

**Palmerston North Intermediate  
Palmerston North**

**Confirmed**

**Education Review Report**

# Education Review Report

## Palmerston North 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?**

Palmerston North Intermediate is located near the central business district. The roll is multicultural with students of over 40 different nationalities. At the time of the review 687 students attended, including 89 Māori, 17 Pacific and three international fee-paying students.

The school has a close association with Massey University, Graduate Institute of Education.

The vision aspires for students to grow into confident, connected, lifelong learners, who are actively involved in the global community.

The You Can Do It! Education Programme (YCDI!) is closely aligned to the key competencies. The five keys to success, confidence, organisation, persistence, resilience and getting along, are embedded in school culture and highly evident in practice.

The school has a positive reporting history with ERO.

### 2 Learning

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

School leaders continue to strengthen the use of assessment information for teaching, target setting and to accelerate the achievement of priority learners. They collate achievement data to identify the performance of cohorts, gender and ethnic groups for strategic planning and reporting.

At the end of 2013, the school reported that many students achieved in relation to the National Standards in reading, writing and mathematics. School analysis of this data indicated the need to give priority to Māori and Pacific learners and aspects of boys' literacy for accelerated achievement.

Senior leaders are promoting improved outcomes for targeted learners by continuing to build teacher practice to meet individual learning needs, and strengthening team and curriculum leadership. Collated mid-year 2014 assessment information shows that many of these learners are making good progress toward meeting the National Standards.

Teachers use assessment information to establish achievement levels, group students for teaching and determine progress. Strengthening the consistency of teachers' use of data to plan for specifically identified learning needs is an area for development.

Students working toward the National Standards are provided with specialist literacy and numeracy programmes. Progress is monitored. Sharing the focus of learning deliberately with the parents of students involved in learning support, should strengthen working relationships that benefit learner outcomes.

Progress toward priorities and annual targets is well monitored and comprehensively reported to trustees and parents. Refining targets for priority learners should help with evaluating effectiveness and guiding review.

### **3 Curriculum**

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

The curriculum successfully promotes student presence, engagement and achievement. Learning opportunities cater to the needs of emerging adolescents. The school curriculum gives priority to achievement in literacy, mathematics and science. Curriculum implementation plans have been reviewed in recent years to align with *The New Zealand Curriculum* and encompass the eight curriculum areas. These provide a comprehensive overview of expectations for teachers to guide curriculum delivery in the classroom.

Students are offered an extensive range of activities and experiences to motivate their learning. This includes specialist teaching in science, technology, music and the visual arts for developing scientific and practical skills and creativity.

Transition to school at Year 7 is well supported. Information gathered prior to entry is used to guide student placement. The school has gathered valuable survey information from parents and students to enhance transition at the end of Year 8 and strengthen partnerships with local secondary schools.

Student leadership and achievement are celebrated. Blues badges are incentives for students to aspire to and achieve recognition in academics, citizenship, performing arts and sports. Student opinion, about the curriculum, is sought in numerous ways, including through the student council.

An extensive range of programmes is provided to meet the needs of high achievers. Individuals are challenged to extend their skills and abilities. The school uses community expertise to further promote the achievement and aspirations of this group of students.

Senior leaders build teachers' capability through professional discussion and critical feedback about practice. This professional support is helping to embed effective practice consistently across the school.

Teachers participate in professional learning and development linked to school priorities. Staff set practice goals as part of their appraisal. Feedback provided to teachers links to observation of classroom practice and attestation against the Registered Teacher Criteria. School leaders are seeking to strengthen the appraisal process. Teachers are supported to gather and reflect on evidence that shows the impact of their practice on student progress and achievement.

The special education needs coordinator provides comprehensive support for students with complex needs. Individual education plans are developed with parents and school personnel. Progress is regularly monitored and reported. Transition to school for these students is tailored to individual needs.

The learning and progress of English language learners is well supported. Students' cultures are valued and celebrated. The specialist teacher supports teachers to include these students in classroom programmes and in the provision of resources.

School leaders are developing curriculum responsiveness to the language, cultural and identity of Pacific students. Community consultation is the next stage of implementing the school's Pacific education plan.

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

Māori students enjoy positive relationships with peers and teachers. They contribute purposefully to all aspects of school life. Māori culture, language and identity are incorporated in curriculum design. Communication with Māori whānau and iwi is purposeful and contributes to school practice.

The Māori Education Plan supports and acknowledges the aspirations of the school, whānau and iwi for Māori student success. Implementation is facilitated by leaders within the school. Expectations for a culturally responsive curriculum, teaching and success should be better defined to support monitoring, review and evaluation. The committee's development of an implementation plan should assist in guiding ongoing development. Building teachers' cultural competence and documenting shared expectations for the inclusion of te ao Māori in the classroom would assist with improving response to Māori learners.

## **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.

Senior leaders, teachers and trustees are reflective and demonstrate commitment to decision making that promotes student success. The leadership structure is clearly defined. Strengthening curriculum and team leadership is a focus for senior leaders. ERO confirms this should assist in meeting the school's identified priorities and build sustainable practice.

Teachers are beginning to inquire into the effectiveness of their practice. Strengthening capability should enable teachers to better understand the impact of strategies used in the classroom and modify these, to meet the diverse needs of learners.

Trustees effectively govern the school. Strategic planning provides clear direction for the school and recognises relevant priorities.

Self-review practice is purposeful. Information is gathered from a valid range of sources. The school has a structured approach to self review and staff seek ongoing improvement. To improve practice senior leaders should strengthen the interpretation of review information and develop an evaluative response.

## **Provision for international students**

The school is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989. At the time of this review there are three international students attending the school.

The school has attested that it complies with all aspects of the Code.

Palmerston North Intermediate fully supports the emotional, academic and social needs of international students. Students are included in school life. The school maintains good relationships with students and families. Educational provision is well planned and responsive.

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

## Conclusion

The school curriculum provides an extensive range of stimulating experiences to motivate and promote student learning. Students engage purposefully in the positive school environment. Many achieve in relation to the National Standards in reading, writing and mathematics. Gifted and talented and learning support programmes effectively meet the needs of students. Senior leaders and trustees provide clear direction to achieve their identified and strategic priorities.

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



Joyce Gebbie  
National Manager Review Services  
Central Region

6 November 2014

## About the School

Location	Palmerston North	
Ministry of Education profile number	2419	
School type	Intermediate (Years 7 to 8)	
School roll	687	
Number of international students	3	
Gender composition	Female 51%, Male 49%	
Ethnic composition	Māori	13%
	NZ European/Pākehā	68%
	Pacific	2%
	Other ethnic groups	17%
Review team on site	September 2014	
Date of this report	6 November 2014	
Most recent ERO report(s)	Education Review	August 2010
	Education Review	September 2007
	Education Review	September 2004