



ERO External Evaluation

Kerikeri High School, Kerikeri

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Kerikeri High School caters for approximately 1500 students from Years 7 to 13. The school has strong links to the community. Students from the local area and surrounding rural and coastal areas attend the school. Thirty percent of students are Māori.

Kerikeri High School promotes a holistic education. The school's vision is 'to empower students to achieve success across the four cornerstones of a balanced education – academic, sporting, cultural and leadership with service'. This is underpinned by the school values, expressed as WAKA: We are learners, Act with respect, Keep ourselves safe, Always proud. The vision clearly reflects the Treaty of Waitangi principles and the dual cultural heritage of Aotearoa New Zealand.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement within the New Zealand Qualifications Framework
- achievement for Years 7, 8, 9 and 10
- progress and achievement in relation to strategic goals
- pastoral and wellbeing information about student groups and cohorts
- outcomes relating to identity, culture and language
- achievement, wellbeing and engagement of Māori students.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

Kerikeri High School is effective in achieving equitable and excellent outcomes for all students.

National Certificate of Educational Achievement (NCEA) data over the last four years show high levels of achievement has been sustained in numeracy and literacy for all groups of students.

Most students achieve NCEA Level 1 and NCEA Level 2, and a large majority of students achieve NCEA Level 3. The number of students achieving NCEA Level 1 and 2 with merit or excellence endorsement is steadily increasing.

Achievement information for students in Years 7 to 10 shows that a large majority are achieving in numeracy and literacy. Information also shows positive shifts in achievement for this group over time.

Despite evidence of in-school disparity for Māori students, over time, NCEA and University Entrance achievement information indicate significant sustained improvement at all levels. Almost all Māori students leave achieving NCEA Level 2. All groups of students are accessing meaningful pathways for the future and increasing numbers access tertiary level courses.

Students achieve very well in relation to other school valued outcomes. Students participate, experience and successfully achieve in the wider life of the school.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is making good progress towards achieving parity in outcomes for Māori and other students whose learning needs accelerating.

Schoolwide achievement information indicates that some groups of students enter the school below expected curriculum levels in literacy and numeracy. Most of these students are making expected and/or accelerated progress and access meaningful pathways.

Most Māori students have made accelerated progress in numeracy and literacy over time and this rate of progress has been sustained.

Students with additional needs are well catered for and experience a responsive and individualised approach.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The value placed on developing students' strengths, talents and interests through the school's four cornerstones for learning are key drivers for student success. Kerikeri High School is an environment in which both adults and students demonstrate a strong sense of belonging and are empowered to be successful.

School leaders, staff, trustees and whānau have a relentless focus to achieve equitable outcomes for Māori. Strategic resourcing and an ongoing commitment for Māori success has enabled significant improvement in overall Māori student achievement. School leaders and trustees value the positive impact te reo and tikanga Māori has on student success. The school is successfully embedding bicultural and culturally responsive practices to increase student engagement and promote equitable outcomes for Māori students. These practices include authentic partnerships with hapū and iwi.

Students learn in purposeful and settled learning environments. They are well engaged and consistently experience high expectations for learning and achievement. Teachers engage in reciprocal learning-centred relationships. Expectations for high quality teacher professional practice

are clearly articulated and well understood. Teachers participate in effective professional development aligned with the school vision, values, goals and targets.

Staff work collaboratively with whānau and implement effective strategies that meet students' specific learning needs. They hold the belief that students can succeed because the culture nurtures them to do so. These factors build teacher capacity, positively impact on outcomes for all students and drive ongoing innovation and improvement.

Leadership is highly effective. Leaders build relational trust and engage in authentic collaboration at every level of the school community. The school proactively draws on the local environment and community resources to enhance student learning opportunities, achievement and access to meaningful pathways. This collaboration supports the future direction of the school.

Staff actively promote practices that ensure equitable opportunities for learning. They focus on students' wellbeing, confidence in their identity, language and culture, and engagement. The value placed on, and respect for students' cultural heritage is clearly evident.

Trustees are highly reflective. They are well informed and prioritise student well-being, achievement and initiatives that promote equitable outcomes for all students. Trustees work collaboratively with staff to ensure they serve the school community well in its stewardship role.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

The school has the capacity and capability to accelerate learning for all students. The following areas for continued development, to build and sustain equitable and excellent outcomes

- increase the use of student achievement information to help strengthen interventions to accelerate progress for students in Years 7 to 10 who need this
- build partnership with local hapū and iwi, Ngāti Rehia and Nga Puhi.

3 Other Matters

Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under *section 238F of the Education Act 1989*. The school has attested that it complies with all aspects of the Code. At the time of this review there were 77 international students attending the school.

Self-review processes are well developed to ensure that the school meets its obligations under the Code. The school has responded positively to the findings of internal review and external audit.

The senior leaders responsible for international students are well supported by an experienced team of staff within the school's international student department. They ensure these students are provided with high quality support for their education and wellbeing.

International students experience high levels of pastoral care and students access the full range of learning programmes and co-curricular activities offered by the school. Programmes for English language learners are tailored to students' individual needs. In 2018 all eligible students achieved in their studies for NCEA.

The board of trustees is provided with regular updates on the experiences and achievements of international students.

4 Board Assurance on Legal Requirements

Before the review, the board 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 the following:

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

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children's Act 2014.

5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Kerikeri High School's performance in achieving valued outcomes for its students is:

Strong

ERO's Framework: *Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success* is available on ERO's website.

6 Going forward

Key strengths of the school

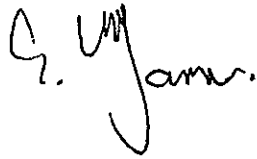
For sustained improvement and future learner success, the school can draw on existing strengths in:

- a positive school culture that responds to students' needs, promotes their wellbeing, engagement and supports their learning success
- a broad and responsive curriculum that allows for students to access meaningful pathways
- strong community connections and partnerships that enhance student engagement and achievement
- a culture of collaboration among leaders, trustees, teachers, parents and whānau that maintains high expectations for teaching and learning throughout the school.

Next steps

For sustained improvement and future learner success, priorities for further development are in continuing to:

- strengthen acceleration strategies for students who need this
- prioritise the schools' focus on Māori students achieving equitable outcomes and enjoying and experiencing success as Māori.



Steve Tanner
Director Review and Improvement Services Northern
Northern Region
11 December 2019

About the school

Location	Kerikeri	
Ministry of Education profile number	5	
School type	Secondary (Year 7 -15)	
School roll	1569	
Gender composition	Girls 50% Boys 50%	
Ethnic composition	Māori 32% NZ European /Pākehā 58% British/Irish 3% other ethnic groups 7%	
Students with Ongoing Resourcing Funding (ORS)	Yes	
Provision of Māori medium education	No	
Review team on site	September 2019	
Date of this report	11 December 2019	
Most recent ERO report(s)	Education Review May 2015 Education Review May 2011 Education Review February 2007	