

- 1 The Education Review Office (ERO) Evaluation .....
- 2 Waikowhai Intermediate's Curriculum .....
- 3 Agreed Priorities .....
- 4 Provision for International Students .....
- 5 Board Assurance on Legal Requirements .....
- 6 Future Action .....
- About The School .....
- 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 guarantee only 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.

# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report:Waikowhai Intermediate

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

Waikowhai Intermediate, in Mt Roskill South, draws students from a wide range of socio-economic and cultural backgrounds. The school continues to benefit from its ongoing, inclusive relationship with the on-site satellite class for the Carlson School for Cerebral Palsy, and from its role in hosting the Gifted Kids Programme (GKP).

The 2004 and 2007 ERO reports identified high levels of student engagement in learning, teaching that focused on improving student achievement, and the strong professional leadership of the principal, senior managers and the board of trustees. These areas of good performance continue to be strengths of the school.

Teachers have robust and reliable information about students' progress and achievement. They use assessment data effectively to inform programme planning and to improve the achievement levels of all students. Teachers have made good progress in preparing to report against the National Standards. School achievement data show that the majority of students achieve at or above nationally expected levels in literacy and numeracy. The achievement of Māori students is

comparable to that of non-Māori. The board of trustees has identified a 2010 school goal of raising the achievement of Pacific students in mathematics and is working strategically to improve outcomes for these students.

Students are confident, and are enthusiastic about the range of curricular and cocurricular learning opportunities that are available to them. They have a strong sense of pride in their school and appreciate the inclusive and nurturing learning environment. Respectful interactions between teachers and their peers are evident. The international student programme continues to provide students with high quality pastoral care and English language learning support. International students report that they feel welcome in the school and are encouraged to become active participants in all aspects of school life.

Since the 2007 ERO review targeted professional development, effective quality assurance processes, and mentoring of staff by senior managers have been further strengthened and reflect the school's culture of self review. Good quality teaching has continued to be improved through the professional leadership and coordinated approach of the senior management team.

The development of the Waikowhai curriculum over the past two years has been responsive to national curriculum directions. The curriculum promotes the school's vision of increasingly personalised learning programmes that cater for the holistic development of students.

Trustees work collaboratively with the principal and senior management team to ensure that the school is well maintained and resourced. The new board has engaged in the development of the school's strategic plan, which is being aligned with curriculum resourcing needs.

Students benefit from an inclusive culture that nurtures and celebrates cultural diversity and affirms the school's continuing commitment to high standards. ERO, the board of trustees and senior managers agree that promoting teaching practices that further enhance students' awareness of their individual progress, development and capacity for life-long learning should be a priority for further review and development.

### Future Action

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

## 2 Waikowhai Intermediate's Curriculum

How effectively does the curriculum of Waikowhai Intermediate promote student learning: engagement, progress and achievement?

### Areas of strength

Student progress and achievement. The school's analysis of achievement data provides valid and

reliable information about student progress and achievement. Data indicate that the majority of students are achieving at or above national expectations in literacy and numeracy. Teachers are using student achievement data to inform programme planning and are making good progress towards reporting against the National Standards. Māori student achievement is comparable to that of non-Māori in reading, writing and mathematics. While some Pacific students achieve well, senior managers are aware of the need to improve the achievement of Pacific students, particularly Pacific boys, in mathematics. Senior staff have put in place a number of strategies to support this school-identified 2010 goal.

**Leading the school.** The principal and senior managers take a collaborative and professional team approach to school-wide leadership. They have established clear guidelines and expectations to assist in the development of good quality teaching practice across the school. Teachers benefit from a collegial and supportive working environment that fosters opportunities for building the skills and leadership of individual teachers.

**Curriculum design and review.** The development and ongoing review of the school's curriculum has been a collaborative and reflective process. A curriculum map provides a framework for developing processes for planning, assessment and evaluation of teaching practice. It also provides for an integrated inquiry approach based on student interests, needs and abilities.

**Teaching practice.** Teaching practices continue to be refined and strengthened through targeted professional development in literacy and numeracy. The collegial and professional school culture promotes sharing and modelling of good classroom practice across the school. Teachers are supported to become reflective practitioners focused on ongoing improvements in their professional practice and in the achievement of their students.

**Student engagement and learning.** Students are engaged in their learning and take increasing responsibility for and ownership of their own progress and achievement. They use information and communication technologies (ICT) competently to assist with and enhance their learning. A variety of displays and media forms are used to showcase high quality student work in classroom environments.

Students comment enthusiastically on the wide range of curricular and co-curricular opportunities that are made available to them. These experiences provide opportunities for leadership and support students' personal growth. Experienced and well trained teacher aides, and a variety of enrichment programmes, provide effective support and extension for learners with identified needs and abilities.

**Cultural identity.** The school acknowledges and celebrates cultural diversity. Te reo me ngā tikanga Māori is offered as an integrated programme over two years. The programme has resulted in an increased profile for Māori students and in all students and staff gaining a greater appreciation of tikanga Māori.

**Engaging parents whānau and communities.** The school provides an open-door culture that is

welcoming to parents/whānau and the community. This positive culture is reinforced through regular three-way conferencing with parents about student achievement, and through newsletters, school events, celebrations, and sporting and cultural activities. Many parents take the opportunity to support and participate in these events. Māori and Pacific families are consulted about their aspirations for their children's learning. Māori whānau are supportive of the school's increased inclusion and higher profile of te reo and tikanga Māori in school programmes. Senior managers have identified the need to initiate a Pacific parent fono to improve consultation and collaboration with Pacific families in the school.

These approaches and activities ensure that parents are well informed about their child's progress and achievement and help to further strengthen school/parent/community partnerships.

### Areas for development and review

The senior management team and ERO have identified the following areas for ongoing development and review:

- further promoting the development of students' critical thinking skills; and
- increasing the use of explicit teacher feedback to students about the quality of their learning.

## 3 Agreed Priorities

ERO and the board of trustees and senior managers agree that the next stages of school development should prioritise the development of:

- teaching practices that further enhance students' awareness of their individual progress; and
- the strategic plan so that it encompasses current curriculum planning and sets a clear direction for the future development of the school.

## 4 Provision for International Students

### Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

Waikowhai Intermediate is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989.

The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is robust and that the school complies with all sections of the Code.

International students are warmly welcomed to the school. They receive high quality pastoral care and English language learning support. They are well integrated into the school community and are encouraged to follow their interests and talents through participation in the school's wide range of co-curricular activities.

The progress and achievement of international students is closely monitored in English language support and mainstream classroom programmes. Their parents receive regular information about their children's wellbeing and learning. The board of trustees agrees that the reports it receives on international students should now be extended to show the achievement of these students across the curriculum.

## 5 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Waikowhai Intermediate completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO checked policies, procedures and practices about compliance in the following areas because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

The checking process indicated that the school has established policies, procedures and practices to enable it to meet its legal obligations.

## 6 Future Action

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

Richard Thornton  
National Manager Review Services  
Northern Region

13 September 2010

## About The School

Location	Mt Roskill, Auckland
Ministry of Education profile number	1548
School type	Intermediate (Years 7 and 8)
Decile <a href="#">[1]</a>	6
School roll	415
Number of international students	26
Gender composition	Boys 53% Girls 47%
Ethnic composition	NZ European/Pākehā 30% Māori 14% Tongan 13% Indian 11% Samoan 10% Chinese 5% Korean 5% Cook Island Māori 3% Niuean 3% African 1% other 5%
Special features	Carlson School for Cerebral Palsy satellite class Gifted Kids Charitable Trust satellite class

Review team on site	June 2010
Date of this report	13 September 2010
Previous three ERO reports	Education Review, May 2007 Education Review, August 2003 Accountability Review, August 2000

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

## Community Page

13 September 2010

To the Parents and Community of Waikowhai Intermediate

These are the findings of the Education Review Office's latest report on Waikowhai Intermediate.

Waikowhai Intermediate, in Mt Roskill South, draws students from a wide range of socio-economic and cultural backgrounds. The school continues to benefit from its ongoing, inclusive relationship with the on-site satellite class for the Carlson School for Cerebral Palsy, and from its role in hosting the Gifted Kids Programme (GKP).

The 2004 and 2007 ERO reports identified high levels of student engagement in learning, teaching that focused on improving student achievement, and the strong professional leadership of the principal, senior managers and the board of trustees. These areas of good performance continue to be strengths of the school.

Teachers have robust and reliable information about students' progress and achievement. They use assessment data effectively to inform programme planning and to improve the achievement levels of all students. Teachers have made good progress in preparing to report against the National Standards. School achievement data show that the majority of students achieve at or above nationally expected levels in literacy and numeracy. The achievement of Māori students is comparable to that of non-Māori. The board of trustees has identified a 2010 school goal of raising the achievement of Pacific students in mathematics and is working strategically to improve outcomes for these students.

Students are confident, and are enthusiastic about the range of curricular and cocurricular learning opportunities that are available to them. They have a strong sense of pride in their school and appreciate the inclusive and nurturing learning environment. Respectful interactions between teachers and their peers are evident. The international student programme continues to provide students with high quality pastoral care and English language learning support. International students report that they feel welcome in the school and are encouraged to become active participants in all aspects of school life.

Since the 2007 ERO review targeted professional development, effective quality assurance processes, and mentoring of staff by senior managers have been further strengthened and reflect the school's culture of self review. Good quality teaching has continued to be improved through the professional leadership and coordinated approach of the senior management team.

The development of the Waikowhai curriculum over the past two years has been responsive to national curriculum directions. The curriculum promotes the school's vision of increasingly personalised learning programmes that cater for the holistic development of students.

Trustees work collaboratively with the principal and senior management team to ensure that the school is well maintained and resourced. The new board has engaged in the development of the school's strategic plan, which is being aligned with curriculum resourcing needs.

Students benefit from an inclusive culture that nurtures and celebrates cultural diversity and affirms the school's continuing commitment to high standards. ERO, the board of trustees and senior managers agree that promoting teaching practices that further enhance students' awareness of their individual progress, development and capacity for life-long learning should be a priority for further review and development.

## Future Action

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

## Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national

reports are published on ERO's website.

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

Richard Thornton  
National Manager Review Services  
Northern Region

## General Information about Reviews

### About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

### About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the government.

Reviews are intended to focus on student achievement and build on each school's self review.

### Review Focus

ERO's framework for reviewing and reporting integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and

achievement?

### Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.