



# New Schools Readiness to Open Report

Waatea School  
Mangere, South Auckland  
MoE PN: 880

**Final Report**  
**September 2022**

## Background

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to conduct a review of preparation work in order to help determine the readiness of Waatea School to operate as a Year 1-8 State Integrated School.

## Terms of reference

The MoE asked ERO to investigate and report on:

- the development of the vision, direction, and reflection of the school as a State Integrated School in the school's guiding documents
- progress on the appointment of a principal and induction and performance management systems
- the EBoT's progress toward developing expectations for student academic achievement, and how this progress will be judged, and supported through school documentation
- the school's approach to teaching and learning including induction, teacher development and teaching resources
- systems and expectations for assessing student progress and achievement and reporting this to parents, and
- policies and procedures for managing school finances and developing budgets.

## Methodology

Over the course of 2019-2022, a longer period than usual because of the COVID-19 pandemic, ERO met several times with the Establishment Board of Trustees (EBoT), proprietors (Te Whare Wānanga o Manukau Urban Māori Authority), the principal and senior leaders to review Waatea School's progress towards readiness to operate as a state integrated school. ERO also met with teachers, observed teaching and learning and read documents developed to guide the school's operation.

An interim report was prepared for the MoE in November 2019 to provide information on progress at that point. The priority areas to be addressed that were identified in the November 2019 report, inform the findings of this report.

## Findings

The EBoT and school leaders, in consultation with whānau, have developed school mission and vision statements along with articulated associated values of Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga. The school's strategic plan prioritises building strong community relationships, delivering a localised curriculum in accordance with the *New Zealand Curriculum* and raising student achievement.

The acting tumuaki was appointed to the principal position in June 2022. An external consultant was engaged during the appointment phase and assisted the EBoT to develop performance management practices. These are in the early stages of implementation.

The school's charter and annual plan aligns to the school's strategic plan's goals. Annual goals focus on achieving improvement initiatives set out in the strategic plan. There is coherence between the analysis of variance, achievement targets, annual goals, expectations and expressed desired outcomes. Students at risk of not achieving at their chronological age are identified and strategies are in place to support their progress and success. Systems have been implemented to monitor student attendance and to report students' progress and achievement to trustees and whānau.

Expectations for collaborative and evidence based teaching are being supported through professional growth practices. Professional learning and development for teachers aligns to the school's priorities for raising student achievement in literacy. A graduate profile has been established. Students are being supported to lead their own learning through inquiry. Classrooms are well-resourced and the school's physical and wider learning environment is conducive to student engagement and wellbeing.

Although a schedule for assessing student's progress and achievement has been developed, trustees have not regularly received information about achievement at all year levels for all core curriculum areas. Appointing a teacher to the Year 3/4 vacant position has been a challenge. Strategies are in place to cover daily learning and teaching, however assessment information for these year groups have not covered all core curriculum areas. Adaptation to assessment practices, including learner profiles being introduced and used with students, is being undertaken during 2022 to further improve reporting to whānau and trustees.

Policies and procedures are in place to manage finances and an annual audit was undertaken in 2021. Financial reports are presented at board meetings.

Priority areas to be addressed.

Key next steps for the school are to:

- develop learner profiles and targeted learning programmes, in consultation with whānau, to accelerate the progress and achievement of students identified as not achieving at their chronological age
- continue to build individual teacher's capability and the school's capacity through comprehensive professional learning and development
- review and improve assessment practice, and
- continue to implement and review the school's localised curriculum.

## Conclusion

Preparatory work to ensure Waatea School is prepared to function as a state integrated school has been well managed by the establishment board, the governance facilitator, the principal, and the leadership team. The school is well placed to proceed to becoming a state integrated school.



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## Appendix one: Readiness Profile Waatea School

(Each of the MOU areas need to be listed)

Matters to address	Progress	Comment
The vision and direction for the school as a state integrated school is developed and reflected in documentation for the school.	✓	Completed
A set of key policies that will be needed in the school's first months of operation has been developed by the EBOT and there is a programme to develop other policies, OR appropriate key policies have been adapted from the former partnership school.	✓	Completed
The board is operating efficiently with suitable governance/management interface, appropriate structures and delegations.	✓	A new board chair was appointed in November 2021 Developing
Strategic planning and reporting, and processes for self-review are being developed.	✓	Completed
Planning and practices show responsiveness to the needs of Māori students, Pacific students, students with special education needs, and students who have previously not been successful in education.	Developing	
A school management structure is in place.	✓	Completed
The school is staffed appropriately, and an induction process is in place.	Developing	A teacher is yet to be appointed to the Year 3/4 class
Performance management systems for Principal and staff are being developed.	✓	Completed and in the early stages of implementation
There is a focus on developing shared beliefs and understanding of desired teaching and learning approaches amongst school leadership and staff.	✓	Completed and in the early stages of implementation
School curriculum and programmes have been or are being developed that reflect the needs of students and sufficient planning is in place to guide teachers' own planning and teaching for at least the first two terms the school is open.	Developing	The localised curriculum is in development and in the early stages of implementation
Systems and expectations for assessing student achievement and reporting to parents have been or are being developed.	✓	Completed and further development to assessment and reporting practice is underway
Systems are in place for supporting student well-being.	✓	Completed
Enrolment procedures are in place.	✓	Completed
Policies and procedures for managing school finances and a draft budget for 2019 are in place.	✓	Completed for 2019 and ongoing
Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ICT.	✓	Completed
There is a management plan for the operation and maintenance of the Waatea School premises.	✓	Completed
The board has systems and policies in place to fulfil its legislative requirements.	✓	Completed