

Hawera Intermediate - 21/04/2017

On this page:

[Findings](/review-reports/hawera-intermediate-21-04-2017/#findings) (/review-reports/hawera-intermediate-21-04-2017/#findings)

[1 Background and Context](/review-reports/hawera-intermediate-21-04-2017/#1-background-and-context)

(/review-reports/hawera-intermediate-21-04-2017/#1-background-and-context)

[2 Review and Development](/review-reports/hawera-intermediate-21-04-2017/#2-review-and-development)

(/review-reports/hawera-intermediate-21-04-2017/#2-review-and-development)

[3 Sustainable Performance and Self Review](/review-reports/hawera-intermediate-21-04-2017/#3-sustainable-performance-and-self-review)

(/review-reports/hawera-intermediate-21-04-2017/#3-sustainable-performance-and-self-review)

[About the School](/review-reports/hawera-intermediate-21-04-2017/#about-the-school) (/review-reports/hawera-intermediate-21-04-2017/#about-the-school)

Findings

The school has made significant progress since the 2014 ERO review and has addressed the areas identified for improvement. Senior leaders and staff work collaboratively on improving learning, progress and achievement for all students. Achievement is trending upwards. Improving achievement for Māori students remains a focus. Respectful relationships are clearly evident.

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

1 Background and Context

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

Hawera Intermediate caters for students in Years 7 and 8. Thirty-eight percent of students identify as Māori. The school's vision is to have 'Engaged Adolescents Making the Right Choices on the Pathway to Success.'

The principal, with support from school leaders and trustees, has led the school through a

period of ongoing challenge after a fire destroyed two teaching blocks at the school mid-2015. The school is being housed in a combination of permanent and temporary classrooms.

The changed leadership structure introduced in 2014 has been embedded over the past three years. There is now a more balanced mix of experienced and provisionally registered teachers.

The April 2014 ERO report identified a number of areas for review and development. These included the quality of teaching, high levels of underachievement and the need to review the curriculum to ensure the needs of all students are catered for. Areas of non-compliance, concerning consultation and target setting were identified.

Following the ERO report, school leaders developed a plan for review and development to guide improvements in priority areas. This ERO report evaluates the progress made since 2014 and how well placed the school now is to sustain continuous improvement.

2 Review and Development

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

Priorities identified for review and development

An action plan outlined key priorities for development. The actions taken and outcomes achieved as a result of planning were monitored throughout the process.

The overall goal was to ensure significant improvement in engagement, progress and achievement for all students, in particular for Māori learners. The foci that support this have been to:

- address the significant levels of underachievement
- develop effective teaching practices to promote student learning
- review the curriculum to ensure that it is designed to better cater for the needs of all students.

Progress

The school has made significant progress in the areas identified in the previous ERO report. This is evident in schoolwide documentation, policy and practice, and in teaching and learning initiatives designed to accelerate students' progress.

There has been ongoing improvement in the numbers and percentages of all groups of students achieving at and above in relation to National Standards in writing and mathematics.

Significant progress in writing achievement, across the school, is evident.

Data for 2016 indicates that the majority of students achieve at and above in relation to the National Standard in reading. Just over half are at or above in writing and mathematics. Māori students' achievement is below that of their peers, however disparity is decreasing over time.

School leaders have appropriately developed annual achievement targets to promote the progress of students achieving below and well below National Standards. Accelerating the progress and achievement of Māori students and boys continues to be a priority.

The progress of students targeted is frequently monitored. Teachers share successful strategies and reflect on the effectiveness of their practice.

School leaders regularly report to the board, sharing analysed data and next steps for teaching and learning. Students' progress is closely monitored schoolwide and they are given appropriate assistance and support. Trustees are highly interested in this information and use it to identify needs, trends and patterns and to make decisions about resourcing and future planning.

School leaders acknowledge that annual achievement targets need to more specifically identify individuals and groups of students who are the focus for acceleration of learning. Actions that support the achievement of targets need to outline what will be done for the identified students.

Over time the school has developed and reviewed their curriculum to ensure that it caters for the needs of all students. The culturally responsive curriculum is aligned with the *New Zealand Curriculum* (NZC) and clearly:

- prioritises literacy and mathematics
- outlines guidelines and expectations for teachers in the areas of programme delivery, planning, assessment and moderation to inform overall teacher judgements about students' achievement
- articulates contexts for learning across all learning areas.

Teachers analyse and use achievement data to identify student needs and plan for next teaching to promote student learning. They use a range of assessment tools to make judgements about student learning, progress and achievement. Students are being supported by teachers to know more about their learning and next steps.

Teachers successfully use a wide range of strategies to promote learning. Students are engaged and talk confidently about their tasks and activities. They support and treat each other respectfully. Classroom routines are well established and positive teacher and student

relationships are evident.

Teachers work collaboratively, sharing and discussing practice and strategies they are using to promote learning and wellbeing of students, with a focus on Māori students and those identified as underachieving. There is a high level of collegiality across the school, with all being committed and having a shared responsibility for all students.

School leaders work with, mentor and support teachers to build their capability. Teachers are encouraged to take on a range of leadership roles.

Appraisal has been strengthened to promote teacher development. The process is well considered, aligned to school priorities and the Practising Teacher Criteria and supported by professional learning and development. Teachers reflect and discuss progress towards their goals with school leaders.

Trustees and school leaders consult meaningfully with parents and community to help inform practice and operation. Whānau Māori, hapū and iwi have been, and continue to be, consulted about aspirations and education for tamariki Māori.

3 Sustainable Performance and Self Review

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

The board and staff have demonstrated that they have the capacity to sustain and improve the school's performance. They have worked in a focused way to address areas for development identified in the previous ERO report.

The board is well informed about student achievement, curriculum development and school priorities. Appropriate priorities and direction have been set in the strategic plan to move the school forward. Through the board's strategic and annual planning process, a sustainable cycle of self review is in place.

Regular self review and evaluation informs school direction and improvements across all levels of the school. Teacher inquiries focus on improving practices to promote and accelerate learning, in particular Māori learners and others who have been identified as underachieving. School leaders identify trends and patterns in student achievement. They use this information to inform changes for improvement and to provide appropriate resourcing that supports school practice and operation.

The board and staff should embed the developments identified in this report and continue to accelerate student learning, progress and achievement.

Key next steps

Develop annual achievement targets and actions that more specifically identify individuals and groups of students who are the focus for acceleration of learning.

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.

Conclusion

The school has made significant progress since the 2014 ERO review and has addressed the areas identified for improvement. Senior leaders and staff work collaboratively on improving learning, progress and achievement for all students. Achievement is trending upwards.

Improving achievement for Māori students remains a focus. Respectful relationships are clearly evident.

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

Joyce Gebbie

21 April 2017

About the School

Location	
Hawera	
Ministry of Education profile number	
2170	
School type	
Intermediate (Years 7 to 8)	
School roll	
286	
Gender composition	
Male 56%, Female 44%	
Ethnic composition	
Māori	
Pākehā	
Other ethnic groups	
42%	
50%	
8%	
Review team on site	

February 2017

Date of this report

21 April 2017

Most recent ERO report(s)

Education Review

Education Review

Education Review

April 2014

February 2011

October 2006