

## **Education Review Report: Wainuiomata Intermediate**

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

### **Findings**

#### **1 Context**

**What are the important features of this school's context that have an impact on student learning?**

The values of respect and being responsible are clearly evident at Wainuiomata Intermediate School. Students, teachers, staff and families work together to sustain initiatives that support the school's positive tone.

The principal and senior management team provide strong, improvement focused leadership. They articulate high expectations for student learning and achievement and for teachers as professionals.

Interactions with other schools are valued. Transition for students between schools is well managed with planned sharing of information about students' learning with contributing and secondary schools. Enhancing achievement for all students, especially Māori and Pacific students, is a focus.

Cultural diversity is celebrated. Students bring cultural knowledge to school where a range of deliberate opportunities to share, extend, participate, and learn are part of the curriculum. Staff and students work to create a safe, welcoming and inclusive environment for all to enjoy.

Opportunities to formally and informally link home and school are well considered and effectively implemented. Whānau, families and teachers work together to improve outcomes for students. Staff continue to strengthen these relationships.

Teachers build their skills and knowledge through professional learning and development (PLD). Targeted PLD is designed to assist teachers improve student achievement, use technologies preparing students for the future and embrace research-based methods for teaching and learning. Review of operations and practices across the school is evident. A carefully planned approach, with high expectations for positive outcomes, supports students' learning.

## 2 Learning

### How well are students learning – engaging, progressing and achieving?

In most cases there are high levels of student interest and engagement, inside and outside the classroom. Teachers and students share goals and expectations that progress will occur. Celebration of success contributes to the positive school culture. Most students know about their progress and how they can continue to improve. Reporting, goal setting and reflection books help students to understand and engage with their learning.

The introduction of inquiry learning provides choice for students and promotes motivation. They are actively involved in what and how they learn.

Assessment information is thoroughly analysed and shows there is significant underachievement on arrival at the intermediate. However, it is clear that most students make good progress throughout their two years at Wainuiomata Intermediate School. Extension and support interventions are carefully planned for students to receive targeted teaching. This is monitored by the senior management team which reviews students' progress and the programmes offered.

National Standards achievement informs target setting. Parents receive reports written in plain language that shows their children's achievement in relation to the standards.

Robust self review and assessment information at class, area and school-wide levels guides managers and teachers when assisting students to improve. Teachers reflect on their own practice to promote student achievement.

Pacific students are making good progress. Initiatives to support these students and their families sustain their engagement with learning.

### How well are Māori students learning – engaging, progressing and achieving?

Māori students experience positive learning opportunities. Most classes are providing strong support for Māori students within te ao Māori. Students are immersed in an environment which values cultural knowledge. Their achievement is comparable with their peers. Teachers know that Māori students achieve. They use data well in supporting student progress.

## 3 Curriculum

### How effectively does this school's curriculum promote and support student learning?

The well-considered school curriculum reflects *The New Zealand Curriculum*. Literacy and numeracy are integrated with other essential learning areas, including te reo Māori. Activities to extend the curriculum are regularly reviewed and adapted appropriately to meet students' needs.

The teaching strategy of nominating target students effectively assists teachers to focus their teaching. They prepare and implement small group guided lessons. Clear, well-defined specific teaching content assists with tracking and monitoring individuals. Teachers cater well for diverse abilities.

Good quality written feedback about student progress and learning is evident. Managers agree that the very good models could provide additional support for less experienced teachers. Through self review and reflection the senior management team with technocraft teachers will continue to ensure there are quality programmes and effective teaching practice across the classes.

The literacy action plan is a school-developed, comprehensive, strategic framework for the implementation of literacy across the school. It includes a self-review component to identify next steps for school literacy development. Teachers have opportunities to improve their teaching through targeted internal and external professional development. This approach promotes consistency of teaching practice.

#### **4 Sustainable Performance**

##### **How well placed is the school to sustain and improve its performance?**

The school is well placed to sustain its performance. The focus on student progress is evident throughout teaching and learning programmes, extra-curricular activities and board priorities.

A multi-layered approach and strong commitment to continuous improvement informs decisions about direction at all levels.

The senior management team with the board of trustees work collegially and effectively to improve school operations. A distributed leadership model promotes sustainability and teacher capability to lead colleagues. A commitment to student achievement is modelled by senior staff.

Trustees and managers promote successful teaching and learning affirming the school's capacity to sustain ongoing improvement. Staff, families, whānau, community and students are involved in determining the direction of the school.

##### **Board assurance on legal requirements**

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

While police vetting of non registered staff and parents who regularly work in the school is an established part of school operation, the board needs to ensure that rechecks are undertaken three yearly.

**When is ERO likely to review the school again?**

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



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