

**Murrays Bay Intermediate**  
**North Shore, Auckland**

**Confirmed**

**Education Review Report**

# Education Review Report

## Murrays Bay 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?**

Murrays Bay Intermediate is located in the suburb of Murrays Bay on the North Shore of Auckland. It provides education for students in Years 7 and 8. The school's roll of 1011 includes 20 students who identify as Māori. Twenty five percent of the school's roll is of Asian descent.

The school's senior leadership team consists of long serving and experienced principal, associate principal and executive officer. A new associate principal joined this team in 2012. This senior leadership team is well supported by other staff who undertake specific leadership of learning roles in the school.

Since the 2010 ERO review there has been several changes in teaching staff and composition of the board of trustees. The school has had considerable refurbishment of buildings and facilities. Teachers have undertaken extensive professional learning and development in writing as part of a Ministry of Education (MoE) funded initiative involving nine other intermediate schools in the wider Auckland area. The school has recently agreed to participate in the MoE community of schools initiative involving contributing primary schools and one secondary school in the Murrays Bay area.

The school continues to provide a curriculum that has a strong focus on supporting students as life-long learners with an emphasis on innovation, collaboration and creativity.

The school's caring and inclusive culture for learning is based on respectful relationships between students and teachers with high levels of enthusiasm.

Students enjoy learning in well-organised and presented classrooms, and expansive and well-maintained grounds and environments.

Murrays Bay Intermediate has a positive ERO reporting history and has responded well to the areas for development in the previous ERO report about strengthening the provision of te reo Māori, and encouraging students to explore deeper learning in a digital environment.

## 2 Learning

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

Murrays Bay Intermediate makes very good use of student achievement information to make positive changes to learners' engagement, progress and achievement.

School leaders have developed a comprehensive framework to guide the collection and use of student achievement information, especially in the areas of reading, writing and mathematics. They make good use of this information to:

- inform decisions about curriculum design and teacher professional learning programmes
- identify students requiring additional support or extension
- report school-wide achievement to the board of trustees.

Well-developed processes are implemented that support teachers to make robust overall judgements in relation to the National Standards in reading, writing and mathematics.

The board is well informed about student achievement. Trustees effectively use this data to set appropriate annual achievement targets in the school's charter, and to inform their decision making about resource allocation.

Teachers use a wide range of assessment information to develop individual learning pathways for students particularly in literacy and mathematics. They implement effective processes that support students to clearly identify their achievement, progress and next learning steps. As a result students are able to monitor their progress and manage their own learning

Parents are well informed about their children's learning. They receive two comprehensive written reports each year, have opportunities to participate along with teachers in student-led conferences, and also have access to important curriculum information and their children's learning through several on-line initiatives.

The school's achievement information for 2013 and 2014 indicates that a significant majority of students, including Māori and Pacific, achieved at or above the National Standards in reading, writing and mathematics. This data shows that the school has already exceeded the 2017 MOE target of having 85% of all students achieving at or above the National Standards.

## 3 Curriculum

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

The school curriculum very effectively promotes and supports student learning.

The school's broad and rich curriculum provides many opportunities for students to pursue their interests and strengths, as well as discover new areas of learning. As identified in the 2010 ERO report, curriculum initiatives continue to be based on education research and best practice.

Particular features of the school's curriculum include:

- an appropriate focus on literacy and mathematics
- a wide range of learning experiences in technology, performing and visual arts, and sport
- many opportunities for students to develop their leadership skills
- the effective use of real life learning contexts, including opportunities for students to make significant contributions to the local and wider community.

A special strength of the curriculum is the extensive and meaningful use of computer technologies to enhance learning by both teachers and students.

School leaders have established clear, well-researched and documented expectations for teaching practice at Murrays Bay Intermediate. Teachers receive regular and comprehensive support and guidance to support their professional capability. ERO observed the consistent implementation of effective teaching strategies that reflect school expectations.

Students' wellbeing is enhanced by a strong schoolwide culture of shared care. They have access to a wide range of support personnel including school counsellors, experienced year level deans responsible for pastoral care and a school chaplain. Several specific learning programmes that support wellbeing are provided for identified students.

Students' requiring additional support, including new English language learners, benefit from a comprehensive range of well-managed and monitored support programmes. These programmes are implemented by skilled and knowledgeable specialist teachers and teacher-aides. Specific classes are provided for students at both Year 7 and 8 who require extension.

To further enhance the school's curriculum consideration should be given to developing a clear understanding, for students and teachers, of the key dispositions that promote and support life-long learning. This is likely to support the school's future focused personalised curriculum.

ERO observed students who are enthusiastic about their learning, and who benefit from the meaningful learning partnerships that they have with their teachers and classmates.

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

The school has made good progress since the 2010 ERO review in promoting success for Māori students, as Māori. Following a hui with Māori whānau, and consultation with local Kaumātua, the school has developed a Māori Education Plan to establish a kawa for school operations. A significant initiative has been the development of a school-wide te reo Māori programme led by specialist teachers.

Māori students' sense of culture and identity at the school is promoted by:

- opportunity to participate in performance kapa haka
- incorporation of pōwhiri as an important part of school operations
- visits to local marae as part of the school's Education Outside the Classroom programme.

## 4 Sustainable Performance

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

Murrays Bay Intermediate is very well placed to sustain and improve its performance.

The experienced and knowledgeable senior leadership team have a reflective approach to ongoing school improvement. They provide a clear direction for school development that is based on current research and agreed effective practice. A particular strength of the senior leadership team is the wide range of opportunities and support that they provide for teachers to develop their leadership skills, and to share their knowledge and expertise for the benefit of their colleagues and students. School leaders have established strong partnerships with trustees, teachers and wider community that support ongoing sustainability and improvement.

The board of trustees provides effective school governance. Trustees have an extensive range of governance experience and expertise that supports them to undertake their roles and responsibilities. They work well with school leaders in the best interests of students. The school is in a strong financial position.

There are strong collegial relationships among the teaching staff. Teachers are supportive of the school's curriculum priorities and are committed to their own professional learning. Staff provide an extensive range of learning opportunities for students.

A wide range of effective self-review processes are implemented that support sustainability and improvement.

The school continues to benefit from high levels of community support.

### 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. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international learners is thorough and effective.

At the time of this review there were 27 international fee-paying students in the school. These students are well supported by a committed and enthusiastic team which includes the international student director, dean of international students, home-stay coordinator, international student advisor and teachers. Policies and procedures are clearly documented. Students receive high-quality learning opportunities, which include a well-structured and flexible English language programme designed to meet the needs of students. International students participate in all aspects of school life. Their progress is carefully monitored and there is strong support for their wellbeing and pastoral care.

## 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

Murrays Bay Intermediate continues to provide a highly-effective curriculum that supports and promotes student learning. A feature of the school's curriculum is the effective use of computer technology to enhance learning. Students enjoy an extensive range of learning opportunities, and most students achieve at or above the National Standards.

ERO is likely to carry out the next review in four-to-five years.



Graham Randell  
Deputy Chief Review Officer Northern (Acting)

12 August 2015

## About the School

Location	North Shore, Auckland	
Ministry of Education profile number	1386	
School type	Intermediate (Years 7 to 8)	
School roll	1011	
Number of international students	27	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	NZ European/Pākehā Chinese Other Asian Other European Other Māori Indian Pacific South East Asian	56% 14% 10% 10% 5% 2% 1% 1% 1%
Review team on site	June 2015	
Date of this report	12 August 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	October 2010 May 2007 December 2003