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**Manurewa Intermediate**  
**Manurewa**

**Confirmed**

**Education Review Report:**  
**Arotake Paerewa**

*Kumēa te paetawhiti kia tata*  
*Whakamaua te paerewa kia tīna*  
*Tukuna te paehiranga kia topa!*

# Education Review Report: Arotake Paerewa Manurewa Intermediate

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.

## Findings

### 1 Context

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

Manurewa Intermediate is a large multicultural school catering for students in Years 7 and 8. Since the 2010 ERO review there has been significant change in the ethnic makeup of the school roll. At that time, 48% of the roll were Maori and 38% Pacific. The situation is now reversed with Pacific students making up the major group in the school. A feature of the school is that the board and staff are strongly representative of the diverse community that the school serves.

The principal, board chair and senior leaders have continued to focus on school improvement since the last ERO review. Continued upgrading and refurbishment of school buildings and grounds have resulted in a high-quality, attractive and motivating learning environment for staff, students, parents and the community.

The principal, board and staff have been extremely responsive to the two recommendations made in the last ERO report and there has been significant development in the areas of Pacific education and teaching practice. There has been considerable ongoing professional learning and development with staff related to improving teaching practice, with an emphasis on literacy and inquiry learning.

Self review is integral to all aspects of school operations and the information is used to continually improve student engagement, progress and achievement.

A key feature of the school is the provision of an inclusive, safe environment, which acknowledges and values the identity and cultures of the diverse makeup of staff, students, parents and community members.

### 2 Learning

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

School leaders recognise the need to progress students towards higher levels of achievement. Student achievement is very well used to make positive changes to students' engagement, progress and learning. Data is being used increasingly, and effectively, to make significant improvements to the levels of student achievement over their two years at school.

Students make accelerated progress in reading, writing and mathematics over one year, as well as during their time at school. This is particularly applicable to those students who start well below expectations.

There is a strong belief that all students are capable learners. Teachers have high expectations that they will be successful. The school considers all students to be priority learners, and recognises and values students for who they are with their culture, identity and languages.

There is a deliberate approach by school leaders and teachers to ensure assessment information related to National Standards is valid and accurate. This information is being used to inform future planning for individuals and groups of students, as well as school initiatives to improve achievement. Students know about their achievement levels and the progress they are making, and share this information with parents at student-involved conferences.

Targets set for student achievement are responsive to cohorts and groups of students. These targets are becoming progressively more specific to ensure that they identify and address the diverse learning needs of all students. Effective programmes are in place to support students with special learning needs and abilities.

Teachers know students well and use the achievement information they have to effectively plan classroom programmes that motivate and challenge students to be actively engaged and successful in their learning.

The school has identified through its self review, and ERO agrees, that the next steps to further improve learning opportunities for students are to:

- embed the inquiry learning model
- continue to refine overall teacher judgements
- continue to strengthen the use of student achievement information
- continue to raise the quality of teaching practice.

### **3 Curriculum**

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

The school's curriculum is very effective in promoting and supporting student learning. It is aligned closely to *The New Zealand Curriculum*. The curriculum principles, values and key competencies are central to the planning and delivery of the school curriculum.

The innovative curriculum is student focused and provides them with a wide range of learning experiences and opportunities. It is set in a caring, inclusive educational environment that helps students develop a passion for learning. The principles and practices of hauora underpin and surround all elements of the curriculum. This approach is supporting and promoting the mental, physical, and spiritual health of students and their families.

The core curriculum is taught by specialists with an emphasis on literacy across all learning areas. There is a special emphasis on providing opportunities to cater for the diverse cultural groups in the school. Two dedicated Māori language classes and two dedicated Pacific language classes cater for those students and families who choose this option when enrolling at the school. Leaders and teachers actively promote the school culture and values that are integral to curriculum delivery.

Teachers are enthusiastic and focused on making a difference for students. High-quality relationships exist among teachers and students, and a range of effective strategies is used to engage students in learning. A feature of the school is the extent to which staff interact with, and support students, in and out of classroom activities such as sporting, cultural, environmental and community events.

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

The school strongly promotes educational success for Māori, as Māori. There has been significant progress made in creating a learning environment that supports and encourages Māori students to succeed. Features of this environment include:

- a Māori achievement plan, which is being successfully implemented and overseen by a Māori focus group
- strong representation and positive Māori role modelling on the school staff and board
- connections with Māori whanau through a dedicated Māori teacher, two Te Ara language classes, kapahaka groups, a Māori mentoring programme, the local community and various Māori organisations
- a physical environment, which reflects Te Ao and tikanga Māori.

Senior leaders and teachers effectively use assessment data to identify trends and patterns in the achievement and progress of Māori students. Learning programmes are planned to meet their needs. They use effective self review to identify what the next steps are for raising achievement of students and promoting successful learning and engagement.

## **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 because:

- the principal provides dynamic, inspirational professional leadership for the school, staff and community
- a collaborative, reflective and enthusiastic senior leadership team model the school vision and provide strong support for the principal
- the board is strongly supportive of the principal and staff, well informed and uses evidence-based decision making
- strategic goals provide a clear sense of purpose and direction for school development
- there is a collective responsibility and accountability for student achievement and well being
- evidence-based self review is embedded in school culture
- there are strong quality assurance processes in place schoolwide
- teachers willingly use professional learning opportunities to continually improve their teaching practice
- there is an inclusive, culturally responsive school culture that acknowledges and celebrates diversity
- there is strong community support and involvement in many aspects of school life.

## 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.



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