

Kerikeri High School Education Review

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1 Context

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

Kerikeri High School provides high quality education for students in Years 7 to 13. School leadership has maintained and extended the school's very good performance. This is a dynamic and successful school that features high levels of collaboration between students, whānau, teachers and leaders.

The school successfully enacts its vision to empower students to achieve success across the four cornerstones of a balanced education - academic, sporting, cultural and leadership. The school takes pride in its bicultural heritage, the rich cultural diversity of its community and the special place of Māori within this community.

Students are clearly at the centre of decision making at Kerikeri High School. Since the last ERO review in 2010, the school community has explored and developed the school values, expressed as WAKA (We are learners, Act with respect, Keep ourselves safe, Always proud). Behaviours and relationships within the school are based on these values.

2 Learning

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

The school makes very effective use of achievement information to make positive changes for learners as they progress through the school from Year 7 to 13.

Students actively engage in their learning and are motivated to achieve success. Relationships between students and teachers are positive and focused on learning. Te Kotahitanga continues to be at the heart of the school's improvement efforts and has contributed to a significant rise in the performance of Māori students in NCEA, their engagement in learning and retention at school.

Student achievement in the National Certificates of Educational Achievement (NCEA) at levels 1, 2 and 3 show continual improvement each year. Level 1 literacy and numeracy results are consistently high with over 90% of students achieving these credits every year. Senior leaders consistently set school goals that reflect their high expectations for student achievement.

Achievement rates for Māori students also show consistent and significant improvement over time. Raising Māori student achievement continues to be an area of focus. School leaders and teachers use strategies that support Māori learners to make accelerated progress and be successful.

National Standards are being effectively implemented in Years 7 and 8. High quality and robust processes and systems for implementing the Standards are evident. This ensures that, despite fluctuations in trends over time, the school has very good quality information to help teachers to meet the individual learning needs of students. Current school data compares well locally and nationally in reading, writing and mathematics.

School leaders monitor and evaluate students' progress and achievement very effectively. They thoroughly explore student achievement information and know how well students and individuals progress over time. Leaders and teachers work collaboratively through targeted action to improve learning outcomes for students who are not yet achieving to expectations.

Achievement information is used effectively to identify students who require additional support. Learning assistance is well coordinated across learning areas and year levels. Personalised programmes assist students to make progress towards their learning goals. Regular monitoring and review provides students and their families with ongoing information about their learning.

Senior leaders and teachers use student achievement information to set school goals and to plan and adapt teaching programmes. The significant and consistent improvement in NCEA results in over the past four years reflects teachers' focus on teaching strategies that support students to be successful.

Trustees make very good use of the analysed achievement information to make strategic decisions. Charter goals are focused on raising the achievement of all students and on accelerating the progress of those students not meeting NCEA, National Standards or curriculum level expectations. Trustees make targeted resourcing decisions based on this information and regularly review and evaluate programmes designed to improve outcomes for students. It would be beneficial for the board to receive more regular reporting on outcomes for students in the Learning Enrichment Unit to further strengthen their decision making.

3 Curriculum

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

The school's curriculum is highly effective in promoting and supporting learning. Students benefit from a coherent, holistic curriculum that provides a wide variety of learning opportunities, tailored to their interests, strengths and needs. The school's commitment to relationship-based teaching underpins and enriches all learning programmes. The curriculum provides alignment and continuity in learning for students from Year 7 to Year 13.

Students are at the centre of curriculum review. The curriculum adapts and responds to students and their choices, supporting learning pathways through and beyond school. As a result, students enjoy high levels of academic success across the curriculum. Inclusive practices that support students' wellbeing and emotional safety help to ensure that all students can succeed. Senior leaders have identified that it would be timely to review transition practices for students enrolling at levels other than Year 7, to ensure these practices maximise opportunities for student success.

Students and teachers benefit from the culture of innovation and enterprise within the school. Flexible, future-focused teaching spaces and resources provide opportunities for students to explore new directions in their learning. Strategies for e-learning are increasingly shaping learning programmes and provide further learning opportunities for students. Strong relationships with the wider school community provide valuable opportunities for students to experience authentic learning beyond the classroom.

High quality teaching practice is evident across the school. Teachers are reflective and enjoy positive, supportive relationships with their students. Teachers and leaders are encouraged to be innovative and challenge each other's thinking. Appropriate professional development contributes to the effectiveness of teaching and builds a strong culture of professional learning.

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

Educational success as Māori is very well supported and promoted. The kaupapa of the school is strongly bicultural and Māori students benefit from a curriculum, teaching practices and a school culture that affirms their identity. The school has a well developed kawa and a deep understanding of tikanga that is a part of regular school practice.

Māori students have many ways to explore their language, culture and identity through school programmes. Bilingual learning opportunities contribute to ensuring Māori students are confident and demonstrate high aspirations for their ongoing success. Partnerships with

whānau, local hapu and iwi are well developed and continue to strengthen further through ongoing korero and consultation.

Māori students achieve well across all aspects of the curriculum. Trustees, school leaders and key staff are committed to continually improving outcomes for Māori students. This is evident in the school's annual goals and priorities, and in the very good self-review practices used to monitor and promote Māori student success.

4 Sustainable Performance

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

Kerikeri High School is very well placed to sustain and further improve its performance. Leaders across the school are focused on maintaining a cohesive learning community that is responsive to the interests and aspirations of students as they progress through the school.

Governance and management are highly effective. The board of trustees, principal and staff work with a common purpose. Positive and supportive relationships, teamwork and a shared commitment to the school's vision, values and goals provide a strong foundation for sustaining school improvement. Relationships with parents and whānau are strengthened through respectful consultation processes. The board and school leaders value the school's strong and mutually beneficial relationships with the local community.

The board understands its governance role well. Trustees plan strategically in response to the high quality information they receive from school leaders. The board and school leaders use self review to identify and prioritise areas for development, and to monitor the progress and success of existing initiatives. Trustees are very supportive of staff and provide well for their ongoing professional learning and development.

Leadership is highly effective. The experienced principal and supportive leadership team work collaboratively to foster strong relationships in the school. Senior leaders mentor and support teachers, actively growing leadership at all levels of the school. Strong student leadership throughout the school promotes engagement, enthusiasm and motivation for all students. Senior leaders are active and influential in local, regional and national educational community networks.

The inclusive, student-centred culture and positive respectful relationships within the school support the board, school leaders and staff to continue the school's growth as a dynamic learning community.

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. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough.

At the time of this review there were 46 international students attending the school. These students come from a range of European, Asian and Latin American nationalities. Students report that they feel fully included in school activities and programmes and have gained an

appreciation for New Zealand's bicultural heritage.

International students are thoughtfully placed in programmes that enable them to achieve their goals. Their English language needs are very well supported. Ongoing monitoring helps to ensure that students are well integrated into the school and the community, and international students have increasing leadership opportunities.

High quality self review continues to enhance the provision and care for international students. These students enjoy positive and very successful academic outcomes. The international student centre is inviting and provides a welcoming area for these students to meet and to access appropriate support, as needed.

Reporting on international students' progress and achievement across the curriculum would further extend the board's understanding about the quality and effectiveness of the school's educational and care provisions for international students.

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 further improve practice, the board should review the implementation of its complaints policy with a view to ensuring responses to complaints are timely.

Conclusion

Kerikeri High School provides high quality education for students in Years 7 to 13. This is a dynamic and successful school with a well designed and delivered curriculum, and high levels of collaboration between students, teachers, whānau and leaders. Effective school leadership maintains and extends the school's very good performance.

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

Dale Bailey
Deputy Chief Review Officer Northern

1 May 2015

School Statistics

Location	Kerikeri	
Ministry of Education profile number	5	
School type	Secondary (Years 7 to 15)	
School roll	1475	
Number of international students	46	
Gender composition	Boys 51%, Girls 49%	
Ethnic composition	NZ European/Pākehā	58%
	Māori	30%
	British/Irish	4%
	Pacific	1%
	other European	3%
	other ethnicities	4%
Special Features	Learning Enrichment High Needs Learning Unit	
Review team on site	February 2015	
Date of this report	1 May 2015	
Most recent ERO report(s)	Education Review	May 2011
	Education Review	February 2007
	Education Review	January 2004