

Ponsonby Intermediate Education Review

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About the School

Location	Ponsonby, Auckland	
Ministry of Education profile number	1445	
School type	Intermediate (Years 7 to 8)	
Decile [<u>1</u>]	9	
School roll	552	
Number of international students	2	
Gender composition	Boys 57% Girls 43%	
Ethnic composition	NZ European/Pākehā 41% Māori 9% Pacific 13% Chinese 6% Indian 4% South East Asian 4% other European 14% other Asian 5% other 4%	
Special Features	Resource Teacher of learning and Behaviour (RTLB) host school	

Review team on site	October 2011	
Date of this report	17 November 2011	
Most recent ERO report(s)	Education Review	September 2008
	Education Review	December 2005
	Education Review	September 2002

The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

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1 Context

What are the important features of this school that have an impact on student learning?

Ponsonby Intermediate, in central Auckland, is an inner city school with a history of positive ERO reports. The school has a growing roll and caters for Year 7 and 8 students from the local community as well as significant numbers from outside the school's enrolment zone.

The school provides students with specialist teaching and values-based pastoral care. All students are supported to become articulate, life-long learners in a safe, challenging environment, in which difference is celebrated. Teachers and students learn in a culture of trust and respect.

Student learning is at the centre of school operations. Teachers acknowledge and respond to the specific interests and skills of individual students and encourage them to learn at a high level. Students benefit from positive relationships between the board of trustees and parents, whānau and the wider community. As a result, students have a strong sense of belonging in the school.

Staff and the community are justifiably proud of their school. A new multi-purpose hall, library and a stimulating learning environment support teachers to provide high quality programmes that foster student achievement.

2 Learning

How well are students learning – engaging, progressing and achieving?

Students are highly engaged in learning and are active participants in classroom programmes. They talk about their learning, progress and achievement with confidence and a strong sense of ownership. They have access to their achievement information and understand how to use it. They reflect on their progress and achievement and initiate new learning. Teachers value students' opinions and ideas and empower them to manage their own learning goals and to plan their learning pathways. Their progress and achievement in all learning programmes are monitored through self, peer, and teacher evaluations.

The school's achievement information indicates that overall levels of student achievement are well above national expectations. School data show that students make significant progress in achievement over their two years at the school. Senior leaders have set challenging targets for 2011 for student achievement in relation to the National Standards in reading, writing and mathematics.

Teachers make well moderated overall judgements on students' achievement in relation to the National Standards. Curriculum co-ordinators and teachers review achievement data for their classes and subject areas. Recommendations made as a result of these reviews are used in teachers' planning to improve professional practice and further engage students in their learning.

How well does the school promote Māori student success and success as Māori?

Nine percent of students at Ponsonby Intermediate are Māori. Māori students make very good progress during their time at school and most achieve at levels that are at or above national expectations in reading, writing and mathematics. Māori students have good opportunities to lead and to achieve success in kapa haka, sport, cultural events and the arts.

School initiatives developed since 2008 to support Māori students to progress and achieve include: extensive staff development in te reo Māori, community consultation, an enrichment te reo Māori class and school-wide targets goals aimed at further increasing students' and teachers' knowledge and understanding of tikanga and te reo Māori.

The board and staff take collective responsibility for the well-being and achievement of Māori students in the school and for the promotion of bi-cultural knowledge and understandings.

The board and leadership team now plan to make greater use of the Māori voice, including

that of students, parents and whānau, in the school's self-review processes to promote a stronger sense of Māori identity and belonging in the school.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

Ponsonby Intermediate School's curriculum promotes and supports student learning effectively.

The school's values, 'Growth through learning, Making connections, Expressing ourselves and Showing respect for other people' underpin all programmes. These values were developed consultatively, are well understood by students, and are reflected in teachers' practice.

The well designed school curriculum is based on a specialist teaching model. Teachers encourage students to enjoy real-life and creative learning. They cultivate and nurture their aspirations, strengths and initiatives and provide them with a variety of differentiated learning pathways.

The curriculum is underpinned by effective teaching practice and is enriched by teachers' specialist capabilities. Teachers use information and communication technologies (ICT) to encourage students' self-directed, collaborative learning. Learning centre support responds to and is inclusive of students' diversity and strengths and helps them to realise their potential.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Ponsonby Intermediate is very well placed to sustain and continue to improve its performance.

The leadership team promotes a clear focus on innovative teaching practices that equip all students with the skills they need to become lifelong learners.

The strengths of school leadership include:

- a strong educational vision that is well planned and is informed by student achievement information
- a culture of high expectations for students and staff
- an inclusive culture that seeks and values the input of students, staff and parents
- collaborative approaches to building leadership and teaching capacity
- an appraisal process that supports teacher development
- innovative and effective self-review systems that are linked to the school's values
- good use of community skills to enhance students' pathways into the wider world of work or further study.

The school continues to benefit from progressive and reflective professional leadership and good governance. In partnership with capable senior leaders, the principal continually seeks improvement in all areas of school operations.

Provision for international students

Ponsonby Intermediate has well managed systems that provide effective pastoral care and high quality of education and support the integration of international students into the school. Reporting to the board should be expanded to include regular information on the students' academic achievements and progress.

The school is signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 23 8F of the Education Act 1989. At the time of this review there were two international students attending the school.

The school has attested that it complies with the Code.

ERO's investigations confirmed that the school's self-review process for international students is thorough.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the ERO Board Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in four-to-five years.

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17 November 2011