaffold learning for individuals and groups. ERO and school leaders agree there is a need to revise the appraisal process to adequately meet the requirements of the Education Council, including teachers inquiring and reflecting on their practice, to further enhance teaching and learning.

The school provides a broad and rich programme that references *The New Zealand Curriculum*. The school's philosophy is underpinned by the theories of multiple intelligences and habits of mind, and this is highly evident in the curriculum. Students identify their own learning goals and develop self-assessment skills that enable them to evaluate and manage their own progress. Their engagement in project-based learning supports the development of these skills and their growing self-esteem as independent learners.

The programme is designed, planned and enacted to respond to the aspirations of students and their families within local and wider contexts. A feature of the curriculum is the extensive

opportunities for education outside the classroom. This is especially evident in the senior school leadership programme, which provides experiential, authentic learning opportunities that enrich learning and personal growth. Service to the community is encouraged, promoted and celebrated, and assists students' to develop a sense of contribution and self-confidence. School values are embedded in all aspects of the curriculum and students are actively encouraged to demonstrate and reflect on these values in their daily life. This enhances the school's family-like, inclusive culture.

Māori culture and language is integrated in the programme as a valued and respected dimension to learning. An agreed next step is to develop a sequential te reo and tikanga Māori programme to accompany students' progress through the school.

Parents are provided with many opportunities to contribute to the curriculum. They are well informed about class programmes and workshops are held to develop a shared understanding of their children's learning. This approach strengthens home-school partnerships. The next step is to include through the process of reporting, a statement that identifies how well students are achieving against levels related to *The New Zealand Curriculum*, particularly in literacy and mathematics.

The school's managers have attested that they comply with the provisions of section 35G in respect to their being fit and proper persons to manage the school.

3 Other Obligations

There are good systems in place for the school's managing body to be assured that its other statutory obligations are met.

Provision for international students

The school is a signatory to *The Code of Practice for the Pastoral Care of International Students* established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

4 Conclusion

On the basis of the information obtained during the review, ERO considers that Matahui Road School meets the criteria for registration as a private school set out in the Education Act 1989.



Lynda Pura-Watson
Deputy Chief Review Officer

17 May 2016

About the School

Location	Katikati, Bay of Plenty	
Ministry of Education profile number	1185	
School type	Full Primary (Years 1 to 8)	
School roll	50	
Gender composition	Boys 29 Girls 21	
Ethnic composition	Pākehā	38
	Māori	5
	Other European	5
	Chinese	1
	Samoan	1
Review team on site	March 2016	
Date of this report	17 May 2016	
Most recent ERO report(s)	Private School Review	January 2012
	Private School Review	February 2009
	Private School Review	February 2006