

20 October 2010

## **To the Parents and Community of Nelson Intermediate School**

These are the findings of the Education Review Office's latest report on Nelson Intermediate School.

Students at Nelson Intermediate School are active learners with respect for each other and a desire to be the best they can be. The board of trustees and staff foster positive relationships between members of the school community. Students are offered a curriculum that provides meaningful, authentic experiences that contributes to high levels of engagement.

The school vision is "*Success for all*" with connected, creative, happy learners who follow the right path - *Whaia te Aratika*. The vision is apparent in schoolwide practices. Students feel valued, support each other and accept and celebrate differences.

The deliberate focus on raising achievement levels is evident in learning outcomes and progress for all students. Those who enter the school achieving below national expectations in literacy and numeracy mostly achieve the expected level by the end of Year 8. Teachers accelerate the progress of four groups of students: those with special needs and English Language Learners (ELL); those at risk of underachieving; those achieving at expectations; and the gifted and talented. The targeted intervention benefits all students.

Māori students experience success. Some achieve just below their non-Māori peers when they enter Year 7 but significant shifts in achievement for these students occur from the beginning of Year 7 to when they leave the school. Māori achievement and progress mirrors the rest of the cohort by the end of Year 8.

Te Pitau Whakarei, the school's bilingual class, supports its students strengthen their cultural identity and sense of belonging. Strong relationships are fostered within the class. Student interest is high in developing knowledge of te reo Māori, and understanding of their whakapapa. The students' involvement in kapa haka affirms their sense of identity, and excursions help them make connections with the wider community. The teacher coach and kaiako work together to strengthen numeracy and literacy achievement. Work is needed to be ready to implement *Te Marautanga o Aotearoa* in 2011.

Self review is firmly embedded in school practice. The board, senior leaders, staff, students and parents have all contributed to the change process in the last three to four years. Evidenced-based decision making underpins structures, processes, and frameworks. The board and senior leaders proactively lead change. Fast-paced progress has been purposefully made to include robust structures of support and

guidance. Planned review identifies what is going well and next steps. ERO's evaluation confirms the school's prioritised areas for continued development.

Board and senior management focus on building capability. They use student achievement information to support and guide the changes to curriculum design to stimulate and challenge all students. Trustees are well informed and responsive to identified needs. The collaborative senior leadership team models reflective thinking.

### **Future Action**

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

### **Review Coverage**

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and self-review information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, [www.ero.govt.nz](http://www.ero.govt.nz).



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