

ERO External Evaluation

Mt Maunganui Intermediate, Mount Maunganui

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 those students who need it. 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

Mt Maunganui Intermediate is a large urban school that caters for students in Years 7 and 8 from the local community and surrounding districts. The current roll of 637 includes 177 Māori students and 16 international students.

The school's vision and mission statement documents the intent to provide a quality education to develop confident, connected and actively involved life-long learners. Values promoted within the school are respect, pride, and being a bold and capable learner. The school's charter states a commitment to developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

Historical Year 7 entry data indicates a continuing pattern of disparity for Māori, reflective of demographic data across local schools. Commitment to an inclusive culture that welcomes all learners, and the provision of a responsive curriculum specific to the needs of emerging adolescents, is central to the schools approach to raising achievement.

Since the last ERO review in 2014 three new trustees have joined the board. Early in 2017 a new deputy principal and several teachers were appointed. Professional learning and development initiatives have focused on writing, assessment and open-to-learning leadership and restorative practices. The school is a member of the Mt Maunganui Community of Learning | Kāhui Ako.

Leaders and teachers regularly report to the board, school-wide achievement information about outcomes for students in the following areas:

- reading, writing and mathematics.

Evaluation Findings

1 Equity and excellence – valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is continuing to raise overall levels of achievement for its students. The school's end of year data over successive years, for year level cohorts, indicates improving levels of achievement in reading, writing and mathematics. Achievement data from 2014 to 2017 indicates that most students are achieving at the expected standards in reading. In writing and mathematics, the majority of students achieved the standards. Girls and boys are now achieving at comparable levels in reading and mathematics. However girls continue to outperform boys in writing. Significant disparity remains between Māori and other groups of learners in the school.

1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

The school is strengthening its response to those Māori and other students whose learning and achievement need acceleration. Recent data (end of year 2017) indicates some reduction in disparity for Māori. The school's mid-year data for the 2016/17 Year 8 cohort shows that, in reading and writing, the majority of Māori girls and boys made accelerated progress. In mathematics the small majority of Māori girls and less than half of Māori boys made accelerated progress.

2 School conditions for equity and excellence

2.1 What school processes and practices are effective in enabling achievement of equity and excellence?

Curriculum design is responsive to identified learning needs. There is strong emphasis given to reading, writing and mathematics. Expectations for learning and teaching are clear and well understood. Teachers are increasingly using effective strategies including instructional and differentiated group teaching, and frameworks that scaffold student's learning, particularly in writing. Students with additional learning needs are well supported in classroom programmes and specialist interventions. Teachers are responsive to student's ideas and interests and there are opportunities for them to engage in authentic and integrated learning. These approaches are contributing to high levels of student engagement.

Leaders are providing clear direction about learning and teaching. Senior leaders have taken a strategic approach to growing relational trust and school-wide leadership of learning. There are high levels of collaboration among the wider leadership team. Open-to-learning conversations have been used as a key strategy for building teacher capability. There is a strong professional learning and development focus on teaching strategies to raise student achievement.

The school has a positive culture for learning. Students learn in orderly and inclusive environments that are supported by the Positive Behaviour for Learning (PB4L) system and school values. Leadership actively involves students in the development of an environment that supports their learning and wellbeing.

Teachers and parents are involved in educationally powerful partnerships for learning. There are many opportunities for them to engage in reciprocal and learner-centred relationships. Student-led conferences enable students to share their learning and develop goals in partnership with their

parents and teacher. Parents are supportive of the school and make a valued contribution to the wider curriculum for all students.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence?

Performance management systems and practices need strengthening and do not fully reflect the Education Council requirements and guidelines. The school has been trialling a new appraisal process and this now needs to be consistently implemented by all leaders and teachers.

The use of assessment and achievement information needs strengthening. Leaders now need to place priority on:

- making better use of school-wide achievement information to inform internal evaluation
- developing specific and measurable targets for all identified groups of at-risk learners and report regularly to the board on the progress of these students
- teachers making better diagnostic use of classroom assessment information to plan specifically to meet the needs of at risk learners, including supporting students to understand their specific next learning steps.

Culturally responsive practice needs further development. The school's focus needs to include:

- developing a strategic approach for the long term sustainability of the whānau class
- more consistent implementation of the principles of Ministry of Education documents, *Tataiako and Ka Hikitia*.

3 Board assurance on legal requirements

Before the review, the board 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 the following:

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

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

Provision for international students

The school is a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016 (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this review there were 16 international students attending the school.

International students are well supported at Mt Maunganui Intermediate to undertake a wide range of positive experiences both within the school and outside in the local community. Generous resourcing and a robust policy framework supports the school to provide quality educational experiences in a safe and responsive environment.

Actions for compliance

ERO identified non-compliance in relation to learning languages as stated in the New Zealand Curriculum.

In order to address this the board of trustees must work towards offering students opportunities for learning second or subsequent languages.

[The New Zealand Curriculum]

4 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- leadership that is transparent, collaborative and focused on building higher levels of teacher capability
- children experiencing a diverse range of learning experiences in a culture that supports the emerging adolescent
- parent partnerships that are learning focused and contribute to improved student outcomes
- a responsive curriculum that values core curriculum outcomes and is highly engaging for students.

Next steps

For sustained improvement and future learner success, development priorities are in:

- performance management systems to promote consistent levels of teacher performance
- the use of data from a range of sources, to support internal evaluation
- teaching and assessment practices to improve outcomes for students who are underachieving.

ERO's next external evaluation process and timing

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

A handwritten signature in black ink that reads "Lynda Pura-Watson". The signature is written in a cursive style with a large initial 'L'.

Lynda Pura-Watson
Deputy Chief Review Officer
Te Tai Miringa - Waikato / Bay of Plenty Region

16 February 2018

About the school

Location	Mount Maunganui
Ministry of Education profile number	1837
School type	Intermediate (Years 7 to 8)
School roll	637
Gender composition	Boys 53% Girls 47%
Ethnic composition	Pakeha 60% Māori 28% Asian 4% Other European 4% Pacific 2% Other 2%
International Students	16
Special feature	Bilingual whānau class
Review team on site	November 2017
Date of this report	16 February 2018
Most recent ERO report(s)	Education Review May 2014 Education Review May 2011 Education Review May 2009