



KingsGate School
Pukekohe West, Auckland

Confirmed

Education Review Report

Education Review Report

KingsGate School

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. The report answers four key questions about the school.

Findings

1 Context

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

KingsGate School is a small interdenominational Christian school established in 1996. It became state-integrated in 2008 and is administered by the New Zealand Christian Proprietors Trust and the Franklin Christian Education Trust.

The school provides education for a culturally diverse group of students from Years 1 to 8 from the wider Pukekohe district. Approximately 20 percent of the children are from Māori and Pacific families. The school's curriculum and ways of operating are guided by its Christian character. The school works in partnership with parents/whānau. Staff take a keen interest in student wellbeing.

The school roll has continued to grow. Since the 2012 ERO review the property has been extended and a fourth classroom has been established. The proprietors are searching for a suitable site that will accommodate a larger school in the future.

The 2012 ERO report commented positively on the effective support that the school provides for student learning. It noted the school's culturally inclusive curriculum and positive and supportive relationships. This support for learning is still very evident in the school.

ERO's 2012 report recommended that teachers could better support students to be more involved in setting their own learning goals. It also indicated that clearer guidelines for teacher practices could help students take more responsibility for their own learning. Some progress has been made in these areas.

2 Learning

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

The school makes good use of achievement information to support student learning in literacy and mathematics. Discussions with teachers at other local schools help assure staff that judgements about student learning are accurate.

The principal provides detailed and informative reports to the board about student achievement in relation to the National Standards in reading, writing and mathematics. These reports show that most students are achieving well in these areas. The board uses this information to allocate resources, such as funding for professional development, to support student learning.

Teachers use achievement information to group students for instruction and plan appropriate learning programmes in literacy and mathematics. They analyse student learning information to identify areas on which to focus teaching and learning. Teachers identify students at risk of not achieving the National Standards and develop strategies to help them make accelerated progress.

Teachers have developed ways to help students understand their next learning steps. This helps children work on what they need to get better at. They now need to ensure that they encourage children to regularly revisit their goals and acknowledge the progress that students make in relation to these goals.

Children who require help to learn English as an additional language are well supported. Good systems are in place to assess and support their learning and monitor their progress.

3 Curriculum

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

KingsGate School's curriculum is based on a blend of Christian-based teachings and *The New Zealand Curriculum* (NZC). The school curriculum has a clear strategic vision based on its special character. Curriculum values and key competencies are taught explicitly through the school's programmes.

Reading, writing and mathematics form the basis of the curriculum. Children learn foundation literacy and numeracy in instructional groups based on their needs. This helps them to progress and achieve at the appropriate levels.

Children who are not yet meeting the National Standards are served well by teachers who monitor and track their progress. Teachers look for different approaches and curriculum content that may make a difference to children's learning. They frequently share this extended practice with colleagues to help other children. Parents are often involved in learning discussions about strategies to use at home.

Other curriculum areas are taught using inquiry processes to help children learn. This practice is variable at present and children would benefit from teachers' having shared expectations around a common research model. This would encourage children to take more responsibility for their own learning direction and preferences.

Recent professional development for teachers has had a focus on literacy learning and promoting positive behaviour. Specific attention to boys' writing during 2015 has resulted in some learners making better progress.

The board of trustees and the principal agree that next steps to improve and enhance the Kingsgate School curriculum could include:

- review of the curriculum's unit planning system to customise the Interact modules
- continuing to focus on student goal-setting and reflection
- implementing teaching practices that recognise and value student contributions to decisions about their learning.

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

Six students identify as Māori. They participate fully in all aspects of school life. Their achievement is closely monitored. Their parents are consulted to ensure that their aspirations for their children are being supported at school and that their ideas contribute to the development of the school charter.

Aspect of tikanga and te reo Māori are included in the curriculum. Te reo Māori is taught at Years 7 and 8. The school curriculum review could include a consideration of how well Māori students are supported to succeed as Māori. In particular the curriculum could be more specific about school expectations for students to learn te reo Māori.

4 Sustainable Performance

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

The school is well placed to sustain current good practices and to continue improving. It is well led and there are good policies in place to guide decision making. The policies are reviewed regularly. School leaders work well with the school community, communicate well with parents and conduct regular surveys. Information from these surveys influences decision making and strategic planning.

School leaders reflect on their practices in order to improve the effectiveness of school operations. They could now develop more formal ways to evaluate systems and procedures. By developing a planned review process school leaders could be assured that school evaluation guides future decision making. It could also support other staff to conduct reviews.

The school's annual planning would be strengthened by writing more specific goals that make it clear what is to be accomplished. The board could also ensure that clear action plans are developed for each improvement goal. This would enable them to monitor progress towards goals and keeping staff focussed.

The performance of staff is well supported and monitored through performance management systems. All staff participate in professional development that is relevant to the school goals. New learning is reinforced through professional discussions.

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.

To improve and sustain good practice the school should develop and document a more formal system and expectations for the endorsing and issuing or renewal of teacher practising certificates.

The board should ensure that members of the public are formally excluded from meetings when personnel and other private matters are discussed.

Conclusion

KingsGate School continues to support students to achieve well in relation to the National Standards in an inclusive environment where Christian values are promoted. The school works successfully in partnership with parents. Children with special learning needs are well provided for. Progress has been made in supporting students to manage their own learning.

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



Graham Randell
Deputy Chief Review Officer Northern

9 December 2015

About the School

Location	Pukekohe West, Auckland	
Ministry of Education profile number	603	
School type	Full Primary (Years 1 to 8)	
School roll	66	
Gender composition	Girls 36 Boys 30	
Ethnic composition	Māori Pākehā Pacific other	6 42 8 10
Review team on site	October 2015	
Date of this report	9 December 2015	
Most recent ERO report(s)	Education Review Supplementary Review Education Review	November 2012 August 2009 August 2008