



Education Review Office
Te Tari Arotake Mātauranga

Kaiapoi Borough School
Kaiapoi

Confirmed

Education Review Report

Education Review Report

Kaiapoi Borough School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

The March 2017 ERO report for Kaiapoi Borough School identified that the school needed to raise student achievement and engagement, improve the quality of teaching and learning, develop a school wide curriculum, and increase evaluation capability. The board, principal and teachers have made significant progress in addressing all areas for review and development in that report.

The board has a range of new and experienced trustees. There have been major improvements to the school environment and learning spaces. This includes a new school hall and classroom block, and the refurbishment of other classrooms. Ongoing property development that recognises the cultural narrative of the local area has been a strong focus of the board. Since 2017 there have been a number of staff changes. Leaders and teachers have received regular, targeted, internal and external professional development.

Effective leadership of the school ensures a strong and sustained focus on continuous improvement, the successful operation of the school, and the ongoing promotion and support for positive learning and wellbeing outcomes for all students.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The 2017 ERO report identified priority areas for review and development. They were:

- raising student achievement and engagement
- school curriculum development
- improving the quality of teaching and learning
- building internal evaluation capability.

The findings of this review are outlined below.

Raising Student Achievement

Progress

The principal and senior leaders have developed robust systems and processes for identifying, addressing and monitoring the learning and wellbeing of all students. Teachers have actively participated in targeted professional development to continue to improve their understanding of effective teaching practices, curriculum delivery and clearer learning pathways for students.

A range of valid achievement data informs leaders' and the board's decision making. It also contributes to identifying and prioritising support to raise the engagement, and accelerate the achievement, of individual and groups of students who are performing below the school's expectations.

Strong pastoral care processes have been developed within the school for all students. Leaders and teachers proactively identify and draw on community resources to enhance student learning, achievement and wellbeing.

Key next step

School leaders and ERO agree that the key next step is to continue to focus on progressively raising student achievement over time.

Quality of teaching and learning

Progress

Leaders ensure effective planning, coordination and evaluation of the school's curriculum and teaching through transformational leadership approaches. This helps to ensure continuity and coherence across learning programmes. They have high expectations for teaching and learning practices. Regular coaching and modelling of effective practice within classrooms helps build teacher capability. Leaders actively promote collaboration, inquiry practices and collective responsibility for all students.

Key next step

School leaders and ERO agree that the key next step is to sustain and continue to build on recent initiatives and practices that promote high quality teaching and learning across the school.

School Curriculum Development

Progress

Leaders have developed clear guidelines and expectations for the delivery of the school's integrated curriculum. Learning and teaching strategies such as goal setting, student agency and deliberate teaching practices enable students to take increasing control of their learning within a responsive curriculum. Students participate and learn in caring, collaborative, inclusive learning environments. Students with additional needs or abilities participate in learning programmes that provide appropriate support and challenge.

Students have many leadership opportunities. Tuakana teina learning relationships are actively promoted across the school. Transitions into, within, and onto secondary school are well managed.

Leaders have implemented a number of initiatives to build bicultural understandings. They provide opportunities for students to learn te reo Māori progressively as they move through the school.

Key next steps

School leaders and ERO agree that the key next step is to strengthen and give more prominence to te ao Māori in key curriculum documentation.

Internal Evaluation

Progress

Leaders have developed effective systems to increase the collective capacity of staff to use evaluation, inquiry and knowledge building to promote improvement. Regular surveys and consultation with parents, children and staff help inform school priorities and decision making. The strategic plan clearly defines the school's vision and values. There is strong alignment between the vision, values, goals, targets, professional development and the appraisal process. Reflective and adaptive practices are focused on strengthening the quality of teaching and positive learning outcomes for students.

Key next steps

School leaders and ERO agree that the key next steps are to:

- develop a formalised process for more in-depth internal evaluation
- continue to strengthen appraisal processes
- include a specific achievement target for Māori students in strategic planning.

3 Sustainable performance and self review

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

The school is well placed to sustain and continue to improve and review its performance.

ERO recognises that the principal and senior leaders are very effectively building leadership capacity and teacher capability. They promote and maintain high expectations and a supportive environment that is conducive to student learning and wellbeing.

Leaders regularly consult and collaborate with the school community to inform decision making about school priorities and strategic planning for improvement. This is ensuring better sustainability of new systems, processes and initiatives that have a greater focus on enabling positive learning conditions and operations across the school.

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

Kaiapoi Borough School is moving ahead positively. Significant progress and improvements have been made since the March 2017 ERO report. Effective and capable school leadership is strategically focused on embedding and sustaining new initiatives that are strongly focused on high quality teaching, learning, achievement and wellbeing outcomes for all children.

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



Alan Wynyard
Director Review & Improvement Services Southern

Te Waipounamu - Southern Region

18 January 2019

About the School

Location	Kaiapoi	
Ministry of Education profile number	3388	
School type	Full Primary (Years 1 to 8)	
School roll	359	
Gender composition	Boys 49 % : Girls 51%	
Ethnic composition	Māori	24%
	Pākehā	61%
	Other ethnicities	15%
Review team on site	November 2018	
Date of this report	18 January 2019	
Most recent ERO report(s)	Education Review	March 2017
	Supplementary Review	2016
	Education Review	May 2015