

**Rangeview Intermediate
Te Atatu South, Auckland**

Confirmed

Education Review Report

Education Review Report

Rangeview Intermediate

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?

Rangeview Intermediate provides a welcoming environment for its culturally diverse students. The school values of *Respect, Integrity, Service and Endurance* (RISE) are well embedded in school life and create a sense of connectedness and belonging for students, staff and the wider school community. Special features of the school's setting include a spacious library, modern gymnasium and sculptures and seating in the school grounds.

A significant development since ERO's 2011 review has been restructuring the school into a middle school model. This new structure is focused on the needs of emerging adolescents within an environment that promotes student-centred learning approaches.

Students are confident, friendly and respectful. New pastoral care structures and systems support their wellbeing and learning. The school has made good use of the Ministry of Education (MoE) *Positive Behaviour for Learning* (PB4L) programme. This is helping to promote and sustain an affirming school tone.

Since the end of 2013, an acting principal has been leading the school. She, together with the board and the senior leadership team, is working to set a new educational direction for the school. This new direction is being supported by professional development for middle leaders and teachers that is targeted on improving outcomes for students. At the time of this review the appointment of a new principal was imminent.

2 Learning

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

The school is making increasingly good use of student achievement information to strengthen teacher practice and monitor student progress. Recent improvements include:

- improved use of achievement information to inform teachers' planning
- strengthening moderation processes to help teachers make overall judgements in relation to the National Standards

- an increased focus on celebrating students' achievements and successes.

The school's achievement information indicates that the majority of students are achieving well in reading and writing. Māori students have made good progress in writing and mathematics. Pacific students have made significant progress in reading and writing.

School leaders acknowledge the need to continue work on establishing more effective and reliable assessment and reporting systems to better promote students' progress and achievement. Developments in this area should help school leaders and trustees to set more relevant and meaningful targets. These targets should reflect the specific needs of groups and individual students who are at risk of not achieving.

Students are engaged in learning both independently and collaboratively. Classroom environments support learning and student work is valued. Senior leaders have plans to increase opportunities for students to take a greater role in leading their learning. Increased analysis of learner voice and of achievement information would also help teachers to reflect on the effectiveness of their own teaching. Senior leaders agree that this is an important next step for enhancing the quality of teaching to improve outcomes for students.

3 Curriculum

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

The school's curriculum promotes and supports student learning well. Students are offered a broad curriculum that focuses on key learning areas with a strong focus on reading, writing and mathematics. They benefit from a mix of homeroom and specialist subject teachers. Students enjoy learning and take advantage of the leadership opportunities the school provides.

Curriculum review has begun to promote a more student-centred curriculum that connects well to the new middle school structure. Senior leaders agree that a curriculum which focuses on promoting students' thinking and inquiry skills would better meet the needs of learners. They could consider ways to increase students' involvement in, and influence on, curriculum decision-making. The school is well positioned to use *The New Zealand Curriculum* (NZC) principles as a review tool to guide curriculum development.

Teaching strategies aimed at further promoting learning for Pacific students are being implemented across the curriculum. Senior leaders and the board acknowledge it would now be useful to define what it means to be a successful Pacific learner. They could use current MoE resources to develop shared understandings of success with the board, staff, whānau and students and promote these understandings through the school's curriculum.

Teachers are committed to strengthening their practice and are benefiting from focused professional development. Areas of good teaching practices are evident, including those relating to targeted group teaching and the sharing of learning intentions with students.

The school's coaching and mentoring approach is also assisting teachers to further develop their subject expertise and associated teaching strategies. This approach has much potential as a model for developing professional learning communities across teaching departments. Increasing the robustness of staff performance management systems through more explicit links to agreed effective teaching practices is a further next step.

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

19 percent of students at Rangeview Intermediate identify as Māori. Prominent factors that are promoting Māori student success include the well-established school kawa, the relationship with the school kaumātua and the high profile, both regionally and nationally, of the school kapa haka. Students proudly participate at school pōwhiri leading karanga, waiata and haka. Te reo Māori is offered to all students for six months of each year.

The school's cultural liaison teacher is instrumental in promoting educational success for Māori, as Māori. With support from curriculum leaders, she leads the implementation of the MoE's strategy *Ka Hikitia, Accelerating Success* across the school.

Trustees and school leaders are beginning to discuss what educational success as Māori means in a school setting with Māori whānau. They are using relevant MoE documents to develop their understanding. Working together with whānau to create a strategic education plan could provide a more coordinated approach to raising success for Māori students. This planning could specify achievement targets and identify whānau and student aspirations for success as Māori.

4 Sustainable Performance

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

The school is well placed to implement the school's vision for change and development. The board and senior leaders agree that reviewing the strategic plan and its alignment to the school's new vision and direction with staff, students and the wider community is a priority.

Trustees bring a range of expertise and skills to their roles. They are well led by an experienced board chair and are highly supportive of leaders and staff. External training has helped them to better understand financial management. Rationalising board policies and reviewing related management procedures could further strengthen the school's governance and management framework.

School trustees, senior leaders and ERO agree that governance could also be enhanced by more specific and evaluative reports to the board from staff with key responsibilities. Further developing the educational leadership expertise of senior and middle leaders is likely to impact positively on the quality of these reports, providing richer information to guide strategic planning and fostering more cohesive and evaluative self review. This should help the school sustain and further improve existing good practices.

Provision for international students

The 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*. At the time of this review there were three international students attending the school.

The school has attested that it complies with all aspects of the Code. ERO's findings, however, indicate that processes for, and documentation of, self review, including reporting on specific outcomes for international students, are not yet well developed.

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.

During the course of the review, ERO identified an area of non-compliance relating to international students. In order to address this, the board of trustees must:

- undertake an annual review of the school's compliance with the Code.
Code of Practice for the Pastoral Care of International Students S28.3

Conclusion

Rangeview Intermediate promotes and supports student learning. School information indicates that the majority of students are achieving well in reading and writing. A new middle-school structure is promoting a broad curriculum focused on student-centred learning. School values are creating a sense of connectedness and belonging for students, staff and the school community.

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



Dale Bailey
National Manager Review Services
Northern Region

12 September 2014

About the School

Location	Te Atatu South, Auckland	
Ministry of Education profile number	1457	
School type	Intermediate (Years 7 to 8)	
School roll	676	
Number of international students	3	
Gender composition	Girls 52% Boys 48%	
Ethnic composition	NZ European/Pākehā 47% Māori 19% Samoan 8% Indian 7% Chinese 5% Fijian 2% Korean 1% Tongan 1% other Asian 4% other Pacific 3% MELAA 3%	
Review team on site	July 2014	
Date of this report	12 September 2014	
Most recent ERO report(s)	Education Review October 2011 Education Review June 2008 Education Review June 2005	