



March's Photo Gallery
"Kaiārahi - Raewyn Flynn"

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On Friday 7th the school was honoured to be able to present a korowai (cloak) and bestow the title Kaiārahi on the amazing Mrs Raewyn Flynn. Raewyn has been our guide, our counsellor and our mentor on the schools decade long journey to better understand and appreciate Te Ao, the world of Māori.

To be able to share this event with Raewyn's family was amazing, as was the fact that we managed to keep it secret. Something almost unheard of in Laingholm.

*Manaakitia mai ā tātou kura māhita,
ngā kaiārahi i ā tātou
tamariki, i ngā mokopuna me te*

Look after our teachers, the counsellors of our children, grandchildren and the people.

ERO Review 2019

At the very end of 2019 we received our confirmed Education Review Office (ERO) report, the highlights of which detailed below;

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Laingholm School caters for students in Years 1 to 6. New Zealand European/Pākehā students make up most of the roll. The next largest group is Māori. There are smaller numbers of students from other ethnicities.

The school's key focuses are 'our people, our place, our purpose'. These focuses inform strategic goal setting. The school promotes the values of honesty, excellence, aroha, respect, trust (HEART).

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

- ◆ overall achievement in reading, writing and mathematics
- ◆ progress and achievement for students with additional learning needs and those requiring extension



♦ attendance, especially in relation to the students at risk of not achieving. Students who need challenge are well supported through an engaging curriculum. There is some disparity in achievement for boys in reading and writing. Māori students' achievement is similar to that of other students. Students with additional health, social, emotional, academic and other needs, are well supported to achieve their individual learning goals. Students achieve very well in relation to the school's other valued outcomes through a broad, relevant local curriculum. They enact the school values and demonstrate:

- ♦ a strong sense of belonging
- ♦ willingness for leadership
- ♦ dispositions of curiosity, creativity, community and sustainability
- ♦ A growing ability to be self-directed in their learning.

The school is making good progress in accelerating learning for those students who need this. The school has very good systems in place for identifying and responding to and monitoring the progress of those students who require targeted support.

The school's local curriculum supports in-school engagement, equity and excellence. It builds on students' passions and strengths, and places an emphasis on building creativity and curiosity. Teachers make use of local contexts and connections to support new learning. They promote student agency, encourage self-management and 'learning to learn' capabilities through approaches, including workshopping, choice and tuakana/teina opportunities.

Ongoing review of the curriculum continues to ensure teaching programmes enhance students' opportunities and experiences to be engaged, develop curiosity and creativity, and be extended. Staff use student and parent surveys well to inform the curriculum.

Students learn in creative, focused learning environments. Classrooms are inclusive and students with additional needs or abilities are provided with appropriate support or challenge. Parents who spoke with ERO commented that their children are stretched through the many opportunities to take risks in their learning. Year 6 students make good use of digital devices to support their learning.

The school continues to strengthen its bicultural curriculum. The board funds a teacher who provides te reo Māori programmes throughout the school. Students have leadership roles in pōwhiri and kapa haka. Leaders and teachers have recently aligned the cultural concepts of whānauangatanga, pono, whakamana and manaakitanga to school priorities. This is a good way to continue developing bicultural practices at the school.

The principal and deputy principal are readily accessible and highly involved in supporting students with additional learning needs. Leaders place a strong priority on teacher wellbeing.

The board of trustees serves the school well in its stewardship role. Trustees have a shared understanding of their governance role and responsibilities. They resource strategically for equity, so all students can participate in the wider curriculum.



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