

Manurewa Intermediate Education Review

- Background
- The Education Review Office (ero) Evaluation
- Findings
- Recommendations
- Future Action
- Community Page

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 only guarantee the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO Corporate Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

Background

Introduction

The confirmed Education Review Office (ERO) Supplementary Review in February 2009 of Manurewa Intermediate School signalled a return review within 12 months.

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

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

Terms of Reference

This review is based on an evaluation of the performance of the Manurewa Intermediate School Board of Trustees and management in relation to areas identified in the February 2009 ERO report or issues identified since that review. The terms of reference for this review are to investigate:

- progress made by school leaders in sustaining improvement in ownership of the school's vision for providing quality education;
- progress made by the board of trustees in meeting accountabilities in governance and management issues that are associated with the organisation and operation of the school's compliance matters;
- the influence of teachers in minimising any ongoing risk to educational outcomes for students, evaluating their classroom planning and implementation for increasing student engagement in learning, their participation in the performance management process and their use of achievement information to monitor student levels of achievement and progress;
- the board of trustees responses to the intervention by a Limited Statutory Manager under Part 7A of the Education Act 1989 in order to bring about the improvements recommended in the February 2009 report; and
- any other matters that may arise during the course of the review.

About the School

Location	Manurewa, Auckland
Ministry of Education profile number	1353
School type	Intermediate (Years 7 and 8)
Decile rating[1]	1
Teaching staff:	37.4
Roll generated entitlement	3
Other	43
Number of teachers	
School roll	712
Gender composition	Boys 51% Girls 49%
Ethnic composition	New Zealand Māori 41%, Samoan 19%, Other 12%, Tongan 8%, Cook Island Māori 8%, New Zealand European/Pākehā 7%, Other Pacific 5%
Review team on site	December 2009
Date of this report	26 February 2010
Previous ERO reports	Supplementary Review February 2009 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 School is a large, multicultural school catering for students in Years 7 and 8. This Education Review considers issues raised in the ERO Supplementary Review Report February 2009. These issues were about governance relating to aspects of compliance, ownership of school vision and student engagement in learning. ERO has found that changes implemented, support provided and leadership by an inspirational principal and Limited Statutory Manager Personnel (LSM) have led to significant improvements and profound developments to school practices since February 2009.

To assist the school in addressing these matters the board had received ongoing support from the LSM appointed by the Secretary for Education in March 2008. At the time of the last ERO review, a new principal had been appointed and taken office. At the time of this review, in December 2009, there was a recommendation to the Secretary for Education that the LSM position be revoked.

The principal provides transformational leadership, and with the support of his management team and trustees, places a strong emphasis on encouraging success for students and teachers at all levels of the school. The board of trustees understanding of its key roles and responsibilities has been strengthened through ongoing guidance and support from the principal and LSM. There is now a strong sense of purpose and direction in this school, focused on engaging students in learning and raising levels of achievement.

Teachers have worked extremely hard to ensure that classroom practices across the school have significantly improved levels of student engagement. Substantial changes have been made to school practices and activities to encourage higher levels of student engagement. School-wide data shows that some students have made significant progress in their learning. The learning environment has dramatically improved. These ongoing developments are contributing to a safe physical and emotional learning environment for staff and students, which is promoting a strong sense of pride and belonging. Learning is focused on meeting the diverse needs of students.

Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

Findings

Progress Towards Ownership of School's Vision

Background

The previous ERO report identified the need for the principal and his newly appointed management team to share and encourage staff, students, and community to take ownership of the school's vision for providing quality education. As a result, this shared understanding and ownership by all participants is intended to ensure that future developments are embedded and sustained.

Area of progress

There is now a strong sense of purpose and direction in this school, which is focused on engaging students in learning and raising levels of achievement. Key strategies contributing to the success to date have been:

- the principal's transformational and educational leadership to bring about the urgent changes required to improve learning outcomes for students in the school;
- the complementary skills and knowledge of management staff in implementing the vision of providing quality education;
- shared ownership of the vision by students, staff, trustees and parents;
- detailed development of organisational systems and practices to support reflection and self review; and
- establishment of high expectations for learning and teaching that are well known and understood.

Governance and Management

Background

The ERO report of February 2009 noted that further support and training for the board of trustees to fully understand their governance roles was required. In addition, there were six areas of compliance that they needed to action in order to ensure that school management and governance was meeting its legislative obligations, including removal of significant health and safety risks to students and staff.

Areas of progress

Board responsibilities: There has been considerable and significant development by the board to improve all areas of concern from the last report. The board of trustees' understanding of its

key roles and responsibilities has strengthened through the ongoing guidance and support from the principal and Limited Statutory Manager Personnel (LSM). As a result, effective systems and practices are now in place for consultation with Māori, health and safety issues removed or minimised, appraisal of staff completed and ongoing self-review practices undertaken, evaluated and reported.

Learning environment: The principal, with the support of trustees and staff, has dramatically improved the school environment for staff and students. Significant developments include:

- improvements to classroom environments;
- the establishment of a functional learning support centre;
- a well-presented, welcoming and attractive school campus;
- ongoing planned refurbishment of classrooms, offices and the technology block; and
- fully addressing the previous health and safety issues.

These ongoing developments are now contributing to a safe physical and emotional learning environment for staff and students, which is promoting a strong sense of pride and belonging across the school.

Student Engagement

Background

The last report noted significant issues in the way students were not engaged regularly in learning activities. Areas of concern included the variability of classroom planning and assessment, and the lack of strategies implemented by teachers to promote and encourage students to engage in learning. Furthermore, the appraisal of staff was still to be addressed. The levels of achievement of many students were still low. At that time, the recently appointed principal had identified these issues and had made addressing them a priority.

Areas of progress

Teaching practice: Classroom teaching practice has improved significantly and student engagement appreciably. Key elements have been:

- the high quality professional learning, reflection and monitoring opportunities for teacher development;
- the positive and respectful relationships created among teachers and students;
- improved use of assessment information to plan to meet the needs of students;

- the implementation of an effective appraisal system that is affirming and enhancing teacher performance; and
- teachers taking greater responsibility for student engagement and achievement.

Student engagement: Substantial changes have been made to school practices and activities to encourage higher levels of student engagement. These changes have resulted in:

- major improvements in student behaviour, attitudes, wellbeing and safety;
- increasing student ownership and responsibility for their behaviour and learning;
- the introduction and implementation of a wide range of learning programmes, initiatives and student leadership opportunities to cater for the diverse needs and interests of students; and
- the strengthening of multicultural perspectives, and in particular the affirmation of Māori cultural values.

Areas for further development

Raising the achievement of Pacific students: The school has identified the need to raise the levels of achievement for, and attendance of, Pacific students. Continued refinement of the interpretation and evaluation of achievement data and information is likely to assist the school in further meeting the needs of these students.

Instructional strategies: Management and teachers have significantly improved aspects of teaching practice. The next step is to embed the consistent use of effective instructional strategies across all classrooms to further raise levels of student engagement and achievement.

Any Other Matters

There were no other issues that arose while ERO was on site.

Recommendations

ERO and the board of trustees have developed the following recommendations that:

4.1 to further embed the progress the school has made, management continue to work with teachers to increase the use of effective instructional strategies to raise student engagement and achievement; and

4.2 school leadership identify and implement specific strategies to raise Pacific student achievement.

Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

Dr Graham Stoop
Chief Review Officer

26 February 2010

26 February 2010

To the Parents and Community of Manurewa Intermediate School

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

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

Community Page

Manurewa Intermediate School is a large, multicultural school catering for students in Years 7 and 8. This Education Review considers issues raised in the ERO Supplementary Review Report February 2009. These issues were about governance relating to aspects of compliance, ownership of school vision and student engagement in learning. ERO has found that changes implemented, support provided and leadership by an inspirational principal and Limited Statutory Manager Personnel (LSM) have led to significant improvements and profound developments to school practices since February 2009.

To assist the school in addressing these matters the board had received ongoing support from the LSM appointed by the Secretary for Education in March 2008. At the time of the last ERO review, a new principal had been appointed and taken office. At the time of this review, in December 2009, there was a recommendation to the Secretary for Education that the LSM position be revoked.

The principal provides transformational leadership, and with the support of his management team and trustees, places a strong emphasis on encouraging success for students and teachers at all levels of the school. The board of trustees understanding of its key roles and responsibilities has been strengthened through ongoing guidance and support from the principal and LSM. There is now a strong sense of purpose and direction in this school, focused on engaging students in learning and raising levels of achievement.

Teachers have worked extremely hard to ensure that classroom practices across the school have significantly improved levels of student engagement. Substantial changes have been made to school practices and activities to encourage higher levels of student engagement. School-wide data shows that some students have made significant progress in their learning. The learning environment has dramatically improved. These ongoing developments are contributing to a safe physical and emotional learning environment for staff and students, which is promoting a strong sense of pride and belonging. Learning is focused on meeting the diverse needs of students.

Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

Review Coverage

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>.

Dr Graham Stoop
Chief Review Officer

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