
School Name: Mt Roskill Intermediate

Profile Number:

Background

This Profile Report was written within 6 months of the Education Review Office and Mt Roskill 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

Mt Roskill Intermediate is located in Mt Roskill, Auckland. It is part of the Mt Roskill Campus catering for ākonga/learners in years 7 & 8. The school's values of Manaaki – Care, Kōtua- Respect and Tūtika – Responsibility, underpin their vision to develop lifelong learning skills that enable every student to thrive, strive, seek, and find ways to realise their aspirations.

The Tennyson Centre located onsite caters for Ongoing Resourcing Scheme (ORS) ākonga with severe learning needs and reflects the schoolwide culture of care and inclusion.

Mt Roskill Intermediate's strategic priorities for improving outcomes for learners are:

- Learning- Our students will be engaged in their learning and have high levels of achievement.
- Working -Together Our school and community will work together to strengthen relationships and support student learning and progress.
- Processes- Our school will have efficient systems.

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

ERO and the school are working together to evaluate how well the school-wide practices and processes focused on improving learner outcomes, enable ākonga and teachers/kaiako to realise their fullest potential.

The rationale for selecting this evaluation is:

- growth coaching models are embedded to support teachers and ākonga to reflect on learning and their aspirations
- a responsive curriculum is in place, focussed on values of care, strong interpersonal relationships, and learning challenge at each learner's level of need
- the school continues to focus on building strong foundational literacy and numeracy skills
- recognition that the needs of learners has changed post covid and developing practices and processes to support ākonga needs

The school expects to see:

- strong wellbeing and inclusion practices
- connected pathways of acceleration and extension focussed on meeting all ākonga learning needs
- every kaiako recognising and accessing the prior learning that our multicultural ākonga bring to their learning

- effective and articulated practice models for teaching and learning to guide ongoing consistency
- continued strengthening of whānau, community and iwi engagement to support ākonga learning outcomes.

Strengths

The school can draw from the following strengths to support the school in its goal to consider how well its practices and processes of learning support a continuous improvement in learner outcomes:

- a schoolwide culture of care and kindness
- ākonga are respected and valued by all adults working in the school
- differences and diversity are celebrated
- opportunities to grow leadership for both students and staff for example as a school we nurture and develop beginning teachers to be excellent practitioners
- our families' ideas and what they bring to learning are valued and wherever possible included in our vision.

Where to next?

Moving forward, the school will prioritise:

- develop our localised curriculum to include authentic ways of being, doing and understanding to align with the NZ refreshed curriculum
- evaluate our school wide equity capability and establish the impact that has on our learning outcomes
- determine our levels of value adding in core learning areas to consider further avenues for improvement
- establish with our families and ākonga key benchmarks for success that become enablers of potential.

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.