

Kelston School Education Review

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About the School

Location	Kelston, Auckland	
Ministry of Education profile number	1331	
School type	Contributing (Years 1 to 6)	
School roll	332	
Gender composition	Boys 56% Girls 44%	
Ethnic composition	Māori	15%
	NZ European / Pākehā	6%
	Samoaan	32%
	Tongan	17%
	Indian	9%
	other Asian	6%
	other Pacific	6%
	Chinese	4%
	Middle East	3%
	African	1%
	other European	1%
Special Features	Two Kelston Deaf Education Centre classes	
Review team on site	November 2013	
Date of this report	15 January 2014	

Most recent ERO report(s)	Education Review	December 2010
	Education Review	November 2007
	Education Review	September 2004

The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

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1 Context

What are the important features of this school that have an impact on student learning?

Kelston School in Auckland provides education for students in Years 1 to 6. Students and staff are proud of their school which recently celebrated its 60th jubilee. Stable staffing contributes to the school's positive profile in the local community. Some families have attended the school for two or more generations.

The school community is culturally diverse, inclusive and supportive of the school. Demographics within Kelston and local population trends sees seventy percent of the students with English as their second language. The school roll is fifty percent Pacifica, fifteen percent Māori and thirty-five percent other ethnic groups. The board reflects this diversity of cultures.

An emphasis on the school's values promotes a caring and respectful school tone and a focus on learning. Students who spoke with ERO commented about their respect for each other. Two new classrooms have been built in the centre of the school for the Kelston Deaf Education classes. Students in these classes benefit from inclusion in host school activities.

Kelston School has a history of positive ERO reports. Leaders and staff have positively responded to recommendations made in the 2010 ERO report. In 2011, the principal requested inclusion in a local Ministry of Education (MoE) initiative with access to a SAF manager (Student Achievement Function). Through this initiative, teachers and leaders have participated in professional learning with local schools.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school uses achievement information well to make positive changes to learners' achievement. The board, school leaders and teachers have a deliberate focus on raising student achievement in relation to the National Standards.

Achievement information indicates that the majority of students, including Māori and Pacific students, achieve at or above the National Standard for reading, writing and mathematics. Data also shows that students make good progress during their time at Kelston School. Capable and experienced leadership maintains high quality support for students with specific learning needs, including students requiring additional English programmes.

Teachers use multiple sources to gather assessment data. They have benefitted from professional development to significantly improve achievement in writing. School leaders continue to support teachers to make greater use of student achievement information to evaluate the effectiveness of their teaching.

Senior leaders and ERO agree that priorities for development should include:

- more evaluative interpretation of assessment data
- strengthening student ownership of their learning and progress
- reporting to parents explicitly in relation to the National Standards.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The Kelston School curriculum is effective in promoting student learning. Some high quality teaching is evident where students, including Māori and Pacific, are actively engaged and successful in their learning.

The integrated curriculum enables students to participate in real life learning. The school's values are clearly defined, well-embedded in the curriculum and meaningful to students. There is a broad range of activities available for all students, particularly in culture, leadership and sport.

School leaders and teachers are developing a more defined profile of the 'Kelston School learner'. They are also determining teaching practices to support students to develop the skills and competencies of the 'Kelston School Learner'.

Classrooms are attractive environments where student work is displayed and valued. Students are friendly, respectful and proud of their work. They work well together and enjoy positive relationships with their teachers and other students.

Teachers are highly collegial and plan collaboratively to integrate all learning areas of The New Zealand Curriculum. Professional learning has focused on developing inquiry learning and e-learning approaches in classroom programmes. Coaching for teachers in strategies developed from ALiM (Assessment Learning in Mathematics) has been used to improve teaching in mathematics across the school.

A community fono has resulted in increased engagement with Pacifica whānau and the development of a Pacific Education plan. Families appreciate opportunities to share learning with their children through the Reading Together Programme, and the mathematics workshops provided for parents. School leaders agree that greater acknowledgement of Pacific cultures should be included in classrooms and around the school.

How effectively does the school promote educational success for Māori, as Māori?

Kelston School regularly celebrates Māori student success. Kapa haka plays a significant role in many situations, especially in formal proceedings. A school kawa has been established for powhiri led by students.

ERO acknowledges the role and expertise of the specialist teacher of te reo Māori to support teachers and students to become more confident in te reo Māori me ōna tikanga. School

leaders are using the MoE resources Ka Hikitia: Managing for Success and Tataiako, Cultural Competencies for Teachers of Māori Learners to strengthen teachers' responsiveness to Māori students' culture, language and identity.

The school has been proactive in engaging with Māori whānau. Trustees, school leaders, Māori whānau and ERO agree that developing an education plan for Māori success would provide a more coordinated and strategic approach to enhancing success for Māori students as Māori.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Kelston School is well placed to sustain and improve its performance. The principal is collaborative, promotes a shared vision for the school and is instrumental in building a professional and inclusive school culture. The board, school leaders and staff are committed to supporting students to be successful learners.

The 2013 board elections resulted in a good balance of new trustees and continuing members. Trustees actively seek training and advice to ensure they have a sound understanding of the board's governance role. They are proactive in working to raise the achievement of all students at Kelston School.

Parents talked with ERO about the principal's open consultation processes to include community aspirations in the school's future direction. They also appreciate the care teachers have for all children.

Trustees, school leaders and ERO agree that next steps include:

- strengthening self-review processes and monitoring the outcomes and impact of self review
- developing and reporting against specific charter targets that align to strategic goals
- reviewing teacher appraisal processes to ensure the development of teaching reflects the school's strategic goals and include all registered teachers criteria.

Board assurance on legal requirements

Before the review, the board of trustees 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:

- board administration
- 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 student 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.

When is ERO likely to review the school again?

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

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15 January 2014