



**Education Review Office**  
Te Tari Arotake Mātauranga

**Waimahia Intermediate School**  
**Manukau, Auckland**

**Confirmed**

**Education Review Report**

# Education Review Report

## Waimahia Intermediate School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

## Findings

### 1 Background and Context

#### What is the background and context for this school's review?

Waimahia Intermediate has been engaged in a longitudinal (1-2 year review) process over the last two years. The board, the recently appointed principal and the leadership team have worked in a systematic way to address the priorities identified for review and development and have successfully moved the school forward.

### 2 Review and Development

#### How effectively is the school addressing its priorities for review and development?

#### Priorities identified for review and development

Focus areas:

- developing a responsive curriculum including bilingual education for equity and excellence
- developing schoolwide systems and practices to gather, collate, and analyse student achievement to inform future learning and programme development
- developing the capability and capacity of teachers
- developing leadership capability
- developing effective governance and stewardship.

#### Progress

#### Developing a responsive curriculum including bilingual learning for equity and excellence

The school has made significant progress in developing a responsive curriculum to engage students. Leaders have consulted with their community on the locally focused curriculum. Key competencies, values, outcomes and bicultural and Pacific contexts are strongly interwoven through the curriculum. A sense of respect for the identities and cultures of students, their parents and communities is evident. The curriculum reflects the *New Zealand Curriculum* (NZC) and is coherent and improvement focussed. Learning contexts include project-based programmes which are contributing to student leadership and are promoting students' ownership of their learning. Purposeful student engagement is a feature of the school.

Implementation of the digital technology curriculum has begun and is progressing well. Leaders have led professional development to support teachers in this. The next step is to ensure that the digital curriculum continues to progress and is embedded across the school.

Te Manukura Maia and Apolima, the bilingual classes, promote students' language, culture and identity well and have made very good progress, over the last two years in driving bilingual pathways. The bilingual direction and pedagogy of Te Manukura Maia has been strengthened. The Apolima classroom environment provides a rich and stimulating learning space to promote Samoan culture and language. Students in Te Manukura Maia and Apolima are settled and engaged, work collaboratively, and show enthusiasm and interest in their learning.

### **Developing a school wide systems and practices to gather, collate, and analyse student achievement to inform future learning and programme development**

Senior leaders have had a continued focus on accelerating learning to raise achievement and improve outcomes for students. They analyse achievement information to inform teaching and learning. Senior leaders model effective analysis and evaluation strategies to support teachers to inquire into their own practice.

Senior leaders have continued to develop teacher capability in collating and analysing student achievement data. Although there has been a fall in overall achievement since 2016, recent professional development has improved teachers' assessment practices. Achievement data is now more reliable and valid.

Teachers use data for a variety of purpose including to identify target groups of students and individuals who require specific support and acceleration. They track the progress of these students, and it is evident that achievement is beginning to improve. Accelerated progress is occurring for an increasing number of students in reading, writing and mathematics. It will now be important to sustain this progress overtime.

### **Developing capability and capacity of teachers across the school**

School leaders have developed greater consistency in teaching practices across the school, including the bilingual classes. Professional development has been relevant and timely. External providers have supported and expanded teachers' capacity to respond to learner requirement and needs.

Leaders are supporting teachers to access appropriate resources to support their practice. Teachers demonstrate 'mana enhancing' practices to promote positive relationships with students. Clear expectations underpin the school's robust appraisal process. Leaders are using the appraisal process well to help build teacher capability and capacity.

### **Developing effective leadership**

The principal and leadership team have set and model high expectations for teachers. They acknowledge that building teacher capability is an ongoing focus.

The principal and leadership team have used curriculum development well to build professional capability and capacity. Teachers are encouraged to take on leadership opportunities and a distributed leadership model is developing in the school.

The principal provides clear and informative reporting to the board and this support good decision making for the future.

## **Developing effective governance and stewardship**

There has been continuity of board members over the last two years. The long-time board chair has recently resigned but continues to support the board. Trustees are making good use of a range of training opportunities. They have participated in relevant professional development around identified priority areas, including governance, self review and understanding student achievement information.

The board now scrutinises student achievement information and makes sound resourcing decisions. Board induction processes have been developed. The strategic plan guides the board's decision making.

## **3 Sustainable performance and self review**

### **How well placed is the school to sustain and continue to improve and review its performance?**

The school is well placed to sustain and continue improving and reviewing its performance.

Over the past two years the board and leadership team have made significant improvements in the areas of the school that required attention. They have implemented systems and processes to sustain practices, further increase internal evaluation, and support improved learning outcomes for students.

### **Key next steps**

Leaders and teachers should continue to:

- build teacher capability in 'teaching as inquiry', and in analysing and using student achievement information to inform practice
- develop and embed strategies to improve the acceleration of learning for students who are below their expected curriculum levels
- develop the curriculum to further reflect Te Tiriti o Waitangi across the school.

### **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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

## Conclusion

On the basis of the findings of this review, ERO 's overall evaluation judgement of Waimahia Intermediate School's performance in achieving valued outcomes for its students is:

### Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)



Steve Tanner  
Director Review and Improvement Services Northern  
Northern Region

7 October 2019

## About the School

Location	Manukau, Auckland	
Ministry of Education profile number	1569	
School type	Intermediate (Years 7 to 8)	
School roll	230	
Gender composition	Girls 50% Boys 50%	
Ethnic composition	Māori	40%
	NZ European/Pākehā	10%
	Samoan	25%
	Cook Island Māori	10%
	Tongan	10%
	other ethnic groups	5%
Special Features	Bilingual classes Māori and Samoan	
Review team on site	July 2019	
Date of this report	7 October 2019	
Most recent ERO report(s)	Education Review	July 2017
	Education Review	June 2013
	Education Review	February 2007