



**Education Review Office**  
Te Tari Arotake Mātauranga

**Pinehurst School**  
**Albany, Auckland**

**Confirmed**

**Private School**  
**Review Report**

# Private School Review Report: Pinehurst School

## 1 Background

The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

ERO reviews of private schools are significantly different in process and more limited in scope and reporting than those for state and state-integrated schools, focusing as they do on the *Criteria for Registration* set out in section 35C of the Education Act.

Section 35I of the Education Act 1989 requires the Education Review Office (ERO) to review private schools and to report to the Ministry of Education on whether each school continues to meet the criteria for registration. The schools are privately owned and the legislative requirements are significantly different to those for state and state-integrated schools. Private schools are not required to follow the National Education Goals or National Administration Guidelines.

What does apply in place of the legislation imposed upon state schools by the Education Act is the contract between the persons paying for the tuition of the child at the school - the parents - and the school authority. Those are matters between the parent and the school's governing body. More information about ERO reviews of private schools can be found on ERO's website [www.ero.govt.nz/Reviews-Process](http://www.ero.govt.nz/Reviews-Process).

The criteria for registration are that the school —

- a) has premises that are suitable, as described in section 35D; and
- b) usually provides tuition for nine or more students who are of or over the age of five years but are under the age of 16 years; and
- c) has staffing that is suitable to the age range and level of its students, the curriculum taught at the school, and the size of the school; and
- d) has equipment that is suitable for the curriculum being delivered or to be delivered at the school; and
- e) has a curriculum for teaching, learning, and assessment and makes details of the curriculum and its programme for delivery available for parents; and
- f) has suitable tuition standards, as described in section 35F; and
- g) has managers who are fit and proper persons (as described in section 35G) to be managers of a private school.

## 2 Criteria for Registration

Pinehurst School is an independent co-educational private school in Albany, Auckland. The school caters for students in years 1 to 13, from a wide geographical area. The school roll has grown significantly over the past five years. The school places importance on relationships between the school, students and parents, in supporting student learning and wellbeing.

The Pinehurst School mission is to provide “each student with an excellent education in a safe, supportive environment that promotes self-discipline, leadership, motivation and excellence in learning”. The school provides suitable premises, equipment, curriculum, staffing and tuition standards to help achieve its guiding mission. School documentation and regular electronic

communication provide parents with relevant information about the school's curriculum, vision and values. The school continues to enhance its attractive, well-maintained facilities and provide a variety of spaces and areas to support student learning.

The Years 1 to 8 curriculum prioritises literacy, mathematics and science. Second language learning in Mandarin Chinese or Spanish is compulsory in these years. The curriculum includes a wide range of subjects including specialist music and physical education. *The New Zealand Curriculum* values and key competencies are blended with the Cambridge syllabus as a foundation for students' learning pathways. School data for Years 1 to 8 show a consistent trend of very good performance in literacy, mathematics and science. Junior students are becoming increasingly confident in articulating their progress, achievement and next learning steps.

Students in Years 11 to 13 achieve qualifications through Cambridge Assessment International Education (CAIE) examinations. They may also gain the relevant Level 2 literacy credits through National Certificates of Education Achievement (NCEA) to meet university entrance requirements. School data show that students achieve well in these examinations. The college curriculum continues to broaden to engage students in relevant learning, and extend their learning experiences.

Students participate in a wide variety of opportunities including sport, the arts, education outside the classroom (EOTC), and service to others. Students across Years 3 to 13 have leadership roles and responsibilities suited to their age and ability.

Senior leaders' curriculum development priorities include establishing a cohesive, rich curriculum across Years 1 to 13 that is differentiated to challenge and support each individual student. The school continues to build teachers' confidence in te reo Māori, and to include this meaningfully in teaching programmes. Digital technologies are used to enhance teaching and learning, and reflect current world trends. The school is developing a stronger 'humanities' curriculum, with specific emphasis on cultural education and responsiveness.

Students are very engaged in the school and in their learning. They continue to benefit from well-resourced learning environments and individualised support. Pastoral support is a school priority, and school systems and structures place student wellbeing at the centre of decision making. The school plans to have regular student wellbeing surveys to complement the information gained through other specific student surveys. Students with additional language and/or other learning needs receive high quality support.

The school is led by a strategic board and experienced leadership team. Teachers are suitably qualified, and promote an inclusive, caring environment. They use a variety of teaching and learning strategies to engage students in learning. Specialist teaching provision is evident from the primary school into the college. Teachers are increasingly working together to promote consistency, coherence and continuity in teaching and learning across Years 1 to 13. Teachers participate in an appraisal process that promotes ongoing teaching development, and is linked with the expectations of the Teaching Council of Aotearoa New Zealand.

The school's managers have attested that they comply with the provisions of section 35G in respect to their being fit and proper person(s) to manage the school.

### **3 Other Obligations**

There are good systems in place for the school's managing body to be assured that its other statutory obligations are met.

## 4 Other Matters

### 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 69 international students attending the school, including one exchange student.

The school provides good quality pastoral care and support for students. Effective communication with families helps ensure the school meets families' aspirations for their children. Students are very well integrated into learning programmes and the life of the school. Procedures and practices for international students are guided by a well-experienced leadership team. The school regularly reviews its provisions for international students.

## 5 Conclusion

On the basis of the information obtained during the review, ERO considers that Pinehurst School meets the criteria for registration as a private school set out in the *Education Act 1989*.



Steve Tanner  
Director Review and Improvement Services Northern  
Northern Region

7 June 2019

## About the School

Location	Albany, Auckland	
Ministry of Education profile number	440	
School type	Private Composite (Years 1 to 15)	
School roll	846	
Number of international students	69	
Gender composition	Girls 52% Boys 48%	
Ethnic composition	Māori	2%
	NZ European/Pākehā	34%
	Chinese	44%
	other Asian	7%
	other European	7%
	other ethnic groups	6%
Review team on site	April 2019	
Date of this report	7 June 2019	
Most recent ERO report(s)	Private School Review	July 2014
	Private School Review	June 2011
	Private School Review	April 2008