

Glenfield Intermediate Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance
- School Statistics

1 Context

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

Glenfield Intermediate provides education for students in Years 7 and 8 from an ethnically diverse local community. Most students stay with the same teacher and class group for their two years at the school. Staff, students and parents report that this new initiative is having a positive impact on students' wellbeing, learning and engagement. The 'Powerful Learner Qualities' are embedded into all aspects of school life and are connected to the school's vision and values.

The school has close working relationships with local primary and secondary schools and hosts two satellite classes from Wairau Valley Special School. These relationships are beneficial to the pastoral care of students and support smooth transitions as students move from primary, to intermediate and on to secondary schooling.

Since ERO's 2010 review, there have been significant changes in the demographic profile of the school. The school has been very responsive to these changes. It has a comprehensive Year 6 transition programme, and the board and principal are working with the Ministry of Education to progress plans for improving school property.

School leadership has also continued to change and develop. The principal, who has played a key role in building leadership opportunities within the school, is departing to take up a new position. The board is working with external advisors to appoint a new principal to lead the school from term 4, 2015. A new associate principal has been appointed to work with the principal and the school's two leaders of learning. The leadership team also includes the teacher in charge of special education and student well being.

The 2010 ERO report noted the high standard of education provided for students. The friendly and inclusive culture of the school was noted, and continues to be a notable feature of the school. The report recommended further strengthening of aspects of curriculum planning and teaching practices. These recommendations have been successfully addressed. ERO's report also recommended developing further ways to document information from consultation and self review, and continued work on promoting success for Pacific students. These aspects of school performance are still being developed.

2 Learning

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

The school uses achievement information well. Teachers are committed to ongoing improvement and use data to monitor students' progress. They know their students well and have positive relationships with them.

Teachers make good use of the learning environment and have effective strategies to engage students and support their learning. Students' ideas are valued and considered. They are aware of their progress and achievement and are able to identify their next learning steps. A focus on positive behaviours for learning is resulting in higher levels of student engagement in the learning process.

Student achievement information shows that about two thirds of students achieve at or above National Standards in reading. School leaders and teachers recognise the need for a continuing focus on raising achievement levels for all students. While this need is particularly evident in mathematics and writing, data indicates that accelerated progress in writing is being made. The school is now focusing on accelerating student progress in mathematics.

School leaders and teachers work together, and with local primary schools and intermediates to promote consistent approaches to assessing student learning. This is helping teachers to make more accurate and reliable judgements about students' levels of achievement in relation to the National Standards.

Students with diverse needs are identified and supported by a wide range of agencies and interventions. Effective monitoring of student wellbeing and reviewing the outcomes of interventions helps to ensure that students are getting appropriate support. Well developed assessment procedures and practices assist students who require English language learning support.

Parents have a variety of opportunities to discuss their children's progress and learning with teachers. They receive clear information about their children's progress and achievement in relation to the National Standards and about their learning in all curriculum areas. Teachers welcome informal discussions with parents, which further support children's learning. Whānau who spoke to ERO during the review appreciate the increasing range of options for communication between home and school.

Trustees receive regular information about student achievement and use it well to make resourcing decisions.

To further progress student learning, the senior leadership team agrees that it is timely to:

- review the impact of changes in teachers' practice on student learning
- continue to strengthen the use of information about student progress and achievement
- identify more specific targets and strategies for raising student achievement, particularly for Māori and Pacific students.

3 Curriculum

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

The school's broad based curriculum promotes student learning and engagement.

The curriculum the plan is well documented. The school has high expectations for teachers and clear expectations for curriculum delivery.

Students respond positively to the learning contexts and experiences provided. Specialist teaching in the areas of technology, music and the arts add depth to the curriculum. Students enjoy a wide range of cultural and sporting opportunities, including opportunities to explore robotics and to learn Mandarin.

Students support each other in their learning through student-led inquiry approaches. Their contribution to the school is apparent. Student leadership groups and student input into surveys contributes to school self review and decision making.

As part of its support for students' learning, the school has a 'bring your own devices' (BYOD) policy. The board is committed to increasing access to digital devices within the school. Whānau comment on the positive effects the BYOD policy is having on supporting students' learning at home. They report their children are taking greater ownership of their own learning through the use of digital devices.

Teachers reflect on their practice and share planning and classroom strategies to improve teaching. There is a strong focus on strengthening and increasing the consistency of teaching practice across the school. Teacher professional development is targeted to align with the school's emphasis on continuously improving student achievement outcomes.

To add value to the school's curriculum design and development senior leaders acknowledge that they could now explore ways to make the cultures and languages of the community more evident in curriculum implementation.

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

Glenfield Intermediate has 27 students who identify as Māori. The school is implementing a plan for promoting the success of these students. This will include a focus on cultural events and further promoting and celebrating Māori identity, language and culture.

Māori students take on leadership roles. They talk confidently about their learning and their sense of place and belonging within the school. Students who spoke to ERO are keen to have

more opportunities to learn te reo Māori. A new whānau group to support Māori students in their learning has been established.

External tutors are sought, when required, to strengthen the school's learning community and cultural capabilities. Kapa haka and protocols based on tikanga Māori are led by key staff members. They also work with other staff to build their confidence to implement the school's Ka Mau te Wehi te reo Māori programme. Ensuring students' prior knowledge and background is taken into account in the planning and delivery of this programme is an important next step. This could help teachers better match the programme to the differing levels of student expertise and prior learning.

The senior leadership team agree that a next step for the school is to review and align curriculum, consultation and communication policies with its Treaty of Waitangi policy and the principles of Ka Hikitia – Accelerating Success 2013 – 2017, the Ministry of Education's Māori education strategy.

4 Sustainable Performance

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

The school is well placed to sustain good practices and continue to improve. The board includes experienced and new trustees who are supportive of the school and the leadership team. The school, along with a cluster of local schools, is actively strengthening learning partnerships with whānau.

The senior leadership team is cohesive and has a shared understanding of, and commitment to, the school's direction. The principal has been instrumental in building leadership capacity and in promoting shared leadership through effective teacher professional development. A new teacher appraisal system promotes high expectations and supports teachers to continually improve their practice.

The school has a well established culture of self review which it uses for strategic decision making. The senior leadership team has identified the need to strengthen the documentation of self review processes, and of the impact that changes have made for students. They also agree that streamlining policies and procedures would provide a clearer and more useful guide for teachers.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students established under section 238F of the Education Act 1989. At the time of this review there was one international student enrolled at Glenfield Intermediate School. The school has attested that it complies with all aspects of the Code. The school has good processes for reviewing its provision for international students.

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 Glenfield Intermediate curriculum effectively promotes and supports student learning. Students benefit from an inclusive environment that values diversity and provides opportunities for student leadership. The school has a strong focus on strengthening teaching practices and raising student achievement levels.

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

Dale Bailey
Deputy Chief Review Officer Northern

15 June 2015

School Statistics

Location	Glenfield, Auckland	
Ministry of Education profile number	1295	
School type	Intermediate (Years 7 to 8)	
School roll	296	
Number of international students	1	
Gender composition	Boys 51%	
	Girls 49%	
Ethnic composition	Māori	9%
	NZ European / Pākehā	38%
	Filipino	18%
	Indian	8%
	Chinese	6%
	Samoan	3%
	Tongan	4%
	other	14%
Special Features	Satellite classes from Wairau Valley Special School	
Review team on site	May 2015	
Date of this report	15 June 2015	
Most recent ERO report(s)	Education Review	December 2010
	Education Review	August 2007
	Education Review	June 2004