

PRINCIPAL'S
COPY

Confirmed
Education Review
Report
Kerikeri Primary School
July 2010

Location: Kerikeri, Northland
Ministry of Education profile number: 1034



Disclaimer

Individual ERO school and early childhood services reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO Corporate Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

1	The Education Review Office (ERO) Evaluation	1
2	Kerikeri Primary School's Curriculum.....	2
	<i>School context and self review</i>	2
	<i>Areas of strength</i>	2
	<i>Areas for development and review</i>	3
3	Board Assurance on Legal Requirements	4
4	Future Action	4
	About The School.....	5
	To the Parents and Community	
	General Information about Reviews	

Confirmed Education Review Report: Kerikeri Primary School

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

1 The Education Review Office (ERO) Evaluation

Kerikeri Primary School in the Bay of Islands provides a very good standard of education for students from Years 1 to 6. Since the 2007 ERO review the board has successfully appointed a new principal, who has continued to build on the strong school systems put in place by the previous principal. The school is very well resourced and the physical environment is well maintained.

School achievement information shows that most children are achieving at or above national expectations in literacy and mathematics. Student learning needs are well identified and children who require extra support or extension are provided with suitable learning programmes. The school has effective methods for monitoring and tracking student progress. The board continues to have a commitment to bicultural and bilingual education and offers dual learning pathways for students. The school has two classrooms, known as Whakatipuranga, that offer good quality te reo and tikanga Māori bilingual programmes.

Children are confident, motivated learners and benefit from a variety of leadership opportunities. They engage well with each other and enjoy an increasing partnership with their teachers in their learning. Children talk about their achievement and know their next learning steps, especially in writing and numeracy. Colourful classroom environments celebrate children's learning.

Highly effective teaching practices are evident across the school. Teachers show a commitment to responding to individual student learning needs, and the more consistent use of teaching strategies that encourage an understanding of the learning process for children. Teachers have high expectations for children's learning, and are supported in developing their teaching practice by a well considered and effective professional learning and development programme.

The principal provides very good professional leadership, and is well supported by two deputy principals and team leaders. Their focus is on preparing the school to give full effect to *The New Zealand Curriculum 2010*. This focus has resulted in a large amount of self review in all areas of teaching and learning, and considerable progress is being made.

Trustees work with school leaders to govern the school effectively. The board is well informed about curriculum matters and student achievement. They have developed a useful governance manual to guide their practice. The board is very well supported

by the fundraising efforts of the Kerikeri School Parent Teacher Association and the commitment of many parents and whānau who participate in school programmes.

Future Action

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning - engagement, progress and achievement. ERO is likely to carry out the next review in three years.

2 Kerikeri Primary School's Curriculum

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

School context and self review

Since the 2007 ERO review, the board has successfully managed the appointment of a new principal. In order to address recommendations from the 2007 ERO report and national and school curriculum priorities, the school has undergone a large amount of self review and change. Major areas of review and development have focused on the performance management system, and how well the school gives effect to *The New Zealand Curriculum*. Other priorities have included effective teaching and learning approaches, and processes for reporting on student achievement, including reporting against the National Standards.

Areas of strength

Student engagement. There are high levels of student interest, engagement and motivation. Children are confident and motivated learners who are supported by:

- a positive and inclusive school culture;
- good leadership opportunities; and
- well resourced and inviting classrooms that celebrate their learning.

Partnerships in learning. Children enjoy an increasing partnership with their teachers in their learning. Teachers use good formative assessment practices, providing children with opportunities to talk about their achievement and next learning steps, especially in numeracy and writing. School leaders and teachers are continuing to implement and embed these good practices in other learning areas, and in all classrooms.

Student progress and achievement. Children make good progress as they move through the school. The majority of children are achieving at or above national expectations for reading, writing and numeracy. Approximately half of Māori students across the school are achieving at or above national expectations. Māori students are proportionately represented in gifted and talented programmes. School leaders and whakatipuranga teachers have developed strong links with their Māori community and meet regularly with parents. They have identified that the next step is to consult with Māori whānau on how best to report school-wide Māori student achievement.

Effective use of student achievement information. Teachers and school leaders use school-wide and classroom data well to identify individual and groups of students,

including Māori children, who would benefit from additional learning and extension. The school has effective methods for monitoring and tracking student progress and is well placed to implement the National Standards. Monitoring approaches include teacher participation in conversations about student progress and achievement, and next steps for teaching.

Effective teaching practices. Teachers have high expectations for children's learning. They are supported in developing their teaching practice by a well considered and effective professional learning and development programme. Teachers use a range of highly effective teaching practices which include:

- well planned programmes that build on children's prior knowledge, catering effectively for their differentiated learning needs;
- focused, deliberate teaching with individuals and groups of children;
- providing opportunities for children to share their ideas, using open-ended questioning and carefully listening to children's responses; and
- preparing classroom learning centres that challenge children to extend their interests.

Progress towards implementing The New Zealand Curriculum. Since the arrival of the new principal in October 2008, senior managers and teachers have developed significant elements of the curriculum design that are highly responsive to the strengths and needs of students. These developments include:

- recording a set of key competencies that are displayed in classrooms, that align well to the key competencies of *The New Zealand Curriculum*, and provide children with opportunities to self assess against these;
- promoting reflective teaching, through the use of student assessment information, so that teachers look at their impact on student learning;
- preparing a set of school-wide progress indicators for reading, writing, and mathematics for sharing with children to help them identify their next learning steps;
- implementing a school-wide professional development programme that supports teachers to use assessment strategies that engage children in understanding what they are learning and creating with children the criteria necessary to know that they have succeeded in their learning; and
- documenting long term guides for reading, writing, and mathematics to support teacher planning in these core learning areas.

Areas for development and review

Giving full effect to The New Zealand Curriculum. School leaders have identified, and ERO agrees, that in order to give full effect to *The New Zealand Curriculum* school leaders and teachers should review how well:

- the school's learning cycle is taught as an inquiry approach to learning, creating opportunities for children to explore their interests as they investigate their own questions about a context, and engage in co-operative and independent learning;
- the teaching of thinking skills reflects a progression of children's learning and development over their years at the school; and

- digital technology is used to deliver the curriculum and enhance student achievement.

3 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Kerikeri 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 checked policies, procedures and practices about compliance in the following areas (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;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

The checking process indicated that the school has established policies, procedures and practices to enable it to meet its legal obligations.

4 Future Action

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning - engagement, progress and achievement. ERO is likely to carry out the next review in three years.



Richard Thornton
National Manager Review Services
Northern Region

26 July 2010

26 July 2010

To the Parents and Community of Kerikeri Primary School

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

Kerikeri Primary School in the Bay of Islands provides a very good standard of education for students from Years 1 to 6. Since the 2007 ERO review the board has successfully appointed a new principal, who has continued to build on the strong school systems put in place by the previous principal. The school is very well resourced and the physical environment is well maintained.

School achievement information shows that most children are achieving at or above national expectations in literacy and mathematics. Student learning needs are well identified and children who require extra support or extension are provided with suitable learning programmes. The school has effective methods for monitoring and tracking student progress. The board continues to have a commitment to bicultural and bilingual education and offers dual learning pathways for students. The school has two classrooms, known as Whakatipuranga, that offer good quality te reo and tikanga Māori bilingual programmes.

Children are confident, motivated learners and benefit from a variety of leadership opportunities. They engage well with each other and enjoy an increasing partnership with their teachers in their learning. Children talk about their achievement and know their next learning steps, especially in writing and numeracy. Colourful classroom environments celebrate children's learning.

Highly effective teaching practices are evident across the school. Teachers show a commitment to responding to individual student learning needs, and the more consistent use of teaching strategies that encourage an understanding of the learning process for children. Teachers have high expectations for children's learning, and are supported in developing their teaching practice by a well considered and effective professional learning and development programme.

The principal provides very good professional leadership, and is well supported by two deputy principals and team leaders. Their focus is on preparing the school to give full effect to *The New Zealand Curriculum 2010*. This focus has resulted in a large amount of self review in all areas of teaching and learning, and considerable progress is being made.

Trustees work with school leaders to govern the school effectively. The board is well informed about curriculum matters and student achievement. They have developed a useful governance manual to guide their practice. The board is very well supported by the fundraising efforts of the Kerikeri School Parent Teacher Association and the commitment of many parents and whānau who participate in school programmes.

Future Action

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning - engagement, progress and achievement. ERO is likely to carry out the next review in three years.

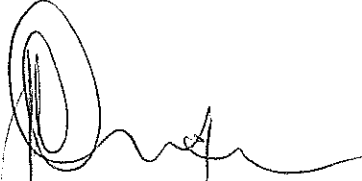
Review Coverage

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 self-review 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