



**Heretaunga Intermediate School
Hastings**

Confirmed

Education Review Report

Education Review Report

Heretaunga 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?

Heretaunga Intermediate caters for students in Years 7 and 8. The current roll is 199 students and 43% are Māori. Staff provide specialist technology classes and the school hosts a Kowhai School Satellite Unit.

The May 2013 ERO report identified areas for improvement related to student achievement, governance, leadership and management. Development was needed to increase the effectiveness of communication and consistency of teacher practices. Self-review systems and practices were not in place.

The Ministry of Education appointed a Limited Statutory Manager (LSM) in October 2013 for employment, board systems and processes, curriculum and to advise on communication. The school participated in an ongoing ERO evaluation process over a period of two years, to support improvement.

The board of trustees worked with the LSM to improve its systems and processes and appointed a new principal in May 2014. The LSM completed work at the school at the end of 2014.

The board chairperson has continued to lead trustees since 2013. Three new trustees were elected earlier this year. The board, principal and other senior leaders have worked steadily to address areas that required 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 was developed with key priorities for development. Actions and outcomes were monitored throughout the process. The three main goals were to:

- strengthen the use of achievement information to improve teaching and raise student achievement and engagement
- increase the effectiveness of communication
- build leadership and management capability.

Progress

A school-wide focus on increasing student engagement is clearly evident. The principal and senior leaders have led a considered approach which emphasises:

- teachers inquiring into and improving their practice to motivate and engage students
- grouping students for instruction to improve how learning needs are met
- using teaching and learning resources that are relevant and interesting for students
- increased opportunities for students to use digital devices.

Leaders and teachers have increased their focus on implementing systems for collecting and collating student achievement information and reporting to the board. They have plans for improving their ways of tracking student progress and achievement over time.

This year, teachers and leaders are participating in well-considered, whole-school professional development focusing on building staff capacity and understanding of effective teaching of reading. The school identifies, and ERO's evaluation supports, that they need to continue to strengthen the validity of overall teacher judgements about student achievement in relation to the National Standards.

A strong emphasis on establishing effective communication is evident.

Teachers are better informed about school operations and have increased opportunity to contribute to decision making. Staff have worked together to refine the school values and rules. There is now a greater school-wide, shared understanding of expectations for teaching and learning.

The principal and senior leaders are seen as approachable and supportive of staff.

Increased emphasis has been given to communicating with students. An example, is the practice of sending letters to students about class placement in 2015, supporting their transition to this school.

Communicating with the community has been given priority. Specific evenings and open days have taken place and student-parent-teacher conferences have been introduced. These activities, along with board surveys inviting parents' viewpoints, have assisted in strengthening parent and families' engagement with the school. Building learning partnerships should be a continued area of focus.

Leadership and management have significantly improved since the May 2013 ERO review.

The board and school leaders have developed useful plans for guiding school direction. These include the strategic plan and separate plans for promoting the success of Māori and Pacific students.

The board and senior leaders have made appropriate changes to school systems. The board follows an annual work plan, ensuring that trustees are meeting their governance responsibilities.

Senior leaders and curriculum and cultural leaders are working collaboratively with an appropriate focus on all staff working together. There is less emphasis on syndicates operating independently.

The newly-developed appraisal process includes several components that relate to ongoing improvement of teaching. Teachers are inquiring into the effectiveness of their teaching. Appraisal will be strengthened by evaluating the quality of the outcome against the desired purpose or goal. In addition, making stronger links between appraisals and accelerating student achievement should enhance outcomes for students.

Key next steps

An important next step is for all school personnel to have clear, shared high expectations and act consistently on these expectations. Ensuring that students at risk of poor educational outcomes have their learning needs met, through specific, direct instruction is an urgent priority.

A deeper analysis of student achievement data is likely to assist with giving priority to programmes and initiatives that will accelerate student achievement. This should also give a clearer picture of how well students progress and achieve.

A further step is to strengthen shared understanding of evaluation for improvement. This should involve developing increased clarity in planning to enable evidence-based evaluation of the impact of actions, at a later stage. Giving priority to initiatives that focus on raising student achievement is essential.

3 Sustainable performance and self review

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

Heretaunga Intermediate is well placed to embed and build on new initiatives, and continue to improve its performance. It has:

- made significant improvements to governance and leadership
- improved communication and collaboration with staff, students and their families
- focused on and enhanced the effectiveness of teaching to increase student engagement
- revised and re-emphasised school values and expectations to create a positive school climate and relationships likely to improve student progress and achievement.

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 worked with ERO in a review process over the past two years and, until December 2014, with a Limited Statutory Manager. Considerable progress has been made in: increasing student engagement; establishing effective communication; and improving leadership and management. Improving the progress and achievement of identified learners is a next step.

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



Joyce Gebbie
Deputy Chief Review Officer Central

17 June 2015

About the School

Location	Hastings	
Ministry of Education profile number	2575	
School type	Intermediate (Years 7 to 8)	
School roll	199	
Gender composition	Female 56%, Male 44%	
Ethnic composition	Māori	43%
	NZ European/Pākehā	41%
	Samoan	5%
	Cook Island Māori	2%
	Other ethnic groups	9%
Special Features	Kowhai School Satellite Unit Technology Classes	
Review team on site	May 2015	
Date of this report	17 June 2015	
Most recent ERO report(s)	Education Review	May 2013
	Education Review	February 2010
	Education Review	September 2007