

ERO External Evaluation

Tamatea Intermediate, Napier

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

Tamatea Intermediate in Napier caters for students in Years 7 and 8. Of the 356 learners enrolled, 47% identify as Māori and 4% are of Pacific heritage. The school vision statement of 'Learning for the Future in a Supportive Environment' is underpinned by the core virtues of 'Manaakitanga, Perseverance, Integrity and Responsibility'.

The school's strategic aims prioritise a range of areas including: collaborative learning communities; restorative practice; raising student achievement in writing; developing Hangarau Matihiko (Digital Technology); and developing a localised curriculum. The annual student achievement targets for 2018, aim to accelerate the progress of all students in reading, writing and mathematics.

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

- achievement in reading, writing and mathematics
- wellbeing for learning.

Since the May 2014 ERO review, there have been some staff changes including the appointment of a new principal and assistant principal. The board is made up of new and experienced trustees.

Current professional learning and development (PLD) focuses on restorative practice, writing, digital technologies and culturally responsive practice.

The school is a member of the Ahuriri Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

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

The school is working towards achieving equity and excellence for all its students.

Achievement data from the end of 2017 show that most students, including Pacific, and the high majority of Māori, achieve at expectations in reading. The majority of all students, including Māori and Pacific, achieve at curriculum expectations in writing and mathematics.

Since 2015, there has been significant disparity for boys in reading and writing compared to girls. Mid-year data for 2018 shows that this continues to be an ongoing priority for the school to address.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

Those students who are at risk of not achieving expected levels are identified, strategies put in place, and their progress regularly monitored by teachers and leaders.

Achievement data for 2017 and the first half of 2018, show that there has been success in accelerating progress for some students. One third of students made accelerated progress in reading and mathematics during 2017. In 2018, the schoolwide focus on accelerating student progress is reflected in the annual achievement target. Mid-year data shows significant acceleration for students in reading, writing and mathematics.

2 School conditions for equity and excellence – processes and practices

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

There is clear alignment between school goals and key processes to promote positive student outcomes. The principal, senior leaders and trustees have worked collaboratively to establish a clearly documented school vision and strategic plan. Trustees report that they are well informed.

The principal and senior leaders have established high expectations that support and promote high quality teaching. They use evaluation, inquiry and knowledge-building to focus on strategies that support engagement, wellbeing and improved outcomes for students.

The school's strategic focus on students having effective, sufficient and equitable opportunities to learn has led to a strong emphasis on teachers' culturally responsive practice. There is a clear reflection of the local area within school virtues. Māori success as Māori is identified as a key direction for 2019, building on existing foundations to further promote students' culture, language and identity. Many teachers are involved in additional study to further their confidence and capability in te reo me ngā tikanga Māori.

Well considered PLD opportunities and the recently revised appraisal process are used to grow teacher capability, with an emphasis on improving outcomes for all students. The principal is effectively leading the schoolwide PLD in the use of inquiry to improve outcomes in writing. Teams use an appropriate evaluation framework for their individual and collaborative inquiries.

A comprehensive, well considered curriculum framework informs and supports teaching and learning, and is relevant for all students. It includes useful guidance for teachers and reflects current practice. It is strongly aligned to *The New Zealand Curriculum* and the school's virtues and strategic direction. Student success is celebrated through a wide range of academic, sporting, cultural and service opportunities.

Students with additional needs are appropriately identified. They are well supported to engage with the curriculum.

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

The school has identified that informing the community about student achievement and strengthening learning partnerships with parents, whānau and the community are next steps. ERO's evaluation confirms this.

Continuing to develop shared understanding of internal evaluation to inform decision making is an acknowledged area for further development. This should be useful in knowing what is working well, why and who for, and where improvement needs to occur to raise achievement overall, particularly for boys in writing.

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.

Areas for improved compliance practice

To improve current practice, the board of trustees should ensure: that emergency evacuation drills, including fire and earthquake, are conducted at least every six months; and the accident register is regularly analysed.

4 Going forward

Key strengths of the school

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

- well aligned systems that work together to focus on and promote positive student outcomes
- pastoral care practices that respond to and support student wellbeing
- culturally responsive practices that foster student engagement and achievement.

Next steps

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

- strengthening learning partnerships with parents, whānau and the community to promote greater levels of involvement and decision making to improve learner outcomes
- internal evaluation that better identifies what is working well for students' learning and where improvements are needed to raise achievement.

ERO's next external evaluation process and timing

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



Phil Cowie
Director Review and Improvement Services
Central Region

30 January 2019

About the school

Location	Napier								
Ministry of Education profile number	2685								
School type	Intermediate (Years 7 to 8)								
School roll	356								
Gender composition	Male 53%, Female 47%								
Ethnic composition	<table> <tr> <td>Māori</td> <td>47%</td> </tr> <tr> <td>Pākehā</td> <td>43%</td> </tr> <tr> <td>Pacific</td> <td>4%</td> </tr> <tr> <td>Other ethnic groups</td> <td>6%</td> </tr> </table>	Māori	47%	Pākehā	43%	Pacific	4%	Other ethnic groups	6%
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Other ethnic groups	6%								
Students with Ongoing Resourcing Funding (ORS)	No								
Provision of Māori medium education	No								
Review team on site	November 2018								
Date of this report	30 January 2019								
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>May 2014</td> </tr> <tr> <td>Education Review</td> <td>April 2011</td> </tr> <tr> <td>Supplementary Review</td> <td>March 2008</td> </tr> </table>	Education Review	May 2014	Education Review	April 2011	Supplementary Review	March 2008		
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