



Education Review Office
Te Tari Arotake Mātauranga

Confirmed Report

NEW SCHOOL ASSURANCE REVIEW REPORT

Pacific Advance Secondary School

Location: Otahuhu, Auckland

Ministry of Education profile number: 874

March 2021

New School Assurance Review Report

Pacific Advance Secondary School

1 Introduction

A New School Assurance Review is a review of particular areas of school performance and is undertaken to specific terms of reference.

Terms of Reference

This review is based on an evaluation of the performance of Pacific Advance Secondary School. The terms of reference for the review are to provide assurance to the community:

- that the school is well placed to provide for students
- that the school is operating in accordance with the vision articulated by the board of trustees.

2 Context

Pacific Advance Secondary School (PASS) initially opened in Term 1 2019 as a designated character school (DCS). Prior to this, since February 2015, the school had operated as a Partnership School - Kura Hourua.

3 Background

Pacific Advance Secondary School's (PASS) vision and values are founded on Christian and Pacific principles. The school's vision is for students to flourish as academically successful, confident leaders within Pasifika, Te Ao Māori and English medium worlds. The Pasifika values of alofa (love and commitment), tautua (service and responsibility) and fa'aaloalo (respect) are well promoted.

Currently the school provides education for students in Years 9 to 13. The school operates from converted commercial premises located in Otahuhu. There are currently 160 students enrolled, with a maximum capacity for 190 students.

The establishment board (EBOT) continues to provide sound governance to the school. The EBOT is liaising with the Ministry of Education (MoE) to secure suitable premises and facilities for students. The EBOT are planning towards adopting an alternative constitution and parent elected board by 2022.

4 Findings

Preparatory work to establish the school has been capably led and managed well by the EBOT, the co-principals under the guidance of the governance facilitator. The EBOT actively represents and serves the school community in its stewardship role. High quality strategic and annual planning guide the school's direction and development. Consultation with parents informs school decision making. External facilitators support the review of governance and management processes.

The school's vision and values are well lived by students and staff. Students experience a strong sense of belonging. This highly inclusive environment prioritises students' cultures and wellbeing.

Developing professional capacity by the co-principals is well-considered. Leaders and teachers work collaboratively with external networks to build a shared understanding of effective teaching practices. Performance management and induction processes emphasise a collective and supportive approach for developing professional practice.

The *Fonofale* model of wellbeing underpins the school curriculum. Teachers use each student's first language, where possible, to access the curriculum. Fa'a Pasifika processes are well embedded and promote student engagement and learning opportunities. Students' interests inform curriculum planning programmes including National Certificates of Educational Achievement (NCEA) Levels One and Two. Leaders and teachers are focused on reviewing and improving the localised curriculum and better aligning it to the *New Zealand Curriculum* (NZC) expectations.

Student achievement information is used to track progress, identify specific learning needs and inform teacher planning. Well analysed achievement information is reported to the EBOT. Teachers meet regularly with parents to share information about their child's achievement and wellbeing. Leaders identify that increasing students' understanding and use of achievement information is a key next step.

Senior leaders demonstrate a strong commitment to strengthening internal evaluation for improvement processes.

5 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:

- school management and reporting
- 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 students' 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.

The EBOT identify that ongoing consultation with MoE is required regarding the current state of the property and school facilities that impact on student learning.

6 Conclusion

Preparatory work for the opening of Pacific Advance Secondary School has been successfully managed by the EBOT, principals and senior leaders, with the support of a governance facilitator. Students learn through a curriculum designed to promote Pasifika ways of being and knowing. The school's charter vision and valued student outcomes are highly evident throughout the school.

The school will transition into ERO's School Evaluation for Improvement process in due course.

A handwritten signature in black ink, appearing to read 'S. Tanner'.

Steve Tanner
Director Review and Improvement Services
Northern Region - Te Tai Raki

23 June 2021

About the School

Location	Otahuhu, Auckland	
Ministry of Education profile number	874	
School type	Secondary (Years 9 to 13)	
School roll	160	
Ethnic composition	Māori	11%
	Samoan	62%
	Tongan	13%
	Niue	6%
	other Pacific	3%
	other ethnic groups	5%
Review team on site	March 2021	
Date of this report	23 June 2021	