

Te Ara Huarau | School Profile Report

School Name: Wesley Intermediate

Profile Number: 1564

Background

This Profile Report was written within six months of the Education Review Office and Wesley Intermediate working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website. www.ero.govt.nz

Context

Wesley Intermediate is an intermediate school in Mt Roskill, Auckland, an area of planned urban development. The school values are Whanaungatanga – belonging, Rangatiratanga- leadership, Hiranga ki mua – excellence and is guided by the whakatauki – *‘Whāia te mātauranga hei oranga mō koutou – seek learning for the wellbeing of all’*.

The board appointed a first-time principal during 2022 and is currently supported by a Limited Statutory Manager. The school is a member of the Mt Albert Kāhui Ako and Ako Hiko Cluster. Wesley Intermediate hosts a satellite class for Central Auckland Special School (CASS).

Wesley Intermediate's strategic priorities for improving outcomes for learners are:

- create a culturally sustaining positive environment for learning
- grow teacher capability to raise and accelerate achievement for all
- enhance community partnerships in order to increase engagement.

You can find a copy of the school's strategic and annual plan on Wesley Intermediate's website.

ERO and the school are working together to evaluate the extent to which an ākonga focused, positive learning environment promotes engagement and achievement for all ākonga.

The rationale for selecting this evaluation is:

- the school community has recently revised the school values and working norms
- teachers are participating in restorative practice professional learning
- the strategic plan has a key focus on positive learning environments.

The school expects to see ākonga who are engaged in a positive learning environment which supports their engagement and accelerated progress. A sustained commitment to both wellbeing and achievement will lead to improved ākonga outcomes and an increasingly positive school profile.

Strengths

The school can draw from the following strengths to support its goal to evaluate the extent to which an ākonga focused, positive learning environment promotes engagement and achievement for all ākonga:

- leaders who demonstrate a strategically aligned vision for change
- values based learning which supports ākonga in their wellbeing and sense of belonging
- teachers who are committed to explicitly targeted professional learning and development that supports accelerated learning.

Where to next?

Moving forward, the school will prioritise:

- embedding of relational and restorative practices across the school
- identifying and using teaching practices which have a rigorous focus on accelerated learning
- implementing collaborative and targeted teaching practices
- strengthening learning focused relationships with parents, whānau and community.

Recommendation

ERO recommends that the Ministry of Education continue to support the board to achieve its improvement goals.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Shelley Booyser
Director of School
3 May 2023

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home