

**EDUCATION REVIEW REPORT:  
MONRAD INTERMEDIATE SCHOOL****DECEMBER 2008**

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

**1. About the School**

Location	Palmerston North
Ministry of Education profile number	2402
School type	Intermediate (Year 7 and 8)
Decile rating <sup>1</sup> [1]	3
Teaching staff: Roll generated	23.45

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<sup>1</sup>[1] Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.

entitlement	1.4
Other	26
Number of teachers	
School roll	325
Number of international students	3
Gender composition	Male 46%, Female 54%
Ethnic composition	NZ European/Pākehā 42%, Māori 45%, Pacific 8%, Other ethnic groups 5%
Special features	Bilingual classes
Review team on site	October 2008
Date of this report	9 December 2008
Previous ERO reports	Education Review                      November 2005 Supplementary Review September 2004 Supplementary Review October 2002 Education Review                      August 2002 Accountability Review                      June 1999 Assurance Audit                      April 1995 Review    April 1991

## **2. The Education Review Office (ERO) Evaluation**

Students attending Monrad Intermediate School, in Palmerston North, develop skills and behaviours that support their learning. Successful partnerships for learning exist between students, families and teachers.

An attractive stimulating environment is conducive to learning. Many students participate in, and achieve success with, a varied range of cultural, sporting and creative experiences. Teachers and students work closely together in an atmosphere of mutual respect where self pride, being a member of the school's community and achieving personal excellence are valued.

Carefully planned, appropriately resourced and well-paced literacy lessons target the learning needs of groups of students. All students are well supported to think critically, share their ideas and work cooperatively with others. Examples of highly effective teaching strategies are evident in some classes that should be extended across the school to ensure all students are able to take increased responsibility for planning and monitoring their own learning. Students enthusiastically engage in varied and interesting contexts that challenge and stimulate new learning.

Student progress and achievement is closely monitored throughout the year. At the end of 2007, 64% of Year 8 students were reading at or above their chronological age. Reading data, collated schoolwide in March 2008, indicated that achievement patterns across the school closely match national expectations. Most students made significant gains from entry in the school at Year 7 to the time they leave at Year 8. Samples of written work, measured against New Zealand curriculum exemplars show that many students improve the quality of their writing.

Well-planned initiatives support and encourage Māori student achievement and involvement. The bilingual unit includes an enrichment class for students who have a desire to increase their capability in te reo Māori. Strong partnerships for learning develop between students', their whānau and ngā kaiako in the bilingual unit. A schoolwide programme supports all students to gain confidence in and an appreciation of te reo me ngā tikanga Māori.

A positive culture, along with ongoing professional development for teachers, encourages opportunities for innovation and encourages strong collegial relationships. An experienced principal and knowledgeable senior managers, plan the direction for the future and provide guidelines for effective teaching practice. Students' achievement and successful involvement in academic, social and cultural activities is a priority.

### ***Future Action***

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

## **3. The Focus of the Review**

### ***Student Achievement Overall***

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

In 2007, mathematics targets for achievement were met with most students making significant progress in all aspects of the programme. Targets for 2008 are set at a more challenging level.

Formal tests in reading identify students who excel, achieve at their chronological age or require additional support to improve. Reading data, collated schoolwide in March 2008, indicated that achievement patterns across the school, closely match nationally norm-referenced results. Class targets focus on students whose learning level falls just below age-appropriate expectation. The Supplementary Test of Reading (STAR) is used to determine the impact of reading programmes on achievement for each student from their entry at Year 7 to when they leave at Year 8. At the end of 2007, 64% of Year 8 students were reading at or above their chronological age. Most students made significant gains over the two-year period.

Students' ability to write character descriptions, as part of poetic writing, was assessed in February 2008 to establish a benchmark for comparison in August. Samples measured against New Zealand Curriculum exemplars showed that many students improved the quality of their writing. ERO supports senior managements' commitment, identified through self review, to build teacher capability in moderating results to develop uniformity of understandings about achievement and progress.

Achievement data is used to identify students' placement in the special abilities' class (CWSA) at each of the two year levels. In both these classes rolls contain significantly more boys than girls.

### ***School Specific Priorities***

Before the review, the board of Monrad Intermediate School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and self-review information) and the extent to which potential issues for review contributed to the achievement of the students at Monrad Intermediate School.

ERO and the board have agreed on the following focus area for the review:

- enhancing achievement through student's active engagement in literacy learning.

ERO's findings in this area are set out below.

### ***Enhancing Achievement Through Students' Active Engagement in Literacy Learning***

#### **Background**

Since the November 2005 ERO report, school personnel participated in schoolwide professional learning to develop teaching and learning in literacy. They also carried out action research to link teacher appraisal to enhancing Māori achievement. Trustees and the principal believe that improved analysis of class and schoolwide assessment information, to group students with similar individual needs, impacts positively on achievement.

The bilingual unit has extended to include an enrichment class for students who have a desire to increase their capability in te reo Māori. Trustees, the principal and ERO agreed to evaluate, how effectively student literacy learning needs are achieved and how successfully teachers enable students' active engagement in literacy learning. This report evaluates literacy learning in bilingual and mainstream classes.

#### **Areas of good performance**

- **Scope of reading programmes**  
Students learn and practise reading using a wide range of genre and text formats. These include non-verbal texts, picture books, film, poetry, fiction and non-fiction. They follow their own interests and have quiet, uninterrupted periods for sustained reading. Teachers frequently read aloud to their classes, introducing new book titles or challenging students to extend their interests. Students value this approach, and are more discerning in their choice of reading material. Students enthusiastically engage in varied and interesting contexts that challenge and stimulate new learning.
- **Catering for needs**  
Students diverse skills and abilities are effectively catered for through well-targeted programmes. Teachers use carefully considered, valid assessments and appropriate identification processes to identify students for extension or remedial instruction. Two classes for children with special ability (CWSA) provide valid learning

experiences to extend and challenge individuals. Students who achieve in the mid range receive ongoing appropriate support. Learners of all abilities are challenged and succeed.

- **Learning support**  
Students with literacy learning needs are accurately identified and receive significant learning support. They are immersed in well-considered and carefully monitored individual lessons. Resources such as the use of teacher aides and computer-assisted learning programmes complement these programmes. Experienced support teachers create a positive literacy-rich environment designed to enhance students' reading abilities. Collated achievement data reveals considerable progress for students who complete the programme.
- **Teaching Strategies**  
Deliberate use of effective teaching strategies foster students' literacy learning. Thoughtfully planned and well-paced lessons target the learning needs of groups of students. Techniques such as sharing expectations, skilful questioning to determine understandings and linking learning to authentic contexts focus attention on students' learning. Students are well supported to think critically, share their ideas and work cooperatively with others. Confident, motivated learners persevere at tasks and demonstrate enjoyment for learning.
- **Relationships for learning**  
Respectful relationships throughout the school create an environment conducive to learning. Teachers and students work closely together to achieve success inside and outside the classroom. Academic and emotional support are carefully considered and provided through purposeful learning environments. Positive relationships enhance learning opportunities for students.
- **Literacy leadership**  
Comprehensive, clear guidelines provide a useful schoolwide overview for teachers to plan literacy programmes. A reciprocal reading framework emphasises collaborative learning and peer support. Professional development meetings enhance teachers' knowledge of literacy teaching, introduce new ideas and initiatives and share lead teachers' expertise developed through specific projects. Careful planning ensures resources are available so students can enjoy a broad range of reading material across a range of contexts.
- **Professional development**  
Knowledgeable leadership provides well-considered guidance for teachers to implement literacy programmes and extend their understanding of effective practice. Teacher appraisal and observation effectively links individual development goals to improvements in teaching practice. Planned syndicate and schoolwide meetings provide opportunities for teachers to share useful learning strategies and discuss and improve student achievement.

### **Areas for improvement**

- **Use of assessment self review**  
Evaluation practices do not effectively contribute to decisions about the impact of different reading programmes or next learning steps for students. Each term teachers select a reading aspect where students engage with text through completely different programmes such as reciprocal reading or using a commercial reading laboratory. More rigorous analysis and evaluation of assessment collected at the end of these terms

changes should identify the impact of each programme on student achievement to make decisions about future long-term reading plans.

- **Sharing good practice**  
The use of effective teaching strategies is not consistent schoolwide. Examples of existing good practice include providing;
  - exemplars with student work to model the skills students are focusing on;
  - students opportunities to peer and self assess their and others work;
  - students the specific purpose for learning by explaining the criteria they should include to achieve success with each task;
  - written feedback to students to remind them of their successes and next learning steps; and
  - occasions for students to learn cooperatively with others.

Extending these good practices, to all classes, should contribute to students' active involvement and taking increased responsibility for learning.

## **4. Areas of National Interest**

### ***Overview***

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Monrad Intermediate School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

### ***The Achievement of Māori Students: Progress***

In this review, ERO evaluated the progress the school has made since the last review in improving the achievement of Māori students and in initiatives designed to promote improved achievement.

#### **Areas of progress**

- **Whakawhānaungātanga**  
Strong partnerships for learning develop between students', their whānau and ngā kaiako in the bilingual unit. Teachers seek whānau input around how the school can better support their child's holistic development and educational success. Opportunities to come together, celebrate achievement, develop learning goals, tautoko and participate in social events, are well attended. Commitment of whānau, and successful relationships within the school, contribute positively to Māori student success and achievement.
- **Initiatives**  
Well-planned initiatives support and encourage Māori student achievement and

involvement. A schoolwide programme, 'Ka mau te Wehi', supports all students to gain confidence in and an appreciation for te reo me ngā tikanga Māori. Students entering bilingual education from mainstream education are catered for through the recent introduction of an enrichment class. Annual student graduations and speech competitions recognise individual attainment and provide whānau with an opportunity to celebrate achievement. Participation in pōwhiri and kapa haka is well led by bilingual students and promoted schoolwide.

- **Transitions**  
Students transitioning into, and exiting the bilingual classes are effectively supported. Enrolment procedures promote the active involvement of whānau in enhancing student learning and gaining an understanding of the values that underpin bilingual education. Teachers provide support for transition when students move into high school ensuring each individual is confident with this change.

### **Area for further improvement**

- **Evaluating and extending practice**  
Senior management plan to evaluate the impact of recent professional development that promoted effective teaching strategies to encourage cooperative learning and whānau engagement. ERO supports this direction along with plans to embed this good practice schoolwide.

### ***The Achievement of Pacific Students***

During the review ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of its Pacific students.

Monrad Intermediate School has 25 Pacific students. While some benefit from assistance in learning support programmes, others are high achievers. As well as making sustained academic progress, students experience success in cultural and sporting activities. They respond positively to opportunities to interact with successful role models, particularly with those who are past students. A trustee represents Pacific families' interests on the board and uses community networks to consult with parents.

### ***Implementing the New Zealand Curriculum in 2010***

#### **Progress to date**

In preparing for teaching the New Zealand Curriculum in 2010 the school has:

- met with an external facilitator to discuss 'What is curriculum?'
- attended a staff meeting lead by a visiting speaker to discuss the concept of key competencies;
- consulted staff and the community to seek their views on the current curriculum;
- enabled two teachers to attend professional development to hear speakers describe the new curriculum;
- purchased commercial resources that support curriculum implementation;
- made staff aware of online support websites; and
- informed trustees of their obligations as set out in the new curriculum.

## **Next steps**

The school has decided that its priorities for preparation over the next three to six months are:

- to design a strategy plan for professional development in 2009;
- to make the curriculum review and development a priority for staff meeting discussions in Term 4, 2008, and 2009;
- to use a teacher-only day to visit schools who are further progressing implementation; and
- to begin to use key competencies in planning, in Term 4, 2008.

## **Provision for International Students**

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

Monrad Intermediate School 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. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students. The school complies with all aspects of the Code.

## **Areas of good performance**

- **Accommodation**  
The teacher in charge maintains intensive contact with the families of international students. She ensures their needs, and any issues, are thoroughly discussed with parents and handled promptly and effectively. Documentation pertaining to the living arrangement of these students is up to date.
- **School expectations**  
A detailed booklet provides the caregivers and students with the school's clear expectations for behaviour, safety and welfare, and useful information about classroom programmes. Regular contact by the teacher in charge reinforces these expectations. Students are appreciative of the care, support and advice they receive, particularly from the teacher in charge.
- **Student support**  
A systematic orientation programme enables students' effective integration into the life of the school. International students confidently access helpful support services and personnel within the school as required. They participate extensively in the school's sporting and cultural activities and have developed friendships with local students. Students acknowledge the positive attitudes of teachers and most other students toward them. Some racist incidents were quickly resolved. Positive interactions and high-quality support enrich the learning and integration of the three international students.
- **English for Speakers of Other Languages (ESOL) Provision**  
International students receive effective support in English. They are comprehensively assessed on entry to the school. ESOL and general classroom English programmes, cater well for reading, writing, listening and speaking development. Students' progress is thoroughly monitored. Parents receive detailed reports on the achievement of their child.

- • Resourcing  
The board and senior management provide appropriate levels of staffing and resources to meet international students' academic, social and cultural needs. Teacher aides assist the teacher in charge with relevant learning and teaching programmes. The educational and social needs of these students are well met.
- • Self review  
The teacher in charge thoroughly analyses student achievement, and constantly reviews relevant pastoral care and welfare provision. These findings are the basis for the school's effective annual self review of the school's compliance with the Code and the board's goals and expectations.

## **5. Board Assurance on Compliance Areas**

### **Overview**

Before the review, the board of trustees and principal of Monrad Intermediate School 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 legislative obligations related to:

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

During the review, ERO checked the following items 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.

### **Compliance**

ERO's investigations did not identify any areas of concern.

## **6. Recommendation**

ERO and the board of trustees have developed the following recommendation:

- 6.1 Senior managers improve self review and identify and provide opportunities to share existing good practice to further enhance student achievement.

## **7. Future Action**

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

signed

Graham Randell  
Area Manager  
**for Chief Review Officer**

9 December 2008

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9 December 2008

## **To the Parents and Community of Monrad Intermediate School**

These are the findings of the Education Review Office's latest report on **Monrad Intermediate School**.

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### ***Review Coverage***

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

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

signed

Graham Randell  
Area Manager  
**for Chief Review Officer**

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## ***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 is based on three review strands.

- **School Specific Priorities** – the quality of education and the impact of school policies and practices on student achievement.
- **Areas of National Interest** – information about how Government policies are working in schools.
- **Compliance with Legal Requirements** – assurance that this school has taken all reasonable steps to meet legal requirements.

### ***Review Coverage***

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### ***Review Recommendations***

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

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