

## Manurewa Intermediate Supplementary Review

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### Disclaimer

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# Background

## Introduction

A Supplementary Review is undertaken at the discretion of an Area Manager in the Education Review Office (ERO).

A supplementary review evaluates the extent and effectiveness of actions a school has taken towards addressing issues specified in a previous education review and/or any additional areas identified since that review.

This supplementary review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

## Terms of Reference

This supplementary review is based on an evaluation of the performance of the Board of Trustees and management in relation to areas identified in the ERO report or issues identified since that review. The terms of reference for this review are to investigate:

- school professional leadership;
- governance roles and responsibilities;
- collation, analysis, interpretation and use of student achievement information;
- teaching practice;
- compliance;
- - the provision for gifted and talented education
- - consultation with Māori
- - appraisal of staff
- - principal's performance agreement
- - ongoing programme of self review; and
- any other matters that may arise during the review.

## About the School

Location

Manurewa

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Ministry of Education profile number	1353	
School type	Intermediate (Year 7 and 8)	
Decile rating	1	
Teaching staff:	38.27	
Roll generated entitlement	3	
Other	42	
Number of teachers		
School roll	744	
Gender composition	Boys 53%	2%
Ethnic composition	Girls 47%	
	New Zealand Māori 44%	
	Pacific Island 37%	
	Asian 11%	
	New Zealand European/Pākehā 6%	
	Other 2%	
Review team on site	December 2008	
Date of this report	20 February 2009	
Previous ERO reports	Education Review January 2008 Education Review May 2005 Accountability Review November 2001 Effectiveness Review September 1997 Assurance Audit April 1994 Review July 1991	

## The Education Review Office (ero) Evaluation

Manurewa Intermediate is a large, multi-cultural school that caters for students in Year 7 and 8. This supplementary review considers issues identified in the January 2008 Education Review report about governance, professional leadership, and teaching practice. To assist the school in addressing these issues, the board accepted an invitation to participate in a post review assistance workshop with ERO and the Ministry of Education. The purpose of this meeting was to develop an action plan to address concerns outlined in the January report.

Since the last review in January 2008 the principal went on sick leave for term one, returned in term two, was off on sick leave again in term three and subsequently resigned at the end of term three. During this time the deputy principals managed the day to day operations of the school. A new principal was appointed to begin early in term four. Changes to leadership have led to an unsettled period of school governance and management and have resulted in very little progress being made in addressing the areas of concern identified in the previous report.

The new principal in a short time has provided energetic and focused leadership to the board, staff, parents and students. He is highly motivated and committed to improving levels of student achievement and the quality of education. Since his appointment the principal has made significant changes to the management structure for 2009, including key staffing appointments, and is developing a range of initiatives to improve educational opportunities for students.

The board of trustees has improved its knowledge of governance with further training and advice and guidance from the new principal. In March 2008 a Limited Statutory Manager (LSM) was appointed by the Secretary for Education at the request of the board of trustees to support the board in addressing issues about governance, management and low levels of student achievement as well as concerns identified in the 2008 ERO report. Although the board has made some progress in meeting its responsibilities, there has been little substantial overall improvement in addressing issues of compliance identified in the previous report.

The quality of teaching is poor. There is little evidence of effective and sustained improvements to teaching practice. During the course of this review ERO observed high levels of off-task behaviour and non-engagement of students in many classrooms. Teaching programmes do not provide meaningful, well planned and delivered learning experiences that cater for students' learning needs. Teachers' expectations of students are low and behaviour management strategies are ineffective. As a result students are frequently inattentive and disruptive. This situation means that most teachers are more focused on managing student behaviour than on promoting student learning and achievement. These concerns remain a serious barrier to learning and major factors contributing to low levels of student achievement.

Student achievement in literacy and numeracy continues to remain a serious concern for the school. Collated information for 2008 on students' progress and achievement in reading, writing and mathematics indicates 87-94% of students are achieving below expectations.

During the course of this review ERO identified serious concerns about the quality of the physical learning environment. The majority of classrooms are not conducive to quality teaching and learning, and in most cases are in poor condition. In addition, the grounds and buildings have deteriorated to the extent that areas of the school environment are damaged, unkept and present health and safety issues to students and employees.

For reasons outlined in this report ERO considers that the capability of the school to provide positive educational experiences for students is severely limited.

### Future Action

ERO will return to the school within 12 months to evaluate the progress the school has made in bringing about the improvements outlined in this report.

## Findings

### School professional leadership

#### Background

The previous ERO report identified the need to strengthen aspects of leadership, in particular strategic and curriculum leadership. The report also noted the need for senior managers to undertake professional development to strengthen their knowledge of current educational theories and practical teaching skills. Since that time the previous principal resigned in term three and a new principal appointed to begin in term four 2008.

#### Areas of progress

**Professional leadership:** The new principal is an experienced and knowledgeable professional leader. Within a short time he has provided energetic and focused leadership to the board, staff, parents and students and has developed a clear vision and direction for school improvement. He has undertaken a major review of school systems, operations, the leadership structure and student achievement. The principal has analysed this review information to identify immediate priorities and actions to improve teaching and learning, and other significant aspects of school operations. Under the new principal's leadership the school is in a better position to raise student achievement.

**Professional development:** The deputy principals have accessed advice and guidance intended to improve their professional knowledge and understanding of effective leadership. They have a growing awareness of the need to focus professional discussions on teaching and learning. The deputy principals' willingness to participate in ongoing and targeted professional development is likely to strengthen their knowledge of effective teaching and learning.

#### Area for further improvement

**Sustained improvement:** While the principal has made key appointments to the leadership team beginning in 2009, the challenge for himself and these leaders will be to ensure that staff, students and community share and take ownership of the principal's vision for providing quality education. The development of a shared understanding and ownership of the vision among the school's wider community is likely to realise a shared commitment and ensure that future developments are embedded and sustained.

### Governance roles and responsibilities

#### Background

In the last ERO report trustees were advised to seek ongoing external training to improve their understanding of governance roles and responsibilities. The report also identified a number of areas of non compliance relating to the provision for gifted and talented education, consultation with Māori, staff appraisal, the principal's performance agreement, and an ongoing programme of self review.

### Areas of progress

**Board training:** As a result of the last ERO report trustees have gained greater understanding of their roles and responsibilities as school governors through training and support. They are feeling better informed about student achievement and school operations, and are becoming increasingly confident to seek clarification and contribute to the school. Trustees are supportive of the school and are committed to improving educational outcomes for students.

**Work of the LSM:** Advice and guidance provided by the LSM has contributed significantly to improving the board's knowledge and understanding of its roles and responsibilities. The role of the LSM has been to assist the board to improve governance, curriculum and assessment, and performance management. The advisor's management of difficult personnel issues and the decisions made to address them have supported the board in resolving staffing tensions and conflict. Trustees appreciate and acknowledge the positive impact of specialist intervention, which has renewed their focus on improving outcomes for students.

### Area for further improvement

**Ongoing training:** Further support and training for the board is necessary to enable trustees to fully understand and undertake their governance responsibilities. There has been little substantial overall improvement in addressing compliance issues identified in the previous report. Targeted support and training in relation to compliance concerns are needed to assist the board in addressing each of these areas.

### Collation, analysis, interpretation and use of student achievement information

#### Background

The last reported noted a significant proportion of students underachieving in numeracy and literacy. Issues were also identified relating to the accuracy, validity and reliability of student achievement information including concerns relating to the administration of tests over the loudspeaker. ERO recommended that senior managers and lead teachers would benefit from further training in conducting assessments, and in collecting and analysing assessment data to gauge student progress and achievement.

#### Area of progress

**Analysis and use of school-wide achievement:** The new principal has looked closely at

available data and used this to develop a school-wide picture of achievement. He has presented this information to teachers and the board in a manner that allows focused decision making, including the allocation of resources. The principal is also in the process of reviewing current school-wide assessment practices in order to improve issues of validity and reliability of student achievement information. The practice of administering tests over the loud speaker system has been discontinued.

### Areas for further improvement

**Focus on improving student achievement:** School information indicates that the significant majority of students are underachieving, with some students regressing during their time in the school. The principal has clearly identified the severity and implications of low student achievement and has made addressing this issue an immediate priority.

**Classroom planning and assessment:** The quality of classroom planning and assessment practice is variable. While assessment information is used to identify groupings, planning is general and does not consider specific instructional strategies to meet the learning needs of individuals within these groups. To more effectively raise student achievement teachers must ensure they consistently collate, analyse and use classroom assessment information to plan purposeful and meaningful learning experiences for students.

### Teaching practice

### Background

In the last ERO report concerns were raised about the unacceptable number of students not regularly engaged in productive learning at their level of ability. The report also highlighted a school culture that emphasised controlling student behaviour rather than focusing on learning.

### Area of progress

**Professional learning:** Teachers have had opportunities to increase their knowledge and understanding of effective teaching practice. Opportunities such as targeted professional development for lead teachers, call back days and a greater emphasis on teaching and learning at staff meetings have the potential to positively influence professional growth and teacher confidence.

### Area for further improvement

**Student engagement:** During this review ERO observed high levels of off-task behaviour and non engagement of students in many classrooms. These factors are contributing to low levels of student achievement, self worth and wellbeing. In the absence of explicit expectations for staff professionalism and accountability, a culture of poor quality education and low levels of student achievement prevails in the school.



Concerns identified include:

- limited use of effective teaching strategies, including over use of worksheets;
- high numbers of students out of classrooms;
- teachers absent from classes;
- unacceptably high levels of interruptions to teaching and learning programmes;
- poor classroom and behaviour management strategies;
- low teacher expectations of students; and
- student non-attendance.

Compliance

## Findings

The action in the previous report relating to the performance management of the principal has been fully addressed. However, the board has yet to meet its legal obligations in addressing the following areas:

- catering for gifted and talented students;
- consultation with Māori community;
- the appraisal of staff; and
- maintaining an ongoing programme of self review.

Other matters arising during the course of the review

Physical environment

## Background

During the course of this review ERO became concerned about the poor state of the physical environment. This situation constitutes a significant health and safety risk to students and staff.

## Area for improvement

The majority of classrooms are not conducive to quality teaching and learning. Teaching and learning spaces in most cases are in poor condition. In addition, the grounds and buildings have deteriorated to the extent that much of the school environment is damaged, poorly

maintained and presents health and safety issues to students and employees. Action is needed to improve the physical environment to achieve a vibrant and motivating learning and teaching environment.

## Recommendations

ERO recommends that:

4.1 the Secretary for Education consider continuing the intervention under Part 7A of the Education Act 1989 in order to bring about improvements in the following areas:

- low levels of student achievement;
- student attendance;
- student engagement in learning;
- provision of a safe physical and emotional environment for staff and

students; and

- teaching practice.

4.2 in order to improve outcomes for students, the board of trustees urgently take steps to address the areas for improvement identified in this report.

## Actions Required

In order to meet agreed accountabilities the board must:

5.1 ensure a safe physical and emotional environment for staff and students;

[National Administration Guideline 5(i)]

5.2 ensure the provision of an appropriate programme of advice and guidance for beginning teachers;

[{National Administration Guideline}, {State Sector Act 1988 s77C}]

5.3 on the basis of good quality assessment information, identify students and groups of students who have special needs, including gifted and talented students;

[National Administration Guidelines, 1(iii),(iv)]

5.4 consult with the school's Māori community to develop policies, plans and targets for improving the achievement of Māori students;

[National Administration Guidelines, 1(v)]

5.5 ensure that all teachers are appraised annually against the relevant professional standards; and

[State Sector Act 1988 s77C]

5.6 maintain an ongoing programme of self review in relation to policies, plans and programmes, including evaluation of information about student achievement.

[National Administration Guidelines, 2(ii)]

## Future Action

ERO will return to the school within 12 months to evaluate the progress the school has made in bringing about the improvements outlined in this report.

Kathleen Atkins

Area Manager

for Chief Review Officer

20 February 2009

20 February 2009

To the Parents and Community of Manurewa Intermediate School

This supplementary review evaluates the quality of education received by students and the performance of the Board of Trustees in relation to specific terms of reference.

The Education Review Office [ERO] evaluation of Manurewa Intermediate School follows.

## Community Page

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When ERO has reviewed a school we encourage boards to inform their community of any follow-up action they plan to do. You should talk to the board or principal if you have any questions about this evaluation, the full ERO report or their future intentions.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Kathleen Atkins

Area Manager

for Chief Review Officer

Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.