

PARENTS' HANDBOOK

2020



Ponsonby

Intermediate School

www.ponsonbyintermediate.school.nz

50 Clarence Street, Ponsonby, Auckland 1011 Tel (09) 376-0096 Fax (09) 376-1096
Email: office@ponsint.school.nz

From the Principal's Desk

Welcome to Ponsonby Intermediate School

Welcome to Ponsonby Intermediate School. The year will hold many challenges for us all. I am extremely fortunate to have the opportunity to lead one of Auckland's most successful educational institutions into a new year.

This Information Booklet explains the routines and details you as a parent need to know about the "Ponsonby Experience".

I look forward to getting to know you and your child over the next two years.

Nick Wilson

Principal

The Ponsonby Experience!

When your child begins their journey at Ponsonby Intermediate they will embark on what we call "The Ponsonby Experience". This experience is our personalised approach to middle school teaching designed to give your child a wide variety of opportunities across the curriculum using our specialist teaching model.

The students at Ponsonby Intermediate always come first. You can expect your child to be well taught, well looked after and, in partnership with you, they will receive the best possible education over their two years with us. We know that after their time at our school, all students will be equipped with the knowledge, skills and attitudes necessary for personal success and an easy transition to high school. We aim to develop articulate, energised achievers ready for the future. At Ponsonby Intermediate we ensure our students enter the next stage of their lives with a positive self-image and that they look back on their time with us as an important and engaging one.

Our staff are a dedicated highly skilled and hardworking team – always ensuring that excellence in programme delivery is maintained. The staff welcome parent contact and feedback, remembering that class time is paramount. An appointment via email ensures your concerns are addressed with the attention they deserve.

We look forward to getting to know you as you find your place in "The Ponsonby Experience".

How will my child benefit from “The Ponsonby Experience”?

- Specialised teaching model with teachers passionate about their subject area
- Strong pastoral care through our form time programme where student well-being is at the forefront using the Māori concept of Hauora
- Enrichment opportunities across all areas of the curriculum
- A “Positively Ponsonby” culture where all students are valued and celebrated
- Recreation programmes involving sport and outdoor pursuits
- Differentiation, Enrichment and Extension Programmes
- Weekly curriculum based options that serve as a taster programme to harness students’ interests
- Recognition and celebration of our commitment as a bicultural school through Tikanga and Te Reo
- A wide and extensive range of extra-curricular activities that take place before, during and after school
- Implementation of technology in all curriculum areas through our BYOD programme and a large number of school-wide device pods

What does specialisation mean for the students?

- Enthusiastic, highly experienced staff for each subject
- Innovative and engaging programmes
- Teaching to strengths and passions
- High levels of student engagement, often this is the most obvious aspect observed by our visitors
- Student Voice – A curriculum where students know their next learning steps and help review topics and lessons with the teacher
- Full Curriculum coverage – All subjects from the curriculum have a specific amount of time set aside through a well-balanced and strategically planned weekly timetable
- Specialist Te Reo and Tikanga classes

What is the role of the Form Teacher?

- Understanding and getting to know students over the two years
- Creating a supportive class culture
- Tracking progress of form class e.g. academically, behaviour issues, recovery, achievements
- Encouragement and support of participation with extra-curricular activities
- Help students to adapt to the new environment and timetable structure
- Consistency with behaviour and routines
- To be the first contact of support for the student and parents over a two year period
- Communication with teachers and parents of form class
- Administration – Notices, roll, any important information students need to know
- Teaching thinking skills that nurture and accelerate student learning
- Using our ‘Graduate Profile to track student progress through their ‘Ponsonby Experience’

As your child settles into a new school...

- They will find it different
- They will be expected to be more organised
- They will need to relate to many different teachers
- They will be expected to be more involved in a wider range of activities
- Your child may take a week or two to adjust to a change of school structure
- They will be expected to take more responsibility for:

Themselves, their possessions and their learning

- They will be encouraged to develop more independence
- They will experience many new and exciting challenges
- There will be more children together of their own age
- There will be more variety in their learning

How Parents and Caregivers can help:

- Get involved
- Contact us if you are unhappy, concerned or worried about your child at home or at school. There will always be someone available to talk to you
- Provide a suitable place at home where homework can be done quietly
- Ensure your child has adequate rest and has breakfast and lunch provided
- Take an interest in what your child is doing
- Make sure of regular attendance – inform us of sickness or travel
- Make sure your child has the correct gear/equipment
- Read our regular newsletters and notices
- Let the school know if contact details or email address changes



Ponsonby Learning Pathway

Our Vision

Articulate,
energised achievers;
ready for the future

New Zealand Curriculum

Ponsonby Community

At Ponsonby Intermediate we value:

Growth Through Learning

We are open to change, treating each challenge as an opportunity to learn. As life long learners we strive to be the best we can be.

Expressing Ourselves

We explore and share our thoughts, talents, feelings and beliefs because these make us who we are. We get the most out of life when we are true to ourselves.

Making Connections:

As a member of a class, a school and a community, we are part of a whole. We come together from many different cultures to learn from each other.

Showing Respect for other People

Because we have confidence in who we are, we are able to appreciate and let others be themselves. We care for, and support each other, inside and outside the classroom.

Personalising Our Path

Habits of Mind • Quality Learning Circle • Te Reo • Gifted and Talented • SMART Target Learning Journals • Positively Ponsonby • Inquiry Model • Specialist Teaching Student Council • Art/Culture Weeks • Direct Vocab • Information Landscape R.E.E.P. • E.O.T.C. • ESOL • S.S.R. • Options • Camps Reporting to Parents Professional Development • Appraisal • Tikinga • Tools for Learning • Planning Overviews • Curriculum Reviews • Mentoring • Keys to Success • Critical Thinking Kori • Habits of Mind • SMART Targets • Kapa Haka • Hauora BYOD • Student Leadership

Key Competencies

Mathematics

- Thinking
- Using language symbols and text
- Managing Self

Humanities

- Thinking
- Relating to others
- Managing Self

English

- Thinking
- Using language symbols and text
- Managing Self

The Arts

- Thinking
- Managing Self
- Relating to Others

Technology

- Thinking
- Relating to Others
- Managing Self
- Participating and Contributing

Programmes

Throughout the year, your child will be involved in a wide array of programmes, both compulsory and personal choice. The following is a summary of these programmes so that you know what is available.

1. Core Curriculum

These are the compulsory learning areas students will learn every week:

- English
- Mathematics

DEEP Learning (Differentiated, Enrichment, Extension Programme) DEEP runs through Terms 2, 3 and 4 on a Wednesday. Students will be grouped according to their specific level and needs. All students will complete two Literacy and two Numeracy modules per year.

2. Other Curriculum Areas

The students will have two of the following modular subjects each term with two different science topics. This means students will get to do science twice each year, as well as the option of Science Fair.

- Science
- Health and Physical Education
- Home Economics
- Exploring Technology
- Design and Textiles
- Visual Art
- Performing Arts
- Music
- Social Studies
- Languages

3. Discovery Programmes

PIP (Ponsonby Intermediate Pathway) This takes place in Term 1 in conjunction with the EOTC programme and focuses on our school values and learning their importance within our school culture.

EOTC – Education Outside The Classroom This takes place every Wednesday for Term 1 and features a number of adventures around Auckland. There is no additional cost for these trips; all we require from parents is their help attending each trip, to ensure we have appropriate numbers of adult to student ratios.

Graduate Profile Using our school values we track and assess the progress of students within the two year 'Ponsonby Experience'. This can help the teachers personalise their experience and ensure they are making the most of each term and what Ponsonby has to offer. It also allows teachers to identify areas where your child may need extra support and guidance.

Options

Each term, students are able to choose one other subject that they would like to take.

This takes place on a Thursday afternoon for one hour every week. This changes every term to ensure that by the end of the year, students will have participated in four different subjects of their choice.

Some examples of the contexts for options are: Photography, Languages, Digital animation, Drama, Sports development, Cooking, Problem solving, Horticulture and many more.

Recreation

During Terms 2, 3 and 4, students will participate in a school-wide sport rotation every Wednesday afternoon. This is part of our Physical Education programme and focuses on developing students' motor skills as well as their game sense. It is also a house competition and teams are rewarded for their hard work, fair play and sportsmanship.

Camps

During Week 1 of Term 4 is when our school camps take place for all classes, both year 7 and 8. These camps are located all over the wider Auckland region and focus on adventure-based learning and developing students' interpersonal skills. There is an additional cost for these camps. Form teachers will provide all the necessary information in Term 3.

4. Other Programmes

Kori (Play and Movement): Monday-Thursday, 15 minutes for all students during form time.

SSR: 20 minutes every day from 1:15pm – 1:35pm

Music Assembly: 30 – 40 minutes every Thursday from 1:35pm – 2:05pm

Hauora: Friday mornings. This subject focuses on student well-being and creating a positive, safe, and nurturing classroom environment.

Positively Ponsonby: This is a student-led lesson that helps build positive relationships within each form class amongst students and form teacher. Students also have an opportunity to share thoughts and feelings about their 'Ponsonby Experience'.

Opportunities for Success:

What extra-curricular activities does Ponsonby have to offer?

We offer the following extra-curricular activities outside our normal curriculum programme. We are not limited to the sports stated below and are more than happy to help coordinate with parents if there is interest for an activity we do not currently offer.

Please note, these activities may not occur every year and will depend on availability of resources (facilities and equipment) and the level of student interest.

Central Zone Day Sports

Term 1 <ul style="list-style-type: none">• Tennis• Softball• Cricket• Swimming• Orienteering• League Tag	Term 2 <ul style="list-style-type: none">• Futsal• Soccer• Rugby• Rugby 7's• Table tennis• Water Polo
Term 3 <ul style="list-style-type: none">• Netball• Boys' netball• Cross Country• Basketball• Hockey• Squash• Rugby league• Volleyball	Term 4 <ul style="list-style-type: none">• Athletics• Touch• Badminton• Rugby Sevens

<p>Season Sports</p> <ul style="list-style-type: none"> • Basketball • Water Polo • Cheerleading • Netball • Hockey • Ski and Snowboard Team • Lunchtime interclass Sport – all year on Tuesday, Thursday and Friday • Swim League Team • Orienteering 	<p>Academic</p> <ul style="list-style-type: none"> • ICAS exams • Science Fair • Literature Quiz • Mathex • Debating • Writers and Readers Festival • Tech Experts • Year Book Magazine • Chess Club • E Pro 8
<p>Service and Leadership</p> <ul style="list-style-type: none"> • School Councillors • Positively Ponsonby Representatives • ECO Warriors • Librarians • Cultural Leaders • Music Crew • Sports Leaders • PPTV Producers • Tech Experts 	<p>Arts, Culture and Involvement</p> <ul style="list-style-type: none"> • Rock Bands • Concert Band • Choir • Show Quest/Production • Talent Quest • Roadshow • Market Day • Performing Arts and Music Showcase • Kapa Haka Group • Annual Overseas Cultural Trip • Culture /Arts Week • Year round Councillor run activities, themed days • In Our Beat
<p>After School Clubs</p> <ul style="list-style-type: none"> • Simon Thorpe Skate School • Table Tennis Club (Term 1 and 2) • Music Education Centre 	

Activities vary each year depending on demand, resources, staffing and outside agencies organisational schedules.

For more information about what Ponsonby offers outside the New Zealand curriculum, follow the link: <http://www.ponsonbyintermediate.school.nz/extracurricular.html>



Some important things you will need to know

Home and School

Ongoing clear communication between home and school is vital for the well-being and progress of each child. Parents/caregivers are welcomed and encouraged to make contact with staff throughout the year at appropriate times. Teachers can be contacted by email using our website.

Student Planner

Every student is supplied with a student planner at the beginning of the year. This is a very useful tool to help students organise themselves and their home learning. Parents should check the student planner regularly as it will allow for some insight into what their child is participating in at Ponsonby. Although most of the home learning is digital and online, the student planner is also for students to record practices, events, reminders and important information given during our daily notices each morning. Please take the time on a regular basis to look at what your child is recording in their planner.

IT contract

All students are required to sign an IT contract at the beginning of the year. This is to ensure students are aware of the expectations around using technology and devices at school. It also outlines our BYOD policy and the routines around what students need to do to keep their device safe.

Phones at school

Students can bring their phone to school. They must hand in their phone to their form teacher before 8:35. The phones are locked away in a safe area in the form class. Students can then collect their phone from their form class at the end of the day. Phones are not to be used or in the students' possession during school time, **no exceptions**. This is to ensure teachers can monitor the use of devices and keep students safe from social media sites during school time. The school Wi-fi has a monitoring programme that restricts students from accessing social media.

Contacting Teachers

If you would like to contact your child's teachers, please use the email addresses on our school website. Our teachers are encouraged not to email during teaching time – as your child's learning is a priority – you can expect a reply within 24 hours of sending the email. It may be longer if the teacher requires time to consult with the leadership team or other teachers to give them time to provide the most informed response. If it is urgent, please contact the office and a message can be left for the teacher. They will get back to you at the most convenient time.

However, we do encourage you to seek information from your child first as Ponsonby Intermediate places a huge importance on students managing their own learning. We would like your child to become increasingly independent as they progress through their 'Ponsonby Experience'. Becoming independent requires the student to stay informed about their own learning, which can then be regularly discussed with parents and caregivers.

Fortnightly Newsletter

Regular newsletters are emailed home every second Wednesday as a means of informing parents/caregivers and the wider community of what is going on at Ponsonby Intermediate.

The newsletter is an opportunity for the school to celebrate our students' successes, as well as inform the students of important events coming up. Therefore, we encourage you to read through the newsletter at home with your child.

If you wish to receive the newsletter via email and any important alerts or event dates, use our school website to sign up for this service. If you are not receiving the newsletter or other information through email, please contact the school to update your address.

Newsletters can also be downloaded from our website at: www.ponsonbyintermediate.school.nz

Daily Notices

Our school uses Google Docs, which has our daily notices for each day. These are read out during form time at the beginning of the day and it is the responsibility of the students to record any important notices. We will be encouraging your child to record these in their Student Planner so they can share them with you at home. Alternatively, your child can also access these notices from home using their own log-in name and password.

Reporting to Parents

When reporting orally and in written form to parents/caregivers, the school will endeavour to be open and honest as well as encouraging. Each child is regarded as a unique individual with varying talents and abilities. It is our aim to find each child's potential in whatever field. To achieve this, home and school must work together.

Reports are received twice a year, at the end of Term 2 and the end of Term 4. These reports outline your child's learning progress with regards to Maths and English and other subjects they are taking at that point in the year.

We also hold student-led conferences throughout the year. The process for booking a time and when they are will be explained in our newsletter and the school website.

Parental Assistance

Parents/caregivers and members of the community are warmly invited to join our team of helpers.

Below is a list of some of the ways in which you could assist with the successful operation of our school. Please feel free to come forward at any time and offer your assistance or suggest some other ideas.

- Helping with Camp Week, class excursions and field trips
- Sports team coaching
- Assisting staff on sports days, Themed Weeks and Careers Week
- Teaching within our Options Programme
- Maintenance, repairing and cataloguing of resource materials
- Making apparatus and teaching equipment
- Assisting with the School Production
- Helping with Special Event days
- Parent Reading Programme
- Assisting in the Library
- Assisting with school environment and our Eco-Warriors

Sport Uniform

Ponsonby Intermediate has a sports uniform. This sports uniform is to be worn during Kori, PE classes, recreation and school trips outside of school. During other times your child may choose to wear mufti. A hat is to be worn in Terms 1 and 4.

If your child regularly fails to meet these requirements with school uniform, they will receive a uniform detention. If it becomes an ongoing issue, the parent/caregiver will be contacted..



Home Learning

Home learning or homework is only given by the Maths and English teachers and will often be found online.

Homework is to be completed by the set date that is given by the teacher and failure to complete set home learning could result in your child making up this time during morning tea or lunchtimes.

Tools for Learning

Students should have their tools for learning in every class: pens, pencil, ruler, student planner etc. Intermediate school is a huge step up from primary school and we expect students to manage themselves and be organised at the beginning of each day.

Guidance Coordinator

The Guidance Coordinator has two main functions at Ponsonby Intermediate:

SENCO - Special Education Needs Coordinator

Identifies and tracks 'Priority Learners', these are students who may need extra support with their learning and or their behaviour. The SENCO arranges IEP's (Individual Education Plans), resource teachers, liaises with outside agencies and manages the Learning Centre where students receive a variety of interventions which set students up for success in a positive environment.

School Counsellor

The school counsellor works with students one-on-one or in small groups to support well-being for issues such as grief, loss, anger, low mood, friendship, social skills, anxiety, trauma and more. The counsellor draws upon many proven therapeutic modalities such as Sand Tray, Drawing Therapy, Mindfulness, Narrative, Talk Therapy and Cognitive Behavioural Therapy.

School Hours and Bell Times

School Day - 8:35am – 3:05pm

8:35am	-	9:10am	Form Time/Kori
9:10am	-	9:55am	Period 1
9:55am	-	10:40am	Period 2
10:40am	-	11:00am	Morning Interval
11:00am	-	11:45am	Period 3
11:45am	-	12:30pm	Period 4
12:30pm	-	1:20pm	Lunch Time
1:20pm	-	1:35pm	S.S.R.
1:35pm	-	2:20pm	Period 5
2:20pm	-	3:05pm	Period 6

Weekly Assemblies:

Music Assembly	Thursday	1:35pm – 2:05pm
School Assembly	Friday	9:40am – 10:40am

Absences and lateness

If you know your child is going to be absent, could you please call and leave a message on the school absence line or follow the prompts from the school website to notify the school office. If you know in advance your child will be away, please email their form teacher. Alternatively, parent/caregivers can also leave a message on our absence line (09) 376 0096 Ext. 1.

If your child is late, they must provide a note from a parent/caregiver providing an explanation. This needs to be written in their Student Planner.

If an explanation is not received for them being late, they will receive a red late pass. This will be recorded and if there is an ongoing issue, parents/caregivers will be contacted. If a teacher feels there are too many unexplained late passes, they will be in contact with parents.

Our People

Board of Trustees

Chairperson	Carla Hood
Principal	Nick Wilson
Board Secretary	Jill Charlton
Trustees	Catherine Wenzel David Marriott Fiona Mogridge Paul Marsick
Staff Representative	Andy Wilson

Senior Administration

Principal	Nick Wilson
Deputy Principal	Matt Bennie
Coordinator of Guidance	Rachel Maitland -Smith
Assistant Principal	Katie Fiddian
Assistant Principal/ Maths Team leader	Cherie Bolesworth
English Team leader	Penelope Dunn, Angela Lane
Team leader of Technology & Science	Jody Hart
Team Leader of Arts & Humanities	Paul Curtis

2020 Staff (Subject to change for 2020)

Ian Wannamaker	Maths	Room 1
Rachel Wilson Margaret Hunt Donna Pike Katie Owen	Reading & Special Programmes	Room 2/ Learning Centre
Emma Rawston	Maths	Room 3
Christine Cullen	Performing Arts	Room 6
Paul Curtis	Music	Room 7
Paul Rishworth	English	Room 8
Sarah Howie	English	Room 9
Katie Fiddian	English	Room 11
Kristen Rees	English	Room 12
Zoe Soppett	Science	Room 14
Margaret Marsick	Science	Room 15
Jody Hart	Home Economics	Room 16
Sam Jardine Michelle Murray	Health/PE	Room 17 Room 26
Sarah Valintine	Art	Room 18

Andy Wilson	Exploring Technology	Room 19
Lorna Cooney	Textile and Design	Room 20
Kellie Smith	English	Room 21
Angela Lane	English	Room 22
Penelope Dunn	English	Room 23
Tricia Orr	Languages	Room 24
Joanne McCullagh	Social Science	Room 25
Cherie Bolesworth	Maths	Room 26
Rachel Maitland- Smith	Guidance Coordinator	Room 27
Katherine Busch	Maths	Room 28
Jamie Athy-Timmins	Maths	Room 30

Ancillary Staff

Office Manager	Jill Charlton
School Secretary	Paula Hollick
Financial Officer	Eve Young
Property Manager	Greg Chambers

School Calendar

A detailed overview of 'The Term in Action' will be sent home with the newsletter at the beginning of each term and uploaded to our school website. This will inform you of all the activities, functions and happenings within the school. Some activities will not be known at the beginning of each term, but when they are, you will be given ample notification.

Term Dates 2020

Below are the known dates as at the time of printing this handbook. If there are any changes you these dates, you will be notified immediately.

Term 1	Thursday 30 January	Thursday 9 April
Term 2	Tuesday 28 April	Friday 3 July
Term 3	Monday 20 July	Friday 25 September
Term 4	Monday 12 October	Thursday 11 December

2020 Costs

NB: Subject to review

To maintain the high standard of facilities and the educational opportunities and programmes our school now offers, it is necessary to supplement the grant we receive from the Ministry of Education with specific funding via student costs. The Ministry of Education grant does not provide for any of the 'extras' or 'frills' of the educational programme/resources we provide.

We are very aware of the expenses facing parents/caregivers at the beginning of the school year. We have therefore tried to keep costs as low as possible. We are also aware that schools have a terrible habit of asking for money throughout the year for various reasons and know that this becomes an inconvenience for parents/caregivers.

For 2019 we pledge that the total cost asked for now will cover all costs for the entire year's activities/trips with the exception of the Term 4 Class Camp. However there are additional costs for activities such as – Ski Team, Hockey, Netball, Basketball, ICAS exam etc, if your child wishes to participate in these.

We thank you for your support and trust this form of payment makes it easier for you.

Activity costs are expenses that all schools would collect at the beginning of the year and for such things as Special Events/Trips, Special Programmes, etc. and throughout the year as events occur.

School Donation is optional although we obviously encourage you to pay this and appreciate it greatly if you do. School Donations can be claimed back on your annual tax return.

Costs and Donations can be paid by Automatic Payment, Credit card, Term by Term or the total for the year.

Below is a breakdown of costs. The total amount is \$580.00 for the year or \$145.00 per term.

We offer a 5% discount on the full amount of \$580.00 if paid before the end of March 2020.

Sports and Ed. Outside the Classroom	\$50.00
Special Events/Trips	\$50.00
Options Modules	\$50.00
Printing (including School Magazine)	\$40.00
The Arts	\$50.00
Internet Levy	\$50.00
Transport	\$30.00
Technology	\$110.00
Activity Costs	<u>\$430.00</u>
School Donation	\$150.00
Total Per Year	<u>\$580.00</u>

School Bank Account Details:

ASB PONSONBY 12-3019-0486833-01

Please use the three references when making an online payment.

1. Name of student
2. Room number
3. Specify the purpose of the payment

Or follow the link below:

<http://www.ponsonbyintermediate.school.nz/pay-online.html>

Community Services for your information

Bus Services

To and From Ponsonby Intermediate School

Mt Albert to Ponsonby in am and
return to Mt Albert in pm

Stagecoach 010 Service

Lost Property (09) 373 9100

Auckland City

Link

Contact

MAXX (09) 366 6400
or www.maxx.co.nz

(09) 373 9100

After School Programmes

Youthtown (Pick Up from School)

Wellesley St, Auckland City

(09) 379 5430

Head Held High

Information in our Fortnightly
Newsletter

Music Tuition

Ponsonby Music Centre
After School Programme

Ponsonby Intermediate School

(09) 444 5654

Dental Clinic

Ponsonby Childrens' Community
Dental is located at the rear of the
school in Sheehan St.

Hours: 08.15am – 4.00pm

(09) 376 6327



2017 ERO Report

Summary

Ponsonby Intermediate caters for Year 7 and 8 students. The school has a positive profile in its community and has a growing roll. Six percent of children are Māori and six percent have Pacific heritage.

Since ERO's 2011 evaluation the board has successfully managed a period of leadership change. A new principal was appointed in 2016. The new Principal has created a wider senior leadership team, which has had a strong focus on developing a more strategic approach to responding to students' hauora/wellbeing.

Wide consultation with school community has resulted in the development of a new vision statement 'articulate, energised achievers, ready for the future'. This vision is highly evident in student outcomes. Learners demonstrate high levels of social and emotional competence and are achieving very well. They are curious, enjoy intellectual engagement and confidently tackle challenging learning tasks.

The school has established a specialist subject teaching model as a framework for implementing all of the learning areas of The New Zealand Curriculum (NZC). This comprehensive and useful model is well embedded in the school.

Since the 2011 ERO evaluation the school has revitalised its approach to responding to all children whose learning and achievement need accelerating. This approach is well planned and coordinated across all curriculum areas and is very well supported and implemented by school leaders and teachers.

Learning

How well is the school achieving equitable outcomes for all children?

The school is very effectively achieving excellent educational outcomes for children, including Māori, in relation to National Standards. School performance has been sustained over time through well-focused, embedded processes and practices.

The school has successfully addressed in-school disparity in educational outcomes for Māori. In consultation with the Pacific community, school leaders and teachers are also successfully supporting Pacific children to achieve well.

School leadership is strongly ethical and professional. Leaders have a strategic focus on ensuring all children have equitable opportunities to learn. School internal evaluation is robust and used well to drive school improvement.

Children experience personalised learning pathways where teaching approaches respond very well to their particular strengths and next learning steps. High levels of student engagement in learning are evident and contribute to children achieving excellent educational outcomes.

Agreed next steps are:

- to continue monitoring the progress of all groups of students, including Pacific learners through refined target setting
- to explore further how culturally responsive teaching practices can shape future curriculum developments.

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



Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school's curriculum and teaching programmes very effectively support children to achieve the valued learning outcomes identified in the school's charter and the NZC. The school's vision statement of 'articulate, energised achievers, ready for the future' is highly evident in student outcomes. The vision is explicitly taught through the school values of 'growth through learning; experiencing ourselves; making connections and showing respect for other people'.

Children demonstrate high levels of social and emotional competence. They are curious, enjoy intellectual engagement and confidently tackle challenging learning tasks. They welcome the growing number of leadership opportunities they are offered and are well supported to be ethical decision makers as they prepare to be good global citizens.

As part of shaping exciting future curriculum developments it would be worthwhile for leaders and teachers to continue exploring how to infuse students' language, culture and identity into curriculum programmes. This has the potential to promote further learning for students by building on, and bridging from what is familiar and relevant in their lives, to new learning.

Public achievement information shows that overall the school is very effectively achieving excellent educational outcomes for children, including Māori learners, in relation to National Standards. In reading and mathematics the school consistently has more than 85 percent of children achieving at or above the National Standards by the end of their senior primary year.

Data shows that overall achievement in writing has lifted and the school continues to make good progress in this area. Improving Māori learners' achievement in writing has been a focus. In 2015 and 2016 more than 85 percent of Māori learners were achieving at or above the National Standards.

The school has identified the need to continue improving academic outcomes for Pacific students. There has been incremental improvement in their overall achievement in reading and writing, between 2013 and 2016. However, this group's achievement levels in mathematics have remained the same. The school has good planning in place to address these matters.

The school has robust process for ensuring overall teacher judgements about student achievement in relation to the National Standards are robust. School leaders continue to evaluate assessment practices to ensure the school's publicly reported data is dependable.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

The school's processes and actions are very effective in helping to achieve excellence and equity for all learners. This can be attributed to the school's leadership for equity and excellence; a responsive curriculum, effective teaching and good opportunities to learn; and internal evaluation, inquiry and knowledge building for improvement and innovation.

Very strong ethical and professional leadership is evident. A new, energised, and broader leadership team is responsive, open to new learning and improvement focused. This team is consolidating the strengths of the school and establishing more consistent expectations to support the promotion of the school's values. Leaders are strategic in ensuring all children are given equitable opportunities to learn. They have a strong focus on developing confident professional teachers as learners, within a collaborative learning community.

Children experience a broad range of learning opportunities that build on the 'Ponsonby Experience' and reflect the intent of the NZC. Priority is given to English, mathematics, and science with 'Hauora' at the centre of all curriculum decisions. Teachers are very well supported to deliver the curriculum.

Children experience personalised learning pathways through effective differentiated teaching and learning approaches. Students are highly engaged and interested in their learning.

The board shows a long-term commitment to all Māori children benefiting from quality teaching and learning programmes and experiencing curriculum opportunities to achieve as Māori. The school has a vibrant kapa haka and offers enrichment learning opportunities through the Awataha Marae. Te reo Māori is a compulsory component of the school's languages programme. The sustainability of these initiatives is supported by strategic personnel appointments, and the board's monitoring of progress through the school's Ka Hikitia: Accelerating Success 2013 - 2017 strategic plan.

School internal evaluation is robust and used well to drive school improvement. Multiple voices, including those of the community and students, contribute to evaluation processes. The outcomes of school review contribute to changes in thinking and behaviour and result in positive outcomes for children. High levels of trust are apparent at every level of the school, supporting collaboration, risk taking and openness to change.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

The school has a revitalised approach to responding to all children whose learning and achievement need accelerating. The approach is:

- well planned and coordinated across all curriculum areas
- building learning partnership with parents and whānau
- underpinned by *Hautū: Māori Cultural Responsiveness Self Review tool for Board of Trustees* and student wellbeing
- supported by a strong multi layered approach to student transitions
- supported by high levels of vigilance and monitoring by school leaders and teachers.

Board assurance on legal requirements

Before the review, the board 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 the following:

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

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

Provision for international students

The school is a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016 (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code. At the time of this review there were seven international students attending the school.

The school provides its international students with a very good standard of education that includes English language tuition. Students benefit from the school's strong pastoral care systems and enjoy many opportunities to participate in school activities. A more systematic approach to policy review to ensure that the documentation of all practices is current, should support greater coherence and sustainable systems for the provision and care of international students.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Children are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices. This school has successfully addressed in-school disparity in educational outcomes.

Agreed next steps are:

- to continue monitoring the progress of all groups of students, including Pacific learners through refined target setting
- to explore further how culturally responsive teaching practices can shape future curriculum developments.

When is ERO likely to review the school again?

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

Graham Randell

Deputy Chief Review Officer Northern

3 May 2017