

# Wainuiomata Intermediate Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance
- School Statistics

# 1 Context

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

Wainuiomata Intermediate caters for 318 students in Years 7 and 8. Students enrol from local contributing schools. Most attending are Māori or Pākehā, and 12% are Pacific.

Staffing is stable and teachers are led by an established leadership team. A bilingual class, Te Kahui Tamariki, provides opportunities for learning in te reo Māori. Six technology classrooms provide additional opportunities for curriculum integration and enrichment. Property developments include a school community-funded gymnasium which supports the focus on sport and physical education.

Professional development has focused on building teachers' cultural competence and capability in te reo Māori and effective teaching in literacy and mathematics.

The school works in a variety of ways with schools in the local cluster to promote effective practices and student achievement, and to improve students' transition between schools. The school demonstrates a commitment to meeting the learning and wellbeing needs of all students.

## 2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school has useful assessment systems and practices to promote positive outcomes for all learners. These continue to be developed so they are responsive to the changing needs of each year's new intake of students.

Student achievement information is collated to provide a schoolwide picture of achievement. Leaders set annual targets for year groups, girls, boys and for Māori and Pacific learners in relation to data and existing targets. This data is taken from previous years and from the start of each year.

Students requiring extra support to increase their rates of progress are identified. School data shows while many students make good progress in relation to National Standards in reading, writing and mathematics, some groups remain below these expectations.

Teachers carefully select and implement strategies to promote achievement of identified learners within their classroom programmes. Continued regular monitoring, ongoing analysis and reporting of progress in relation to clearly defined expectations for these students, will support existing processes used to evaluate effectiveness of implemented actions.

Support is in place to assist teachers to make overall judgements about students' achievement in relation to National Standards. The school recognises the need to continue to develop teachers' confidence, understanding and practices to make robust judgments about progress and achievement.

Further collaboration in local cluster moderation is likely to strengthen moderation and promote improved use of achievement information to support students during transition to school. This should consolidate the school's timely and appropriate response to accelerate the progress of learners who are not yet achieving against the National Standards.

Written reports and learning conferences provide opportunities for parents and families to discuss their children's learning and achievement. Feedback from parents shows they value the learning information shared.

### 3 Curriculum

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

Consistency of curriculum implementation is supported by a strong focus on developing the curriculum and building a shared understanding of effective teaching. Ongoing development of curriculum is responsive to current research and government priorities.

Clear expectations for learning and behaviour support students' engagement in learning. A positive school tone is evident. An ongoing focus on developing meaningful relationships with students and their families provides a useful foundation for raising student achievement. Wellbeing and holistic development of students is a priority.

Established systems and practices promote consistent and coherent curriculum delivery across the school. Teachers are expected to develop and demonstrate culturally responsive practice. Te reo me ngā tikanga Māori are part of all students' schooling experiences.

Inquiry learning has been introduced to promote students' engagement, and assist them to make choices in their learning and explore their own interests. Teachers have worked to integrate technology in meaningful, connected ways. There is an appropriate focus on numeracy and literacy and small-group teaching occurs.

It is timely to review the sufficiency of opportunities for focused, deliberate teaching in mathematics, writing and reading to ensure continuity of learning, especially for learners who need to increase their rates of progress.

Teachers are highly reflective practitioners. They consider the effectiveness of their teaching strategies for identified learners through reflective journals and in response to schoolwide professional development. Consistent implementation and evaluation of this process should help leaders to embed effective strategies that accelerate learning across the school. This can support a more deliberate response to students' strengths and learning needs.

Curriculum documents provide a wide range of useful guidelines for teaching and learning. Further review of these documents would help make key priorities clearer. It should also consider how to better reflect the local community and weave in expectations for cultural responsiveness. This should help leaders and teachers to review the effectiveness of curriculum for all learners.

The curriculum promotes opportunities for Pacific cultures to be included and recognised. A Pacific education plan is in place to guide developments. Staff and aiga participate in school and cluster initiatives to promote home-school partnerships.

How effectively does the school promote educational success for Māori, as Māori?

A range of deliberate actions throughout the school promote Māori language, culture and identity. There are expectations for all teachers and students to gain proficiency in te reo Māori at Level 1 of The New Zealand Curriculum. A te reo Māori curriculum team supports teachers and school initiatives. The school has a clear focus on developing meaningful partnerships with whānau.

A school Māori education plan has been developed to support teacher capability and partnerships with whānau. These clearly link to strategic goals and the school's vision for students to experience success and pride in their identity, language and culture.

The school is working to further develop plans to identify strategic actions aligned to goals. This should provide an improved framework for implementation and review of how effective the actions are in promoting successful outcomes for Māori students. Review should include exploring the effectiveness of the teaching and integration of te reo Māori throughout the curriculum, specifically in the bilingual classroom.

## 4 Sustainable Performance

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

A collaborative, improvement-focused staff team guided by established leadership and systems, position the school well to sustain and improve its performance.

A reflective and collaborative culture promotes shared understanding of effective teaching practice. Teachers are well supported to share their practice. Good systems are in place to support implementation of relevant professional development undertaken by staff.

The principal establishes clear expectations for professional practice, knows teachers well and contributes to their ongoing development. This is supported by regular observations of practice and a well-structured appraisal process. Staff strengths are acknowledged and leaders are supported in their development.

Trustees value the staff and school leadership. They regularly engage in learning opportunities to promote their understanding of governance roles and responsibilities. Several trustees are long serving. They continue to seek membership that is fully representative of their community. Detailed reports to the board, aligned to strategic planning, supports trustees' focus on improving student achievement.

Self review informs development. The views of parents, teachers and students are regularly sought as part of the school's self-review practice. A wide range of information is collected about aspects of school operation, practices and curriculum. Continued deep analysis of data to find trends and patterns will help leaders make use of findings to evaluate effectiveness and inform ongoing review and decision-making.

### Provision for international students

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

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the ERO Board Assurance Statement and Self-Audit Checklists. 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 student achievement:

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

To improve current practice, the board of trustees should ensure that the minutes of the parts of its meetings from which the public are excluded (in committee) are recorded, and stored securely and separately from the publically available records.

## Conclusion

Clear expectations for learning and behaviour support students' engagement in learning. A positive school tone is evident. A reflective and collaborative culture supports teachers to develop effective teaching practices. An ongoing focus on developing meaningful relationships with students and their families provides a useful foundation for raising student achievement.

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

Joyce Gebbie  
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Central Region

29 October 2014

## School Statistics

Location	Wainuiomata	
Ministry of Education profile number	1646	
School type	Intermediate (Years 7 to 8)	
School roll	318	
Number of international students	0	
Gender composition	Male 52%, Female 48%	
Ethnic composition	Māori	42%
	NZ European/Pākehā	42%
	Samoan	8%
	Other Pacific	4%
	Other ethnic groups	4%
Special Features	Resource Teacher: Learning and Behaviour	
	Resource Teacher: Literacy	
Review team on site	August 2014	
Date of this report	29 October 2014	
Most recent ERO report(s)	Education Review	September 2011
	Education Review	August 2008
	Supplementary Review	October 2005