



Te Ara Huarau | School Profile Report

School Name: Ōtūmoetai Intermediate

Profile Number: 1878

Background

This Profile Report was written within six months of the Education Review Office and Ōtūmoetai 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

Ōtūmoetai Intermediate School is located in Tauranga and caters for students in Years 7 and 8. The roll is stable within its current capacity of 930. Leadership is experienced and staffing is stable. The school places the O.I.S learner at the heart of decision making. The school culture is underpinned by the values of whanaungatanga, manaakitanga, wairuatanga, kotahitanga and mana motuhake, and is focused on achieving its vision that 'students are confident, connected, actively involved and becoming life-long learners'.

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

- to ensure that all students experience effective learning in a positive environment focused on meeting the unique and individual needs of the emerging adolescent
- fostering partnerships with the community, whānau, hapu and iwi to ensure identity and belonging is nurtured within a positive learning environment
- to seek ways to innovate within a culture of self-improvement and provide a local curriculum that promotes equity and excellence for all.

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

ERO and the school are working together to evaluate how well the school curriculum supports student wellbeing, equity and excellence for all.

The rationale for selecting this evaluation is to support:

- systematic, collaborative inquiry and internal monitoring and evaluation processes that are focused on continual improvement and equitable outcomes for all
- leaders' focus on ensuring the curriculum meets the individual needs of all learners within a culture that fosters identity and belonging.

The school expects to see continued:

- high levels of professional capability and collective capacity sustained through access to relevant internal and external expertise to continually improve the localised curriculum
- evidence of a culture of learning that is consistently characterised by respect, inclusion, empathy, collaboration and safety to sustain the trajectory towards equitable and excellent outcomes for all learners.

Strengths

The school can draw from the following strengths to support its goal to continually adapt the curriculum to ensure wellbeing, equity and excellence for all learners:

- Professional relationships and effective teaching that focus on the learning and wellbeing of each student.
- Leadership that is strategically and consistently focused on coherent organisational conditions that promote monitoring, evaluation, inquiry and knowledge building and contributes to equity and excellence.
- Community collaborations that enrich opportunities for students to become confident, connected and actively involved learners.

Where to next?

Moving forward, the school will prioritise:

- continuing to implement strategic actions and refine improvements to the school curriculum in response to student information, whānau and community voice
- continuing to grow and foster strong relationships that support learners' language, culture and identity and promote positive learner outcomes and wellbeing.

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 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.



Phil Cowie
Director Review and Improvement Services (Central)
Central Region | Te Tai Pūtahi Nui

27 July 2022

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



Board Assurance with Regulatory and Legislative Requirements Report 2022 to 2025

School Name: Otūmoetai Intermediate

Profile Number: 1878

As of May 2022, the Otūmoetai Intermediate Board of Trustees has attested to the following regulatory and legislative requirements:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

Finance

Yes

Assets

Yes

Further Information

For further information please contact Otūmoetai Intermediate Board of Trustees.

The next Board of Trustees assurance that it is meeting regulatory and legislative requirements will be reported, along with the Te Ara Huarau | School Evaluation Report, within three years.

Information on ERO's role and process in this review can be found on the Education Review Office website.



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Central Region | Te Tai Pūtahi Nui

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Provision for International Students Report

School Name: Ōtūmoetai Intermediate School

Profile Number: 1878

Location: Tauranga

Background

The Education Review Office reviews schools that are signatories to the *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* established under section 534 of the Education and Training Act 2020.

Findings

Ōtūmoetai Intermediate School has attested that it complies with all aspects of the Code and has completed an annual self-review of its implementation of the Code. At the time of this review there were 4 international students attending the school, and no exchange students.

Self-review supports the school to identify and respond to areas for improvement. A range of established communication methods inform parents, students and agents and provide opportunity for feedback.

International students have equitable access to the breadth of the curriculum. Learning opportunities are positive and responsive to students' needs and aspirations. Students transition successfully to secondary education.

Students' cultures and identities are valued and shared with the wider school. The school has resourced a range of traditional costumes to support inclusivity in cultural events. Parents are engaged in positive relationships and supported to form networks with other international student families.

Students enjoy positive relationships and engage with a range of extra-curricular and leadership opportunities in the wider life of the school.



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