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

About The School

Location	Titirangi, Waitakere City
Ministry of Education profile number	1328
School type	Contributing (Year 1-6)
Decile rating	8
Teaching staff:	34.2
Roll generated entitlement	37
Number of teachers	
School roll	697
Number of international students	2

Gender composition	Boys 54%, Girls 46%
Ethnic composition	NZ European/Pākehā 72%, Māori 13%, Samoan 5%, Indian 3%, Cook Island Maori 1%, Fijian 1%, Japanese 1%, Niuean 1%, Tongan 1%, other ethnicities 2%
Review team on site	June 2008
Date of this report	20 July 2008
Previous ERO reports	Education Review, August 2005 Accountability Review, October 2001 Accountability Review, May 1998 Effectiveness Review, May 1994 Assurance Audit, October 1992

The Education Review Office (ero) Evaluation

Kaurilands School continues to provide students with a high standard of education. Trustees, staff and parents work in partnership to manage the school in an environment in which students are valued and able to flourish. The school is well resourced and the physical environment is vibrant, reflecting the school's valued arts programme. Since the 2005 ERO review the board has continued to upgrade school facilities. Recently completed building projects include a new classroom and improvements to the swimming pool and two classrooms. The adjacent native bush reserve is a focus for learning.

School achievement information shows that most students are achieving at or above national expectations in literacy and mathematics. Achievement data are well analysed and are used to inform teaching. Students with special abilities or learning needs are identified and provided with a wide range of suitable programmes.

Students are articulate, inquiring and positive about their school. They are enthusiastic about learning, cooperate with teachers and work in an environment in which the expectations for learning and behaviour are clear. Senior students provide good playground models for their younger peers and students of all ages are actively involved in games at lunch times together.

Teachers are receptive to new ideas and use high quality teaching strategies. Many are very skilled practitioners. They demonstrate good knowledge of their students and are responsive to their diverse needs. Teachers are supported in developing their teaching practice by a well considered

and effective professional learning and development programme. They are a united team and model positive relationships for the students.

The principal and senior leadership team provide strong professional support and clear direction for the school. Their shared vision is focused on improving student learning and achievement. They have high expectations of teachers and students. Clear communication and a systematic approach to school operations support teachers.

Trustees work with the leadership team to govern the school effectively. They bring a variety of expertise and perspectives to their roles. A Māori trustee guides the board in maintaining and strengthening relationships with the Māori community. Trustees are well informed about curriculum matters and student achievement, and have an established programme of self review. Trustees participate in ongoing training to extend their knowledge and understanding of governance. They have an appropriate emphasis on succession planning to maintain the board's role.

This report evaluates the quality of teaching and learning with a focus on catering for individual needs. Professional learning and development, progress in providing for the achievement of Māori and Pacific students, and the school's provision for international students are also evaluated. The review finds many areas of good performance and identifies some areas in which practices could be further improved. ERO recommends that senior managers continue to support teachers to refine and embed current effective teaching practices that involve students in directing their own learning.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

The Focus Of The Review

Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

Senior leaders collate achievement data in literacy and mathematics using a variety of nationally standardised tests. The data show that most students are achieving well. Over 80% of students in Years 2-6 are achieving in the average and above average achievement bands in reading. Over 66% of students are achieving in these bands in mathematics.

The school collects achievement information on written language using the national exemplars. At

present this information is used to guide planning of teaching programmes and to report to parents on student progress. The senior leadership team is considering the benefits of formally reporting to the board on school-wide trends in achievement in writing.

Students in the junior school are assessed in literacy and mathematics on entry to school. Achievement information for Year 1 students is collected and used to monitor the individual progress of students over time.

Students perform well in school sporting and cultural events. First placings in the cluster inter-school cross-country for the last seven years and regular top placings in swimming are achievements of which the school is proud. Recently the school's kapa haka group performed at the opening of the Auckland Principal's Conference.

The school recognises and celebrates a wide range of student achievement. Student successes are prominently displayed on a notice board in the school entry foyer and are later recorded in attractive books for ongoing inspiration to others. Final term assemblies also acknowledge student achievement at each year level.

School Specific Priorities

Before the review, the board of Kaurilands School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Kaurilands School.

ERO and the board have agreed on the following focus areas for the review:

- catering for individual needs to enhance student achievement.

ERO's findings in this area are set out below.

Background

The school's current strategic plan prioritises improved outcomes for students. A key goal is the need to develop differentiated strategies to better meet the needs of all students. Since the 2005 ERO review the school has further progressed the integration of thinking skills and formative assessment. The senior leadership team has been restructured, with an emphasis on providing wider opportunities for students. The board asked ERO to evaluate the impact of these developments on student learning.

Student progress and achievement

The school has good systems in place for assessing student progress and achievement in literacy and mathematics. Senior leaders complete thorough analyses and evaluation of achievement data for all year levels and for some ethnic groups. Achievement information gathered by the school is reported to the board. A new initiative to monitor student achievement in other areas, such as critical and creative thinking, will help to inform future teaching programmes that cater for a diverse range of student needs and abilities.

Areas of good performance

Appropriate questioning. Teachers use open-ended questions that allow for a range of responses. They use wait time appropriately to enable students to process questions and formulate responses. The use of open-ended questions encourages students' critical and creative thinking.

Teaching thinking skills. The teaching of thinking skills to support students to learn new concepts and processes is evident across the curriculum. Teachers display the uses of a variety of thinking tools in their classrooms, include the use of these tools in their written planning, and model different thinking strategies in their daily teaching. The school's thinking skills overview has appropriate sequences and progressions. The use of thinking skills is guiding high quality teaching and is contributing to improved classroom programmes for all students.

Learning environments. Classrooms, corridors and playground areas provide students with enriched physical learning environments. Learning is visually well recorded and students' work is shared and displayed. The displays reflect prior learning and the students use them as a learning resource. Appropriate teaching and learning resources are readily accessible to students. These learning environments promote student engagement in the learning process.

School library. The library successfully supports students' learning. It is attractive, stocked with relevant material and is well used by classes and individual students for research and personal reading. The board funds extra library staffing to work with teachers and students. As a result, library programmes and activities reflect curriculum programmes, and motivate and interest students.

Identification of needs. Senior leaders have good processes in place to identify gifted and talented students and those with special needs. Extensive screening criteria, together with input from teachers, parents, paraprofessionals and preschools, are analysed. This information is collated to provide a base of high quality information that enables teachers and parents to monitor the progress that students are making.

Provision for gifted and talented students. Very good provision is made for students who are gifted and talented. A wide range of high quality withdrawal programmes and extension groups is offered across all levels of the school. Clustering students of high academic ability in classes at each level of the school and the use of differentiated teaching in all classrooms are further strategies for providing for gifted and talented students.

Appropriate support. The school has numerous programmes and interventions in place to support students with special needs and students who are not achieving at expected levels. These programmes cover literacy, numeracy, and socialising skills. Members of the senior leadership team and other well qualified staff teach and manage these interventions. These strategies help to ensure that all students have access to the curriculum and programmes that meet their particular learning needs.

Use of external professionals. Very good use is made of external agencies and personnel to support students. Regular support team meetings are held with the Resource Teacher: Literacy, Resource Teacher: Learning Behaviour, Group Special Education and the board funded school psychologist. The input from these personnel provides further professional development for staff and provides access to a wider field of expertise to support students.

Reporting and monitoring additional programmes. The school has good knowledge of the outcomes of interventions and programmes designed for students with special abilities and needs. Senior leaders oversee the gathering of student entry and exit achievement information and the recording of anecdotal notes. This information is used to make decisions about the most appropriate ways of meeting the learning needs of individual students. The board receives detailed reports on all programmes and interventions.

Contextualising learning. Teachers provide authentic learning contexts for students. They base curriculum unit plans on the students' prior knowledge and on concepts that are relevant and reflect the community. Students study topics in depth through a wide range of practical learning experiences. Careful consideration is also given to linking pre-school activities with children's learning experiences in their first year at school.

Differentiated teaching and planning. Teaching and planning is focused and differentiated to meet students' ability levels. Teachers use assessment information to group students for instruction and to inform the planning cycle. They reflect on the needs of their class and use a variety of approaches to meet individual learning styles. Drama and the arts are vehicles for learning that some teachers use very well. As a result, students are motivated and engaged in the learning process.

Formative assessment practices. Teachers make the purpose of learning clear. They use student-friendly language when talking to students about their learning. They give students specific oral comments on their progress and achievement and sometimes advice to clarify their understanding about the intended learning. Written comments that construct the way forward for students would further enhance student engagement in the learning process.

Home and school partnership. Teachers provide many opportunities to build positive partnerships between home and school. Parents are well informed about current learning through school newsletters, classroom window notices and parent evenings. A genuine open door policy and the flow of communication in homework books also encourages parents to participate in discussions about their children's learning and personalises the learning of each student.

Areas for improvement

Strengthening formative practices. Formative assessment teaching practices should be strengthened across the school. Teachers should create more opportunities for students to construct success criteria, self and peer assess, and set goals for what they need to learn next. These strategies are likely to shift the locus of control of learning from the teacher to the student and the consequent deeper engagement in learning should impact on student achievement.

Creating individual learning pathways. It is timely for teachers to trust student responses to their learning and to allow them to create individual learning pathways and access resources to meet their needs and interests. Opportunities for more individualised work through learning centres, less teacher instruction time with the whole class, and further development of the good inquiry-learning model that the school has introduced are ways in which this could be achieved. Students could then follow their own interests more effectively within the existing learning environment of secure relationships, high expectations and independent learning.

Areas Of National Interest

Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Kaurilands School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

The Achievement of Māori Students: Progress

In this review, ERO evaluated the progress the school has made since the last review in improving the achievement of Māori students and in initiatives designed to promote improved achievement. Thirteen percent of the school roll (90 students) identify as Māori.

Areas of progress

Building on previous good practices. The 2005 ERO report commented positively on the achievement of Māori students. Māori students continue to achieve well and are well represented in the top achievement band for reading and mathematics. The 2005 report noted the strong impact that a co-opted Māori trustee was having in leading effective consultation. This trustee is now an elected member of the board and continues to take a lead in consulting with the Māori community

and raising the profile of Māori within the school. Two kapa haka groups continue to operate, catering for students of all ages, with the support of a tikanga teacher and a skilled tutor from the local community.

Specialist teacher. The board funds a part-time specialist teacher of te reo Māori me ōna tikanga. During 2007 this teacher worked with all classes and teachers on incorporating te reo Māori and tikanga into class programmes. In 2008 the teacher continues to support programmes in some classrooms on request from teachers.

School pepeha. During 2007 a school pepeha was developed to reflect the special qualities of belonging to Kauriland School and to foster a sense of whanaungatanga (family relationships). Each day students recite the school pepeha in Māori, as part of the daily broadcast to classrooms.

Reflecting New Zealand's dual heritage in the environment. The school's physical environment proudly reflects New Zealand's dual cultural heritage. Plants in the school grounds reflect New Zealand native varieties and students are encouraged to learn about these trees. Numerous art works created by students incorporate Māori elements. The high profile of Māori culture in the school environment leads to greater shared understanding that enriches all students.

Areas for further improvement

Building learning opportunities and teacher capacity. Senior leaders should introduce formal processes for assessing and evaluating the use of te reo Māori in teaching programmes. A systematic internal professional development programme could also increase the competence and confidence of staff to teach Māori language and perspectives in their classrooms. Without formal monitoring, the school cannot be fully assured of the quality of Māori language and culture provided to students.

The Achievement of Pacific Students

During the review ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of its Pacific students. Eight percent of students at Kaurilands School identify as Pacific, with heritages from Samoa, Tonga, Fiji, the Cook Islands and Niue.

Areas of good performance

Practices to support Pacific students. The school makes efforts to support the identity of Pacific students. Thoughtful class placements of Pacific students with their peers and with teachers who are empathetic are evident. The school's art programme is rich with Pacific symbols, and class programmes include visits to the Pacific centre. These strategies promote and support Pacific cultural values and practices.

Areas for improvement

Reporting Pacific student achievement. Pacific student achievement is not identified in all student

achievement reports to the board. A separate analysis of the achievement of Pacific students may help to ascertain the extent to which Pacific students are reaching their potential.

Professional Learning and Development

In this review ERO evaluated how well Kaurilands School is managing professional learning and development. This includes how well the school makes decisions about professional learning and development, the extent to which these decisions are influenced by principles of effective practice, and the changes that have occurred for students and teachers as a result.

Background

The professional learning and development (PLD) initiatives in the school have supported whole staff development. Since the 2005 ERO review, PLD has focused on improving teaching strategies in formative assessment, thinking skills and inquiry learning. Kaurilands School is also part of the Ministry of Education initiative, Extending High Standards Across Schools (EHSAS), which has provided resources to support teachers in developing their skills in selected areas.

Areas of good performance

School planning for professional learning and development. The board provides effective and well targeted professional development programmes that balance the requirements of the national curriculum and the school as a whole. Planning for PLD is linked to the school's strategic plan, which aims to improve student achievement through empowering students to take increasing responsibility for their own learning. PLD initiatives are complementary and focus on strengthening teacher practice. As initiatives are whole school focused, they have resulted in a consistent approach to teaching across the school.

Systematic approach. The principal and senior leaders systematically plan the implementation of PLD initiatives. Professional development initiatives are planned to build on teacher competencies developed from previous PLD initiatives. New teachers are inducted and have guidelines and support to ensure that effective teaching methods are used consistently across the school.

Positive professional learning culture. A culture of professional improvement and a shared vision for improved learning for students is strongly evident in the school. Teachers work collaboratively across syndicates and value opportunities to observe and learn from each other. The supportive, collaborative ethos of the school and the low staff turnover enable teachers to share their growing expertise.

Impact of professional learning and development. A wide range of innovative classroom practices is used as a result of school-wide professional development. Teachers examine their teaching practice and have introduced a variety of thinking skills, formative assessment and inquiry learning strategies into their practice. Professional development that is underpinned by current educational research and theories about best practice is resulting in high quality teaching in all curriculum areas.

Student engagement with learning. Student engagement in learning has increased as a result of PLD. Many students can discuss new strategies and learning tools that have been taught. They are able to use thinking models and graphic organisers. These strategies enhance students' ability to be independent learners.

Areas for improvement

Differentiated professional development. Senior leaders have identified the need to provide PLD that meets the different needs of individual teachers. They acknowledge teacher strengths and recognise that teachers are at different levels of understanding and practice. This more flexible PLD approach will allow staff to receive relevant individual professional development while still meeting the broader needs of the school.

Provision for International Students

Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

Kaurilands 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. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

There are two international students currently enrolled at the school. The principal is the director of international students and has overall responsibility for international students.

The school complies with all aspects of the Code.

Areas of good performance

Documentation and systems. The director of international students has established clear processes and documentation for the administration and management of international students.

Student support. The school offers high levels of pastoral care for international students, who report being settled and enjoying school. The international students are well accepted by other students and have equal opportunities to participate in all school activities.

English language support. International students receive good English language support, which is provided within their home classrooms and, where necessary, through withdrawal English programmes. Students are assessed on their arrival at school and senior leaders make decisions about how to best meet the students' individual English language needs.

Areas for improvement

Reporting to the board. Information on the achievement and pastoral care of the international

students would strengthen reporting to the board. The principal regularly keeps the board informed about the number of international students. A broader report on the achievement and pastoral care of these students will assure the board that the school is meeting the requirements of the Code.

Board Assurance On Compliance Areas

Overview

Before the review, the board of trustees and principal of Kaurilands 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 legislative obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO checked the following items 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.

Compliance

ERO's investigations did not identify any areas of concern. However, to improve current practice, the board should develop more proactive systems for accounting for students who are absent at the beginning of the school day.

Recommendation

ERO and the board of trustees agree that senior leaders should continue to support teachers to refine and embed effective teaching practices that increase the involvement of students in directing

their own learning.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

Elizabeth Ellis

Area Manager

for Chief Review Officer

20 July 2008

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To the Parents and Community of Kaurilands School

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

Community Page

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Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Elizabeth Ellis

Area Manager

for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

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Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is

no direct link between the number of recommendations in this report and the overall performance of this school.

Decile 1 schools draw their students from areas of greatest socio-economic disadvantage,
Decile 10 from areas of least socio-economic disadvantage.