

ERO External Evaluation

Howick Intermediate, Howick, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Howick Intermediate in East Auckland provides for approximately 485 students in Years 7 and 8. The school's roll is culturally diverse and is increasing.

Since the 2015 ERO review many new staff have been appointed and classrooms have been upgraded so they are now more flexible learning spaces. A new leadership team has recently been appointed from within the staff.

The school's vision states that it is a school of excellence where every person is enabled to succeed in a safe, happy and stimulating environment. The school values of perseverance, respect, attitude, integrity, service and excellence (PRAISE) guide the school. The board is focused on each student realising their full potential and on improving students' learning progress and achievement.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- progress and achievement in reading, writing and mathematics
- student engagement and wellbeing for success
- provision for students with additional learning needs.

Leaders and teachers have participated in a wide range of professional learning and development (PLD) including building leadership capabilities and collaborative inquiry in mathematics.

The school hosts a satellite class from to Sommerville Special School. It is a member of the Howick Coast Community of Learning | Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is making good progress toward achieving equity and excellence for all students. Most students achieve at or above expected curriculum levels in reading, writing and mathematics.

Achievement information for Māori students shows parity in mathematics and increasing parity in writing. Data also indicate improved parity for Pacific students in reading, writing and mathematics, over time. There is gender parity in reading and increasing parity in writing.

Valued outcomes for learners are documented in the school's graduate profile. Students demonstrate a sense of pride and belonging in their school. They show positive attitudes to learning. Students are confident to take on increasing responsibility for their learning and collaborate with their peers. Senior leaders are strengthening their evaluative analysis of data gathered **to show** progress against the graduate profile.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

Leaders and teachers are working positively to accelerate learning for Māori and other students who need this. Leaders and teachers identify priority and target students. They deliberately plan to accelerate learning by ensuring that programmes meet individual students' needs.

In-class and withdrawal programmes for students who are learning English as an additional language are comprehensive. School progress and achievement information indicates that these students are making good progress with English language acquisition. Teachers also employ successful strategies to support the progress of students with additional learning needs.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The board of trustees has been deliberate in its stewardship role. Trustees are committed to, and passionate about, the positive direction of the school. They make well informed resourcing decisions to support the school's strategic direction. Their resourcing of property and teachers' PLD aligns well with current good school practices.

Leaders and teachers are collaboratively building their inquiry capacity and use evaluation purposefully for continued improvement for students. As these processes are strengthened, teachers and leaders will be better able to establish sustained improvement. This should enable trustees to know about and understand what makes the biggest difference for all learners.

Teachers use reliable assessment tools and closely analyse student progress over the year. The board uses this differentiated information to choose measurable schoolwide targets. Leaders and teachers identify useful strategies to meet these school targets.

Leaders manage the school well. They are deliberate and purposeful in engaging with families to build closer partnerships with the community.

Leadership of PLD that is focused on current good practice in teaching and learning, supports the strategic direction of the school. Middle managers have many opportunities for leadership.

The development of flexible learning spaces supports teachers' delivery of a responsive curriculum. Specialist programmes enable students to experience a variety of learning opportunities. These experiences help build students' learning pathways to secondary school and future career choices.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Trustees and school leaders agree that they should now review their strategic documentation to ensure that goals and targets are effective in supporting ongoing improvement in outcomes for students.

Trustees and leaders should progress plans for improving cultural responsiveness and ensuring that Māori learners are well supported to experience success as Māori, and Pacific learners as Pacific. As part of this development, leaders and teachers should increase their knowledge and capacity to integrate te reo and tikanga Māori throughout the curriculum. Regular evaluation of the impact and effectiveness of culturally responsive practices would assist with continual improvement.

3 Other Matters

Provision for international students

The school is a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016 (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

The school mainly hosts short-term visiting students and groups. At the time of this review there were no international students attending the school.

4 Board Assurance on Legal Requirements

Before the review, the board 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 the following:

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

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance

- school policies in relation to meeting the requirements of the Children’s Act 2014.

5 ERO’s Overall Judgement

On the basis of the findings of this review, ERO’s overall evaluation judgement of Howick Intermediate’s performance in achieving valued outcomes for its students is:

Well placed

6 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- the board’s and leaders’ commitment to ongoing school improvement
- trustees and leaders providing opportunities to grow schoolwide leadership
- leaders’ and teachers’ shared understanding and ownership of the responsive curriculum.

Next steps

For sustained improvement and future learner success, priorities for further development are in the board:

- evaluating the effectiveness of culturally responsive practices and their impact on outcomes for students
- strengthening evaluative reporting to increase trustees’ knowledge about and understanding of what works and makes the biggest difference for all learners.



Steve Tanner
Director Review and Improvement Services Northern
Northern Region
13 December 2019

About the school

Location	Howick, Auckland
Ministry of Education profile number	1318
School type	Intermediate
School roll	485
Gender composition	Boys 50% Girls 50%
Ethnic composition	Māori 9% NZ European/Pākehā 41% Pacific groups 11% Chinese 9% Indian 9% other European 12% other Asian 6% other ethnic groups 3%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	September 2019
Date of this report	13 December 2019
Most recent ERO report(s)	Education Review November 2015 Education Review June 2014 Education Review May 2011