

# Kohimarama School Education Review

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

Kohimarama School provides high quality education for all students. The school's inclusive culture and the respectful relationships modelled by staff support student learning and wellbeing. Students achieve very well and participate in a broad curriculum that offers them many choices. Parental support for the school is strong.

ERO is likely to carry out the next review in four-to-five years.

# 1 Context

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

Kohimarama School serves children very well. The Year 1 to 8 school has a long history of providing education for families from Kohimarama. Students and families are proud of the school and some families have long-standing, inter-generational connections with it. Parents provide strong support for the school.

The values outlined in the Kohi Way underpin the school's inclusive culture. The respectful relationships modelled by staff support student learning and wellbeing. Students from a diverse range of cultures attend the school, including a small number who are Māori (5%) and Pacific (1%).

The board and school leaders are highly responsive to external support and evaluation. ERO's 2011 review identified strengths in leadership, governance and management that focused on a collective responsibility for meeting school goals. These practices have been sustained and further developed.

Since the 2011 ERO review, important school initiatives have been introduced and developed. Teachers participate in ongoing and relevant professional learning. Significant resourcing and growth has improved student access to information communication technologies (ICT). Learning environments have improved and a major property upgrade is currently underway.

## 2 Learning

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

Kohimarama School makes highly effective use of student achievement information to make positive changes to learners' engagement, progress and achievement.

Achievement data is used very well by the board to set achievement targets, monitor the progress of groups of students and inform strategic decisions. Targets and goals are set to outline expectations for the progress and achievement of students who are high achievers, for those achieving below expected levels, and for learners with high learning needs.

The school is very well placed to meet Ministry of Education educational achievement targets for 2017. Students achieve at a very high level in reading, writing and mathematics in relation to the National Standards. School leaders analyse achievement information, report patterns and trends in the data and keep comprehensive records of individual students, including priority learners who participate in learning support and extension programmes. Leaders acknowledge the need to further strengthen the evaluation of these programmes to support future resourcing decisions.

Teachers are well supported within a professional learning community. Carefully selected professional development is improving teachers' ability to use assessment information to inform the teaching programme. This work is ongoing.

Classroom environments reflect children's learning. Teachers use a range of effective teaching strategies to engage students as active learners. Students are involved in decisions about their next steps for learning. Students with special educational needs are fully included in class programmes. Assessments specify very clearly the progress they are making.

A recent initiative has focused on helping students to develop key dispositions linked to 21st Century learners. These dispositions which include collaboration, curiosity and effective communication, are promoting greater student engagement in learning. A current focus is on developing students as self-motivated learners.

Parents receive helpful information about children's progress and achievement. School leaders continue to explore ways of sharing children's learning effectively with parents.

### 3 Curriculum

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

The Kohimarama School curriculum effectively promotes and supports student learning. Students participate in a broad curriculum that provides many choices and leadership opportunities. The curriculum has a strong focus on literacy and mathematics, and includes a wide range of co-curricular activities. The programme for students in Years 7 and 8 includes specialist taught subjects, such as second language learning, as well as te reo Māori, careers guidance and technology.

School leaders provide strong curriculum leadership. Curriculum design is underpinned by current educational research on effective practice and is well aligned to The New Zealand Curriculum (NZC). They use the SOLO (Structure of Observed Learning Outcomes) Taxonomy to provide a framework of curriculum support that fosters greater student ownership of learning and promotes students to think more deeply about their learning.

An ongoing focus has been improving the ICT infrastructure to allow purposeful use of on-line learning tools in all classes. Teachers and students are gaining confidence in their use of interactive technology to explore new ways of learning. The board has also resourced six e-learning classes to trial various ICT tools aimed at supporting the learning process.

As next steps in curriculum development, school leaders acknowledge the importance of:

- continuing to use ongoing review to inform decisions
- keeping parents involved and informed about curriculum design
- keeping an appropriate focus on the principles that underpin the NZC.

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

The school has 28 students who identify as Māori. The school provides good opportunities for these students to achieve educational success as Māori.

The board is strategic in its planning for Māori success. Whānau views and perspectives are sought by the board and school leaders. Teachers receive good support to develop skills and knowledge to foster the learning, progress and achievement of Māori students.

Māori students actively engage in the life of the school and perform well in a range of areas. They experience high levels of academic success, and the school's 2013 National Standards achievement data shows that Māori students as a group achieve at levels slightly higher than

overall school-wide levels.

All students at Kohimarama School benefit from learning te reo Māori and participating in kapa haka. Some Māori students also receive extra tuition in learning te reo. School leaders agree that developing a school-wide sequential progression of te reo Māori should further extend students' learning and help build teacher confidence and deeper knowledge of the language and culture.

## 4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance. Educational leadership and processes for managing change are well considered and deliberate to ensure shared ownership for and enactment of strategic goals.

The board is united in its vision for the school. Trustees have a range of skills and make very good use of training individually and collectively. They are well informed about student progress and achievement and use this information well to support resourcing decisions. The board's strategic plan articulates the future direction of the school and school operations are clearly aligned to it. Trustees promote purposeful self review that has resulted in a high degree of coherence in schoolwide processes and systems.

School leaders work well together. Their roles and responsibilities are clearly defined. Management structures and processes foster shared understandings amongst staff and consistency in practice. Leaders are focused on recognising teacher strengths and building leadership capability. Teachers value the many leadership opportunities available to extend their talents and to lead innovation. Well considered professional learning and development, induction programmes and robust performance management processes enhance teaching practice. A strong culture of reflection and professional inquiry into practice underpins ongoing school improvement.

The school is responsive to its community. Trustees use a variety of strategies to gather and consider community views and aspirations. Parents actively participate in and contribute to the life of the school in many significant ways.

The board and school leaders are committed to promoting educational success for Māori, as Māori. They agree they should continue to strengthen initiatives that support Māori students to succeed as Māori. They also wish to further develop their partnership with local iwi.

### Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review. School leaders regularly review processes to ensure they are up to date as signatory's to the Code.

### 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.

## Conclusion

Kohimarama School provides high quality education for all students. The school's inclusive culture and the respectful relationships modelled by staff support student learning and wellbeing. Students achieve very well and participate in a broad curriculum that offers them many choices. Parental support for the school is strong.

ERO is likely to carry out the next review in four-to-five years.

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