

PARTNERSHIP SCHOOLS KURA HOURUA READINESS REPORT: confirmed June 2015

Pacific Advance Senior School (PASS)

Otahuhu, Auckland

MoE profile number 714

BACKGROUND

The Ministry of Education commissioned the Education Review Office (ERO) to help determine the readiness of Pacific Advance Senior School (PASS) to operate effectively as a school in 2015.

Pacific Advance Senior School is one of four Partnership Schools Kura Hourua (PSKH) established in New Zealand during the second round of this initiative. These schools are a new type of school within the existing network designed to bring together the education, business and community sectors to provide new opportunities for students to achieve educational success.

ERO recognises that these schools have been given flexibility about how they operate and use funding to deliver school-specific targets. Clearly specified targets for student achievement, student engagement, enrolment of priority learners and financial reporting are specified in each PSKH's contract with the Crown.

Terms of reference

The MOE asked ERO to:

- focus on the systems and procedures necessary for Pacific Advance Senior School (PASS) to open smoothly in 2015
- identify what is in place and its suitability, what is planned, any gaps and whether the plan is achievable
- identify (as near as possible) priority areas to be addressed
- recognise that many procedures and systems will be in the process of being developed and look for evidence that the school is aware of the need and has a planned timeframe to develop them
- seek evidence that the national priorities and all applicable guidelines provided by the Ministry, have been considered.

METHODOLOGY

ERO met with the sponsors, school management team, local MoE advisors and school staff over time to determine the school's readiness to open. The process to evaluate the readiness of this school has been tailored to the particular circumstances and progress of the school.

Interim progress was reported to MoE in December 2014.

Visits to the school in 2015 have focused on observations of the programme in action, including discussions with students. Evidence was gathered to verify that timely and appropriate steps have been taken to prepare the school to operate effectively. The matters detailed in the appendix to this report, the readiness profile, have been discussed with school management and the sponsors.

FINDINGS

Pacific Advance Senior School is situated in Otahuhu South Auckland, an area with a significant Pacific community and historic underachievement. There are a large number of students in the wider community who have not gained qualifications that provide them with worthwhile pathways into training or further education or employment.

The Pacific Peoples Advancement Trust (PPAT), the sponsor of the school, is committed to finding ways of promoting Pacific achievement and entrepreneurship. The school vision and direction is to enrich youth through Pasifika values and innovation, enabling young people to achieve their potential, to contribute to their families and communities, and to aspire to a future that is beneficial for them and society. PASS aims to do this through providing an education that provides success for learners, their families and their communities.

Students come from different parts of Auckland to attend the school. There are currently 53 students in Year 11. The school has 82% (43) Pacific, and 18% (10) Māori students. Most Pacific students are Tongan or Samoan. The school has target of 100 enrolments by the end of 2015. It is likely that enrolments will increase during the year as word spreads in the community about the value of this programme.

An innovative school management model is in place. A wife and husband team share the principal role. She is responsible for governance, curriculum, student achievement, learning programmes, reporting and property. He is responsible for school engagement, the school environment, and school employment, property, and community relationships. The shared responsibility for leadership is working well.

Very good systems have been introduced to support students to settle in effectively. Parents and new students are welcomed into the school. Students are supported by other students to settle in and meet others more easily. The classes are set up as villages with village leaders and teachers, in what school leaders describe as a culturally appropriate manner.

The principals and teachers understand their students and community well. Expectations for teachers and for students about behaviours and attitudes to learning and engagement are based on cultural values.

The principals are working with teachers to ensure that their teaching strategies are focused on the learner and how to best support their academic progress. Teachers are expected to taking students pastoral backgrounds into account and to build family partnerships in learning. Close monitoring of students' progress is being encouraged. Ongoing professional development to support teachers and leaders to work collaboratively to develop shared understandings and expectations of teaching and learning will be important.

The principals and teachers have implemented systems for assessing, analysing, and reporting student achievement. They have already reported about student values and attitudes to parents. The next step is to specifically report student progress and achievement.

Baseline data has been gathered using e-AsTTle assessments in reading, writing and mathematics for all students. Almost all (93%) of students in term one were identified as achieving below expectations for their age.

Teachers are beginning to develop learning approaches to cater more specifically for student needs. At present teaching is still largely whole class and the principals realise there is further development in teaching practice to be considered if accelerated learning is to occur.

A school curriculum and planning to guide its implementation are in place. The principal is monitoring teachers' planning and expects to implement changes to this process based on her observations and reflections. Teachers are also thinking of exploring project-based learning methodology. School leaders are exploring innovative ways to deliver the curriculum through ICT and e-learning processes within the NCEA framework.

PASS has successfully completed its application for Consent to Assess with NZQA and is now able to offer a broad range of credits for NCEA. School staff have benefited from good advice from NZQA.

A profile of a PASS Student outlines expectations of values and attitudes, and expectations for learning, achievement and success. Each student has a personal education plan to support them to develop and monitor their goals with the support of their coach.

The school intends to develop vocational pathways programmes to offer more options for students. It is exploring possibilities with Manukau Institute of Technology for 2016.

The school has well qualified teachers to cater for the learning needs of students. There are eleven staff members, seven Pacific, three Māori and one other. There are six fully registered teachers, four academic coaches and one executive administrator. The school's commitment to providing better overall success for students has resulted in the sponsor providing additional staffing to help accelerate achievement.

Performance management systems have been implemented based on meeting the Registered Teacher Criteria expectations. The principals have also developed a performance management process for themselves. The board will appraise the principals in 2015 and then find external appraisers for the following year.

The school has developed good processes for planning and reporting to the sponsor, to students, to parents and their community. These processes include newsletters and individual visits to all students' homes in term one and again in term three. Parents and the community are also invited into the school.

Self-review processes are ongoing. The principals are aware that self review is an important process for improving practice. Teachers have been asked to predict student achievement and progress, and to have conversations around this data to inform professional practice. The principals are encouraging teachers to focus staff meetings on student outcomes with an emphasis on academic, pastoral and family partnership.

The principal reports monthly to PPAT. The school has been monitoring its own performance against the National Educational Guidelines (NEGs) and the National Administrative Guidelines (NAGs) that are applied to state schools, and aligning these with their strategic / annual plan. The NEGs and NAGs are **not** requirements for PSKH, although some aspects are reflected in the school's contract with the Crown. An important next step for the school leaders is to ensure the school's planning and reporting framework is well aligned to the actual contractual obligations that apply to this PSKH. An external facilitator has been brought in to support the school in reporting processes.

PPAT are now in the process of establishing a board of trustees for the school, with representation from the Trust, the school and the community. The role of the board will be to ensure that the school is giving effect to the vision and philosophy of the Trust. Support is needed with some urgency to help the Trust to develop an effective and efficient governance model that will enable oversight as well as ensuring contractual obligations are met.

School financial processes have been implemented for 2015. PPAT is clarifying the budget for the year and will hand over responsibility to the principals. Budget parameters include school operations, professional development, teaching and learning, and curriculum resources.

Staff and students have access to appropriate furniture and equipment, teaching materials, library and ICT resources. They have electronic smart boards; students have computers and e-learning resources. Good use is made of local facilities, such as parks and the library to supplement school facilities.

Priority areas to be addressed

The leadership team has identified some key areas that to achieve by the end of the year. These include:

- continuing to build a shared understanding among staff of this school's teaching and learning model
- finding appropriate professional development to support this
- developing understanding of teaching as inquiry.

ERO endorses these goals. We consider priority should be given to

- clarifying the governance model
- clarifying the school's understanding of its contractual obligations and how the Sponsor can be assured that these are met.

Appendix: Readiness Profile

Pacific Advance Senior School (PASS)

Matters to address		comment if applicable
The vision and direction for the school is developed and reflected in documentation for the school.	ongoing	The vision and direction of the school is clear in the shared commitment of the Sponsor, school leaders and staff. Documents such as the strategic and annual plan reflect the school vision clearly and well, and now need further alignment to show how Contractual obligations will be met and monitored.
Planning and practices show responsiveness to the needs of Pacific and Maori, and students with special education needs.	✓	Planning and practices are responsive to the needs of Pacific students in particular, and to Māori students and students with special needs. Programmes and practices are culturally appropriate and inclusive.
Processes for planning and reporting, and self-review are being developed.	✓	Developing self review to inquire into practice is a key driver for school leaders. The next step is to ensure they are documenting reflection where appropriate.
Processes are to ensure students settle effectively into the new school have been developed and are being implemented.	✓	Very good processes have been implemented to support students settle in effectively, eg classes are set up in a culturally appropriate manner with a village leader and teacher.
Systems for assessing, analysing and reporting on student achievement are being developed.	✓	The two principals and teachers have implemented systems for assessing, analysing and reporting student achievement. Baseline assessment has used worthwhile tool. Staff are aware of the learning needs of their students. Different forms of reporting are in place to engage families as partners in learning.
A set of key policies and procedures are in place to ensure the health and safety of staff and students, and there is a programme in place to develop others that may be needed.	✓	Good awareness of health and safety in employment.
There is an efficient management structure with suitable governance interface, appropriate structures and delegations.	✓	A shared principal management leadership role is in place that appears to be working well. The next challenge is sorting out the interface with governance.
School leaders are developing shared beliefs about desired teaching and learning approaches amongst school leadership and staff.	ongoing	This is an area that needs ongoing development. Good work has been done to develop shared expectations for teaching and learning; and defining a PASS student in terms of values, attitudes and expectations of each other in relation

		to learning, achieving and success. Further work need to translate this into classroom practice to accelerate achievement.
A school curriculum and programmes are being developed to reflect the needs of students and sufficient planning is in place to guide learning as the school opens.	✓	The school has developed its curriculum to guide learning programmes and to cater for the needs of students. Sufficient planning is in place to guide learning. Innovative programmes are under discussion.
The school is staffed appropriately to provide the desired programme and staff induction is planned	✓	The school has well qualified staff employed as teachers in the core curriculum. Additional staff to support learners have been employed.
Performance management systems for staff are being developed	✓	Performance management systems have been developed, based on the Registered Teacher Criteria expectations. The board will appraise the principals this year, they will find external appraisers for next year
A disputes procedure has been developed	✓	A disputes process and procedures are in place.
Effective systems are in place to monitor student engagement, including a student management system.	✓	KAMAR is in place.
An enrolment scheme and enrolment procedures are in place, (noting that the school has a maximum roll as referred to in Schedule 3 of the Contract), and they must adhere to the “open for all” enrolment policy whilst targeting priority learners.	✓	They have an enrolment process in place that is consistent with contractual obligations. Challenge may be meeting target roll for this first year.
Policies and procedures for managing school finances and a draft budget for 2015 are in place	✓	Policies and procedures are in place. School financial processes and budget has been implemented for 2015.
Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ICT.	✓	Good provision made and sensible use of public facilities.
There is a plan for the operation and maintenance of the school premises.	✓	The landlord has paid for the refit of classes to suit the vision and plan of the school to cater appropriately for students and to fit with council regulations.