

Tamatea Intermediate Education Review

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

About the School

Location	Tamatea, Napier		
Ministry of Education profile number	2685		
School type	Intermediate (Years 7 to 8)		
School roll	400		
Number of international students	1		
Gender composition	Male 50%, Female 50%		
Ethnic composition	NZ European/Pākehā	55%	
	Māori	39%	
	Pacific	2%	
	Other ethnic groups	4%	
Special Features	Fairhaven Special Needs Satellite Class		
	Technology Unit		
Review team on site	April 2014		
Date of this report	21 May 2014		
Most recent ERO report(s)	Education Review	April 2011	
	Supplementary Review	March 2008	
	Education Review	December 2006	

The Purpose of an ERO Report

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. 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. The report answers four key questions about the school.

Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, [contact us](#), for ERO office addresses.

1 Context

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

Tamatea Intermediate provides education for 400 Napier students in Years 7 and 8.

Thirty-nine percent identify as Māori.

An enrolment scheme is in place that means that only students living in specified areas are guaranteed a place on the roll. Students come from over 24 contributing schools.

The school has low staff turnover, with an even balance of male and female teachers. Senior leaders have been in their management positions for a sustained period. They have effectively addressed the areas identified for review and development in the April 2011 ERO report, and good progress has been made schoolwide.

The strategic priorities for the school are continued improvement in achievement, engagement and relationships. Staff and students use Positive Behaviour for Learning (PB4L) strategies, and the school's Virtues programme guides attitudes and behaviour.

A new board of trustees was elected in July 2013.

2 Learning

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

The school uses achievement information well to increase learners' engagement, progress and achievement.

Teachers use a variety of reliable assessment tools to gather a range of information about students' learning. They analyse the data in depth, and use it to monitor patterns and trends and to identify individuals and groups who need additional learning support or extension. Leaders and teachers acknowledge the need to continue to develop and strengthen assessment practices to ensure that judgements about student learning are robust and valid.

Baseline data is collated at the beginning of each year. For students entering at Year 7, achievement information is gathered from contributing schools, along with pertinent details about individual strengths and needs. The progress of all learners is tracked throughout the year and systematically reviewed mid-year and end of year. Parents are well informed about students' achievement.

The overall strategic priority for student learning is to increase the percentages of students achieving at or above National Standards. Senior leaders and board members use analysed information to set specific goals and targets for groups of students whose progress needs to be accelerated.

In 2013, all targets were met, showing that the deliberate strategies implemented were successful in bringing about the desired improvements in outcomes for students. At the end of the year, the school reported that 80% of students overall were at or above National Standards in reading, 71% in mathematics and 74% in writing. Māori students showed significant gains in all three areas, with increases of up to 46% over the year. The comparatively small number of Pacific students reached expected levels of achievement.

The 2014 targets build on this successful platform by further raising the desired levels of achievement. In particular, teachers aim over time to eliminate the disparity between Māori students and their peers. Hence, the mathematics target of 78% at or above National Standards is for all students.

The learning support team is well coordinated, with a clear focus on promoting and closely monitoring students' progress and wellbeing.

3 Curriculum

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

The school's curriculum shows close alignment with the principles and key competencies of The New Zealand Curriculum. It effectively promotes and supports purposeful learning and holistic wellbeing. Students participate in a wide range of activities.

A key factor in the sound quality of the learning environment is that expectations for learning and behaviour are high, explicit and clearly articulated. PB4L and Virtues are well integrated into the daily life of the school. A framework of robust systems and processes guides positive practice and interactions. The strategic focus on engagement and relationships is highly evident schoolwide.

Teachers are well supported to improve their practice. Appraisal, professional development and observations are tailored to assist teachers to meet individual and schoolwide goals. Leaders recognise that the expectations for effective teaching and learning need to be fully enacted and monitored schoolwide.

Teachers reflect on the effectiveness of their practice and formally inquire into the impact of strategies used to accelerate student achievement. They personalise the learning of students by supporting the development of skills for independent learning, including self assessment, goal-setting and planning next steps. Students help and teach each other in a variety of ways.

Digital learning is at an early stage of implementation schoolwide. It is recognised and valued as an important tool for students to take increasing responsibility for their own progress and learning. Some teachers are leading the way with new approaches to classroom practice, and many students bring their own devices to support e-learning.

The school is systematically increasing resources and building teacher capabilities to enable all students to benefit from digital technologies. Leaders should continue to support and monitor the implementation of e-learning to ensure it meets schoolwide expectations.

Staff know students well. They are respectful of diversity and sensitive to the holistic wellbeing of individuals and families. Meaningful partnership with parents and whānau is fostered.

The bicultural curriculum is a work in progress. Te reo Māori is taught, and ngā tikanga Māori are evident in many classrooms, school programmes and activities. It is recognised, however, that greater integration of te ao Māori is needed, to increase students' awareness of New Zealand's unique dual heritage.

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

Māori students have many opportunities to participate and succeed in an environment where their language, culture and identity are valued. Features of the school that contribute to this include:

- pōwhiri
- kapa haka
- hosting a multi-school cultural festival
- authentic student leadership
- deliberate showcasing of positive role models
- visual displays, symbols and artifacts
- celebrating success and achievement
- the Māori achievement focus group.

The principal has a proactive approach to building and nurturing community, marae and iwi links, to strengthen the engagement of parents and whānau in students' learning and in the life of the school.

Senior leaders are continuing to develop, implement and evaluate strategies to increase engagement and success for Māori students as Māori.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance.

The school's self review is improvement-focused. Robust systems for analysing and using assessment information enable leaders and trustees to evaluate the implementation and effectiveness of initiatives and programmes intended to improve student achievement and accelerate progress.

To increase their knowledge of the extent to which the other two strategic priorities - increasing engagement and improving relationships - are being met, leaders and trustees acknowledge the need to develop an evaluative self-review framework. This should incorporate definition of what the results of effective implementation of initiatives and programmes would look like and how evidence will be gathered to investigate the impact of changes made. Formal self review is likely to further strengthen and enhance the school's sustainable practices.

Other factors that contribute to the school's overall effectiveness are:

- a positive, supportive school environment that is based on a shared vision and high expectations
- systems and processes that are firmly established, well understood and strongly embedded
- professional leaders who are strongly committed to the school's strategic direction and priorities
- cohesive, collaborative teamwork among leaders and staff
- board resourcing decisions that are based on good information and promote successful outcomes for students
- experienced trustees who are clear about their governance roles and work in close partnership with senior leaders
- sound teacher appraisal and professional development processes that are linked to strategic priorities.

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. The school has attested that it complies with all aspects of the Code.

The provision of pastoral care is well coordinated. Systems and processes for monitoring and supporting students' learning and wellbeing are based on clear guidelines. Documented policies and procedures allow for greater numbers of students and for a range of diverse needs.

The school does not actively seek international students. Most of those who enrol have previously been at a contributing school. At the time of this review there was one international student.

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.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in four-to-five years.

Joyce Gebbie

National Manager Review Services
Central Region (Acting)

21 May 2014