

Kelston School Education Review

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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: Kelston Primary School

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

Kelston School, Auckland, is located within a cluster of seven schools that provide staff with valuable cultural and professional links. The school has a history of positive ERO reports. Since the 2007 ERO report, a new principal and deputy principal have provided a considered strategic direction for the school. Kelston Primary acknowledges its diverse student roll through the promotion of a respectful and inclusive culture.

The school curriculum is designed to meet the holistic needs of students. Teaching programmes that place an emphasis on literacy and numeracy have been established. Inquiry learning to develop students' critical thinking skills is developing. The very good provision of opportunities for support in learning, and extension in numeracy, indicates careful consideration to meeting the needs of learners. School achievement data indicate that students are progressing well in literacy and numeracy. As a group, Māori students are making good gains in writing over time. School leaders make good use of achievement information when setting school priorities and allocating resources.

School leaders and teachers have a clear commitment to ongoing professional learning. Teachers work collaboratively to plan and to determine criteria for the assessment of students' learning. This co-operative approach has assisted them to develop processes for reporting against the National Standards. School leaders and teachers should continue to embed the vision and principles of The New Zealand Curriculum in school-wide teaching practices.

Parents and whānau report that they appreciate the school's increasing community engagement. The school participates actively in local cluster initiatives, particularly in the performing arts, and parents are involved in workshops that help them to support their children's learning at home.

Trustees are representative of the school's community and support the ongoing improvement of the school. They are well informed about student achievement. The development of key documents to support strategic planning and curriculum will help to guide the school's long-term development and will provide a sound basis for self review.

Future Action

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

2 Kelston Primary School's Curriculum

How effectively does the curriculum of Kelston Primary School promote student learning - engagement, progress and achievement?

School context and self review

Since the last ERO review in 2007, teachers have been involved in a Literacy Professional Development Plan (LPDP) and in ongoing professional development in numeracy. Analysed achievement data indicate that students are progressing well in literacy and numeracy. Māori students are making sound progress in writing over time.

School leaders have established self-review processes. Documenting the outcomes of self review will further strengthen these practices. Teachers have established processes for evaluating the effectiveness of their programmes.

Areas of strength

Environment for learning. Teachers provide students with a good quality learning environment that helps to ensure that students are settled and focused on their learning. Key factors include:

- positive and supportive relationships;
- extending students' learning experiences through education outside the classroom (EOTC);
- a holistic curriculum that includes opportunities in sport and culture; and
- the strengthening of cultural links within the Kelston cluster of schools.

Learning support and extension. Teachers are using assessment information so that they can better meet students' learning needs. Teachers and teacher aides provide students with very good learning support and extension in literacy and numeracy where this is required.

Teachers group students in numeracy and use strategies to promote students' oral skills.

Careful consideration of the learning needs of boys has led to the establishment of a Year 5/6 boys' class with a targeted approach to promote students' engagement in learning.

Professional learning and development. School leaders and teachers have a clear commitment to ongoing professional learning to improve learning outcomes for students.

Teachers have improved their assessment skills and are increasingly able to provide professional development from within the school. Teachers' growing assessment skills mean that the school is able to report against the National Standards.

Planning for improvement. School leaders, teachers and trustees have planned strategically for ongoing improvements in the school. Comprehensive planning strategies used include:

- developing a curriculum plan based on The New Zealand Curriculum;
- accessing external support to develop a strategic plan;
- linking school goals to teachers' performance management;
- including national priorities from Ka Hikitia and the Pasifika Education Plan, the Ministry of Education's strategies for Māori and Pacific education, in the school's strategic plan for the promotion of the success of Māori and Pacific students; and
- setting achievement targets for all students and groups of students and reporting against these targets.

The board prioritises resourcing initiatives that support developments in teaching and learning and enhance student engagement and achievement. The school is well placed to build on and sustain current good teaching practices.

Home/school partnerships. Home/school partnerships, particularly with whānau, have been strengthened since the last ERO review. Parents have participated in a workshop to support students' numeracy learning at home and receive good information about their children's achievement in literacy and numeracy. Parents also actively support the school's Pacific cultural groups and the Education Outside the Classroom (EOTC) programme.

Agreed priorities

Developing and sustaining effective learning. School leaders and teachers should continue to embed the vision and principles of The New Zealand Curriculum in classroom practice across the school by:

- continuing to develop stimulating and challenging learning programmes that focus on the development of the key competencies;
- clarifying and monitoring the implementation of effective practices for teaching and learning;
- extending students' ownership of their learning; and
- promoting effective processes for developing teaching as inquiry.

3 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Kelston Primary School completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

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

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and checked elements of the following five areas that 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;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

4 Future Action

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

Richard Thornton
National Manager Review Services
Northern Region

10 December 2010

About the School

Location	Kelston, Auckland
Ministry of Education profile number	1331
School type	Contributing Primary (Years 1-6)
Decile <u>[1]</u>	3
School roll	356
Gender composition	Boys 50% Girls 50%
Ethnic composition	Māori 16% NZ European/Pākehā 6% Samoan 27% Tongan 13% Indian 10%, Asian 10% other Pacific 10% other 8%
Special features	Kelston Deaf Education Centre classes
Review team on site	October, 2010
Date of this report	10 December 2010
Previous three ERO reports	Education Review, November 2007 Education Review, September 2004 Accountability Review, March 2001

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

Community Page

10 December 2010

To the Parents and Community of Kelston Primary School

These are the findings of the Education Review Office's latest report on Kelston Primary School.

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The school curriculum is designed to meet the holistic needs of students. Teaching programmes that place an emphasis on literacy and numeracy have been established. Inquiry learning to develop students' critical thinking skills is developing. The very good provision of opportunities for support in learning, and extension in numeracy, indicates careful consideration to meeting the needs of learners. School achievement data indicate that students are progressing well in literacy and numeracy. As a group, Māori students are making good gains in writing over time. School leaders make good use of achievement information when setting school priorities and allocating resources.

School leaders and teachers have a clear commitment to ongoing professional learning. Teachers work collaboratively to plan and to determine criteria for the assessment of students' learning. This co-operative approach has assisted them to develop processes for reporting against the National Standards. School leaders and teachers should continue to embed the vision and principles of The New Zealand Curriculum in school-wide teaching practices.

Parents and whānau report that they appreciate the school's increasing community engagement. The school participates actively in local cluster initiatives, particularly in the performing arts, and parents are involved in workshops that help them to support their children's learning at home.

Trustees are representative of the school's community and support the ongoing improvement of the school. They are well informed about student achievement. The development of key documents to support strategic planning and curriculum will help to guide the school's long-term development and will provide a sound basis for self review.

Future Action

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

Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, www.ero.govt.nz.

Richard Thornton
National Manager Review Services
Northern Region

General Information about Reviews

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.