

**Monrad Intermediate School  
Palmerston North**

**Confirmed**

**Education Review Report**

# Education Review Report

## Monrad Intermediate School

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. The report answers four key questions about the school.

## Findings

### 1 Context

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

Monrad Intermediate School caters for students in Years 7 and 8 and is located in Palmerston North. Of the 257 students enrolled, 56% are Māori and 9% are Pacific.

Provision is made for English and bilingual teaching. Tahuna-ā-rua comprises four classes delivering bilingual education at Levels 1 and 2 in te reo Māori. From 2015, all four classes will be operating at Level 1 (at which 81 -100% of the time the curriculum is taught in te reo Māori). Six mainstream classes include one class catering for students with academic abilities.

The school is welcoming and inclusive of parents, whānau, aiga and students. Interactions between students, teachers and their peers are mutually respectful and supportive. Students show pride and confidence in their accomplishments. They are enthusiastic about the range of curriculum experiences offered.

Since the December 2011 ERO report, the board has a number of trustees who are new to governance and a new deputy principal commenced in Term 2, 2014.

Systems and practices require strengthening to improve achievement. In 2014, a change and improvement plan was developed, in conjunction with support from a Ministry of Education's Student Achievement Function (SAF) practitioner. Goals in this plan reflect relevant school priorities. Implementation of these goals is in the early stage.

### 2 Learning

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

Assessment practice requires strengthening to better track, monitor and respond to students' needs.

Reported achievement at the end of 2013 indicated that, overall, achievement in relation to National Standards needed to improve. Accelerating progress in writing and improving achievement in literacy and mathematics continues to be a priority.

In the two years at Monrad Intermediate School, most students in Tahuna-ā-rua make significant progress in their use and understanding of te reo Māori. Some students achieve well, completing the National Certificate of Educational Achievement, Level 1 and Level 2 te reo Māori, through Te Aho o Te Kura – The Correspondence School.

Some teachers use data well to meet the learning needs of students. Moderation practices for writing provide reliable judgements about student achievement against these National Standards. Development of moderation practices for reliability of judgements in mathematics and reading is ongoing.

- Leaders and trustees have developed annual achievement targets. To be more useful, these need to specifically show how the school will meet the needs of priority learners and accelerate their progress.
- Strengthening the consistent use of data to meet the specific learning needs of students is required to improve teaching.
- Curriculum priorities in reading, writing and mathematics should be taught regularly in all classes.

Trustees use reported information well to make decisions about resourcing, including providing additional personnel.

- To improve self review, the board should get comprehensive reports on student progress at key points during the year and information that shows the impact of specialist intervention.

### **3 Curriculum**

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

The school's curriculum requires further work to promote student learning and academic achievement.

School leaders and trustees are reviewing the school vision, mission and values with teachers, parents, whānau, aiga and students. Developing shared aspirations for student success should contribute to an inclusive vision for the school.

Cultural, sporting and creative activities successfully support student engagement in wider curriculum experiences. Specialist teaching in food technology, hard and soft materials, science and music is highly responsive to students' interests and motivates them.

Professional learning and development assists teachers to improve their practice in literacy and mathematics.

- Further support is required to develop the use of effective strategies in the classroom to improve student progress and achievement.

Learning for students in Tahuna-ā-rua is within the context of kaupapa Māori. Regular hui meaningfully include whānau in supporting students' experiences. Graduate profiles indicate student progress and success. Students show a strong sense of belonging and pride.

Students identified with additional educational needs or requiring learning support have programmes through the school's Mega Learning Centre (MLC). A significant number of students attend programmes in the centre and a review of its effectiveness is underway. To support an evidence-based review, information from tracking, monitoring and reporting of student progress is needed. To improve outcomes for students, staff should:

- comprehensively analyse data to ensure programmes match student needs
- extend working relationships with parents of students receiving assistance, to have and support shared and agreed learning goals
- ensure the needs of students are firstly met by differentiated teaching in the classroom and referral to the MLC is in addition to the classroom programme.

Pacific students participate in cultural performances and activities that reflect and acknowledge their unique cultures. School leaders have successfully engaged with families and developed a strategic vision acknowledging shared aspirations for student success. Aligning goals in this plan with relevant actions and implementing ongoing improvement should further promote culturally responsive practices for Pacific learners.

- Some teachers comprehensively meet the needs of students in the classroom. However, this is not consistent. Improving teacher practice is a priority to improve student progress and achievement.

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

Improving educational success for Māori students is an area for ongoing development.

The education students have in Tahuna-ā-rua meets the aspirations of Māori learners and their whānau for Māori medium education. Kaupapa Māori strongly underpins student involvement in kapa haka. Participation and success in external competitions provides a basis for collective celebration.

Areas for improvement, identified in the 2011 ERO report, remain to be addressed. Teachers in mainstream classes should:

- use practices that are responsive to Māori students' culture, language and identity
- purposefully put into practice what has been learned in professional learning and development.

Setting clear expectations for the inclusion of te ao Māori in the curriculum, monitoring teacher development and providing relevant feedback should build competence and confidence to promote improved culturally responsive practice.

## **4 Sustainable Performance**

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

Strategic planning shows the intention of school leaders and trustees to improve curriculum performance and raise student achievement. They are managing improvement well to achieve the planned goals.

School leaders and trustees have external support and appointed internal leadership to guide improvement. The change and improvement plan reflects relevant priorities and implementation has begun. Achieving successful outcomes based on these planned goals is critical to raise student achievement and strengthen curriculum outcomes.

Teachers are well supported to build their professional practice. Feedback, through appraisal, identifies strengths and areas for ongoing development. External facilitation is strengthening teachers' ability to effectively inquire into the impact of practice and consider strategies to engage students purposefully in learning. To further improve these practices senior leaders and teachers should continue to:

- provide feedback to teachers aligned to agreed best practice strategies
- develop teachers' ability to set goals specific to individual development
- engage staff in professional dialogue, critical reflection and increase their opportunities to observe responsive practice.

Trustees have a strong commitment to school direction, focused on improvement for students. With external support they have strengthened their knowledge of effective governance. Trustees are considering how best to plan for succession and develop guidelines to support future trustees. Implementation of a three-year action plan provides a strategic focus for their governance practice.

The school engages purposefully with parents, whānau and aiga. Information is shared and gathered through consultation, three-way conferencing and written reports. Parents actively support curriculum learning for students through school events and as part of education outside the classroom. The Reading Together programme has been introduced to support parents with reading at home.

### **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

Monrad Intermediate curriculum promotes students' cultural, sporting and creative aspirations. Education in Tahuna-ā-rua is responsive to whānau and learner aspirations for Māori medium education. School leaders and trustees have developed useful plans to improve practices, raise achievement levels and develop self-review capability. Change is underway and at an early stage.

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



Joyce Gebbie  
Deputy Chief Review Officer Central

21 January 2015

## About the School

Location	Palmerston North	
Ministry of Education profile number	2402	
School type	Intermediate (Years 7 to 8)	
School roll	257	
Gender composition	Male 56%, Female 44%	
Ethnic composition	Māori	56%
	NZ European/Pākehā	29%
	Pacific	9%
	Other ethnic groups	6%
Special features	Four immersion Māori classes Specialist Technology Centre	
Review team on site	November 2014	
Date of this report	21 January 2015	
Most recent ERO report(s)	Education Review	December 2011
	Education Review	December 2008
	Education Review	November 2005