

Kereru Park Campus Education Review

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1 Context

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

E māhorahora ana, ā, e māia ana ngā tamariki i roto i tō rātou kura. E tōtika ana te tiaki i te papa whenua me ngā whare. Kua whakawhanaunga atu ngā tamariki rātou ko ngā kaimahi. E hāpaitia ana e te kaiako ngā tamariki katoa i roto i tā rātou ako i te reo Māori me ngā tikanga a te Māori. E rumakitia ana ngā tamariki i roto i te taiao e rongo ana rātou i te reo Māori e kōrerotia ana i ngā wā katoa.

Kereru Park Campus in Papakura provides education for students from Year 1 to 8. Māori students make up 90 percent of the roll and have good opportunities to learn through their language and cultural identity. The school has four mainstream and two Rumaki classrooms. Long standing associations by whānau and families with the school contribute to a sense of belonging for adults and children. Students are comfortable and confident at their kura.

The board responded positively to its 2012 ERO report. Since then, the school has undergone some major changes. The board has appointed a new principal. Consultation for a new school name resulted in a change in focus that contributed to roll growth and the strategic appointment of new teachers. Innovative links with local hapu, Ngāti Tamaoho, included the co-option of a trustee to the board. The links promoted community wide curriculum planning.

The board has managed significant refurbishment and redevelopment of the administration block and some classrooms. The library is being used as a teaching space until the remaining outdated classrooms are repaired. The swimming pool, garden and play areas provide challenges for students of all ages as they go about their learning in the well maintained outdoor environment.

2 Learning

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

The school is improving how it uses achievement information.

Students are keen learners and enjoy positive relationships with each other and their teachers. There is a settled tone in classrooms where teachers and students work collaboratively. Students are ready to take a greater role in managing aspects of their own learning.

Most students at Kereru Park Campus are achieving below the national standards. The reliability of some of that data impacted on 2014 charter targets. After analysis, the board reviewed 2015 targets to better reflect what was happening with student achievement. A focus on the teaching of literacy and numeracy led to an improvement in student achievement. Students need more such targeted teaching to help them make the accelerated progress necessary to reach their learning goals.

School leaders agree that gathering and analysing achievement data more effectively to form overall judgements about students' progress and achievement in relation to the National Standards is a continuing priority. They are aware that the maintenance of effective teacher practice over time needs to be constantly reviewed and evaluated. Deepening teachers' understanding of teaching as inquiry by using specific and measurable targets could be a focus for future professional development.

The school is providing effective support for some students in literacy. Other identified students do not get this same support. The recent appointment of an experienced special educational needs coordinator (SENCO) should provide support for teachers to better plan for this group of students. The group includes students who are new learners of English.

The school reports to parents twice a year. The reports cover all aspects of learning but parents could be informed more about what is happening in the classrooms with teaching and learning, and about how to help their own children learn at home.

3 Curriculum

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

Some aspects of the curriculum promote and support student learning well. All class programmes place a significant emphasis on literacy and numeracy. Senior leaders are aware of the link between oracy and literacy and encourage teachers to plan to support the development of students' listening and speaking skills.

The integration of programmes that reflect local hapu contexts is a feature of this school. Students benefit from meaningful real-life learning experiences that are relevant to them and that promote high levels of engagement. Students are positive about their learning.

The cohesion between Immersion, Rumaki and mainstream classes, Auraki, is very evident throughout the school. Students engage with their peers and teachers in te reo Māori and English. Engagement in classrooms is fostered through respectful relationships and the emphasis on the school values of integrity, confidence and excellence. Leaders are now linking school practices to better align with tikanga and kawa of Ngāti Tamaoho. The school is an extension of each student's turangawaewae with the associated responsibilities of kaitiakitanga.

The principal has established expectations for the teaching staff with a focus on lifting student achievement. Teacher professional learning and development (PLD) to improve understanding about using achievement information to improve outcomes for students has been a major focus. School leaders and ERO agree it is timely to review how well the PLD is embedded in teaching and is impacting on student learning.

Teachers are encouraged to take on leadership opportunities. Now is a good time to redefine what is expected in leadership of teaching and learning and to align these expectations with teacher appraisal and the charter goals. Students also have leadership opportunities within their classrooms, their year levels and across the school.

The school's curriculum is increasingly promoting the key competencies identified in The New Zealand Curriculum (NZC). Teachers are developing indicators to assess how well students are demonstrating these competencies in their learning.

The principal and ERO agree key next steps to add value to the schools' curriculum include:

- providing greater opportunities for students to increase ownership of their learning
- exploring avenues to extend learning opportunities outside the school.

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

Kereru Park Campus effectively promotes Māori student success and success as Māori. Students are proud to be Māori. They have many opportunities to use te reo Māori, to learn and practise their culture and show and celebrate their identity. Each day different school hui provides students with opportunities to lead and celebrate their identity.

Teachers demonstrate a strong commitment to improved outcomes for Māori students. Most teachers speak te reo. Strong leadership in this area, coupled with very strong links to local hapu and the marae, and the deliberate partnership with parents and families/whānau, form a strong foundation to the success for Māori students in this school. The principal uses the aims and principles of Ka Hikitia – Accelerating Success 2013 – 2017, the Ministry of Education's Māori Education strategy, to maintain the improvement focus.

4 Sustainable Performance

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

Kereru Park Campus is improving its capacity to sustain and improve its performance.

The board, principal and staff work collaboratively to set goals for school improvement based on strategic priorities and student achievement information. The new principal has initiated whole staff PLD. While there are some initiatives resulting in gains in student performance and achievement, the emphasis needs to shift to embedding and sustaining improvements. School leaders are beginning to use appraisal to monitor teacher practice.

The board has strong links with its Māori community. The blend of new and experienced board members undertakes training to keep current. Trustees are well informed by reports against charter goals and have a shared understanding of their roles in governance. They have self identified the need to continue to be proactive with community partnerships and to deepen their questioning around student achievement.

ERO recommends that other important next steps include:

- further developing knowledge and confidence amongst the staff and the board in effective self-review practices
- planning how to sustain some of the effective initiatives undertaken over the last three years
- formalising an annual work plan that guides board operations and includes effective policy review
- reviewing the teacher appraisal process to ensure it reflects a focus on student achievement, students knowing about their learning and the use of effective teaching strategies.

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.

Recommendations to other agencies

ERO recommends that the Ministry of Education consider providing support in order to bring about the following improvements:

- deepening teacher understanding of teaching as inquiry
- better using achievement information to promote student progress and student led learning
- embedding PLD in teaching practices.

Conclusion

Students at Kereru Park Campus have a strong sense of belonging and benefit from the many positive changes to the school over recent years. They enjoy the school's caring and supportive learning environment. Strong links with its Māori community of Ngāti Tamaoho supports the school to provide learning through hapu tikanga.

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

Dale Bailey
Deputy Chief Review Officer Northern

29 May 2015

School Statistics

Location	Papakura	
Ministry of Education profile number	1424	
School type	Full Primary (Years 1 to 8)	
School roll	101	
Gender composition	Boys 51	
	Girls 50	
Ethnic composition	Māori	86
	NZ European/Pākehā	1
	Tongan	5
	Samoan	4
	Cook Island	3
	Indian	2
Special Features	Rosehill School Satellite Unit	
Review team on site	March 2015	
Date of this report	29 May 2015	
Most recent ERO report(s)	Education Review	February 2012
	Supplementary Review	June 2008
	Education Review	March 2007