



**Pasadena Intermediate  
Pt Chevalier, Auckland**

**Confirmed**

**Education Review Report**

# Education Review Report

## Pasadena Intermediate

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. The report answers four key questions about the school.

## Findings

### 1 Context

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

Pasadena Intermediate School, in Point Chevalier Auckland is a well established school providing education for students in Years 7 and 8. The school roll has declined since ERO's 2011 review.

The previous long-serving principal retired at the end of Term 3, 2014. The current principal, who took up his position at the beginning of Term 4, 2014, brings considerable experience in intermediate school education and school management. The school has a stable and loyal staff, many of whom have served the school for many years.

An almost entirely new board of trustees was elected in 2013. The trustees bring a wealth of expertise and commitment to fulfil their governance role. They are working effectively with the principal. Their shared goal is to provide the community with a school that promotes educational success for all students.

### 2 Learning

#### **How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?**

The school makes good use of achievement information to make positive changes to learners' engagement, progress and achievement.

Good use is made of assessment information to inform students about their learning, identify students requiring additional support and inform teaching programmes. Data is well used to set annual targets for the achievement of groups of students, including Māori and Pacific students at risk of underachieving.

School data shows students achieving well in National Standards. In reading, writing and mathematics the data are favourable compared to national averages. The data suggest that Māori students achieve well, but Pacific student achievement appears below that of their peers. Data show that many students receiving learning support make accelerated progress in reading.

The principal is taking steps to review and improve the quality of school achievement data through:

- investigating the use of standardised assessment tools
- deepening the analysis of data to show progress of year levels and groups of students through the year and over their time at the school
- further developing school-wide and external moderation of teacher judgements.

Parents and families have online access to information about their children's learning, progress and achievement. They get additional information from student-led conferences and regular written reports. The written reports to parents should reflect more clearly students' progress and achievement in relation to National Standards. These reports should also include ways that parents can help their child's learning.

### **3 Curriculum**

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

The school's curriculum effectively promotes and supports student learning. The curriculum reflects *The New Zealand Curriculum* and the board's mission, vision and values. It continues to focus on equipping students with the skills and competencies to be confident, life-long learners. The curriculum is culturally inclusive. Māori and Pacific students are well affirmed in their language, culture and identity.

A distinctive feature of the curriculum is the individualised learning programmes. These are facilitated by the extensive use of digital technologies and inquiry learning and teaching approaches. The on-line learning approach is helping students to develop ownership of their learning. Students are gaining the skills to know how they learn and direct their own learning. As a result, they are more self reliant, motivated and inquiring learners.

Teachers continue to review and develop the school curriculum so that it is authentic, meaningful and relevant to students. They are open to new learning. Teachers continue to deepen their understanding of inquiry learning to encompass all learning areas of *The New Zealand Curriculum*. The principal is strengthening management systems to encourage greater consistency in effective programme design and teaching practice.

Pastoral care is well developed and supports students' wellbeing. Good systems are in place to continue to promote and evaluate the school's inclusive culture and welcoming tone. School leaders have very good knowledge of students and their families/whānau. Effective support mechanisms are in place.

#### **How effectively does the school promote educational success for Māori, as Māori?**

The school effectively promotes educational success for Māori, as Māori. Pasadena Intermediate School has 28 Māori students. School data suggest they are achieving as well as non-Māori students in the school, and better than Māori students nationally. Māori students have good opportunities to fulfil leadership roles within the school and participate in the wide variety of co-curricular activities.

Key factors in promoting success for Māori are:

- the school's focus on literacy and numeracy that provides students with the foundation for educational success
- the respectful and affirming relationships that are inherent in the inclusive culture of the school

- the leadership of the kaiarahi in promoting and supporting te Ao Māori
- the board's commitment to success for Māori in line with the Ministry of Education's Māori education strategy, *Ka Hikitia-Accelerating Success 2013 - 2017*.

The identity, language and culture of Māori students are promoted in a variety of ways. Te reo Māori is part of the learning programmes in all classes. The kaiarahi gives students access to good quality Māori language learning and supports class teachers' delivery of the school's te reo Māori programme. School pōwhiri, kapa haka, marae visits and wānanga provide opportunities for Māori students to succeed as Māori. Teachers continue to extend their knowledge of te reo and tikanga to promote success for Māori.

## 4 Sustainable Performance

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

The school is well placed to sustain and improve its performance.

The school is well governed. Trustees have the experience, commitment and determination to provide high quality education for all students. They took a well considered approach to the appointment of the new principal. This included making good use of information gathered through surveys of community, staff and students, as well as the use of external educational consultants.

The board has a clear vision and high expectations for school improvement. It has:

- a well developed mission statement and set of school values
- a clearly expressed commitment to the Treaty of Waitangi and Māori student success
- a well developed self-review programme that includes revision of strategic and annual plans, and policy framework.

The school is well led. The principal and trustees work collaboratively to achieve effective and efficient school management systems. These systems are transparent and have clear lines of accountability to the board.

The principal has adopted a strategic approach to managing school improvement. This approach includes:

- establishing positive and respectful relationships with students and staff, and gaining community confidence
- building positive relationships and networking with the wider educational community and contributing schools
- focusing on teaching and learning to promote high levels of student engagement, progress and achievement
- establishing a programme of planned self review to evaluate the effectiveness of learning programmes and teaching practices.

ERO endorses the board's intention to consult with the parents of Māori and Pacific students to develop Māori and Pacific education plans that are in line with those of the Ministry of Education.

## Provision for international students

The school is a signatory to the *Code of Practice for the Pastoral Care of International Students* established under section 238F of the *Education Act 1989*. No international students were enrolled at the time of the ERO review.

## 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
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

ERO discussed the following area of non-compliance with the principal and board of trustees:

- reports to students and their parents on students' progress and achievement in relation to National Standards should be in plain language, and should include strategies parents can use to support their children's learning at home.  
*[National Administration Guidelines 2A (a)].*

## Conclusion

Pasadena Intermediate School focuses on equipping students with skills and competencies to be confident, life-long learners. Students learn in a respectful and caring environment in which they take responsibility for themselves and their learning. Students benefit from the individualised, inquiry approach to learning. The school is well led and governed.

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

A handwritten signature in cursive script that reads "Dale Bailey".

Dale Bailey  
National Manager Review Services  
Northern Region

11 February 2015

## About the School

Location	Pt Chevalier, Auckland																							
Ministry of Education profile number	1437																							
School type	Intermediate (Years 7 to 8)																							
School roll	246																							
Number of international students	0																							
Gender composition	Girls 50% Boys 50%																							
Ethnic composition	<table border="1"> <tr> <td>NZ European/Pākehā</td> <td>46%</td> </tr> <tr> <td>Māori</td> <td>11%</td> </tr> <tr> <td>Samoan</td> <td>16%</td> </tr> <tr> <td>Tongan</td> <td>6%</td> </tr> <tr> <td>Cook Island Māori</td> <td>3%</td> </tr> <tr> <td>African</td> <td>2%</td> </tr> <tr> <td>Chinese</td> <td>2%</td> </tr> <tr> <td>Middle Eastern</td> <td>2%</td> </tr> <tr> <td>Niue</td> <td>2%</td> </tr> <tr> <td>other European</td> <td>3%</td> </tr> <tr> <td>other</td> <td>7%</td> </tr> </table>		NZ European/Pākehā	46%	Māori	11%	Samoan	16%	Tongan	6%	Cook Island Māori	3%	African	2%	Chinese	2%	Middle Eastern	2%	Niue	2%	other European	3%	other	7%
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Review team on site	November 2014																							
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Most recent ERO report(s)	<table border="1"> <tr> <td>Education Review</td> <td>October 2011</td> </tr> <tr> <td>Education Review</td> <td>November 2008</td> </tr> <tr> <td>Education Review</td> <td>June 2005</td> </tr> </table>		Education Review	October 2011	Education Review	November 2008	Education Review	June 2005																
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