

# Kelburn Normal School Education Review

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## About the School

Location	Kelburn, Wellington	
Ministry of Education profile number	2876	
School type	Full primary (Year 1 to 8)	
School roll	345	
Number of international students	8	
Gender composition	Female 51% Male 49%	
Ethnic composition	NZ European/Pākehā	73%
	Asian	10%
	Other European	10%
	Māori	5%
	Other ethnic groups	2%
Review team on site	November 2012	
Date of this report	22 January 2013	
Most recent ERO reports	Education Review	December 2009
	Education Review	November 2006
	Education Review	February 2004

## The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

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## 1 Context

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

Kelburn Normal School is a full primary school catering for students in Years 1 to 8 and is situated close to central Wellington. Most students who attend are New Zealand European/Pākehā. About 25% of the roll comprises other ethnic groups, including a small number who identify as Māori. A group of international students contributes to the school's multi-cultural make up.

The board of trustees, school leaders, parents and whānau have high expectations for student achievement. High quality governance and management places the school in a strong position to sustain and continually improve its performance for learners.

The school has a positive reporting history with ERO. Its atmosphere is inclusive, respectful and industrious. The vibrant, student-focused, environments are conducive to high quality teaching and learning.

## 2 Learning

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

Students are confident learners who engage enthusiastically in well structured classroom programmes. They are self-directing and respond positively to teachers' encouragement and support for them to develop good work habits and key learning competencies.

High quality information is available and used for monitoring programme effectiveness and making overall judgements about student performance in relation to the National Standards. Many students make good progress throughout the year to attain high achievement levels in reading, writing and mathematics. The school's November 2012 data shows that around 90% of students achieved at or above in relation to the Standards. This performance is similar to 2011, when a quarter or more exceeded these benchmarks for age and year. Māori students are tracking similarly to other students, with significant progress evident over the past two years in writing and mathematics.

Students identified for specific learning assistance or extension, have programmes targeted to their needs or abilities. Outcomes for individuals are closely monitored against set measures. The information is collated and well analysed to evaluate and report the benefits for students and if continuation of the initiatives is worthwhile. Accelerated progress for priority students is evident.

Student successes are celebrated through displays in classrooms and around the school, in assemblies, newsletters and on the informative school website. Parents are well informed of their child's achievement in relation to the National Standards through written reports twice a year and conferences with students and teachers. The community is regularly and comprehensively informed via newsletters about overall student performance in relation to the National Standards and responses made to the information.

### 3 Curriculum

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

The revised Kelburn Normal School Curriculum has been collaboratively and consultatively developed and effectively promotes student engagement in learning. Parents' expectations for the scope of learning to be provided and aspirations for outcomes for children by the end of Year 8 are evident in the curriculum.

Learning is relevant, authentic and interesting. The timetabled day includes te reo Māori and a range of other languages, and an extensive range of activities outside the classroom. These opportunities are enthusiastically supported by parent volunteers. Student participation levels are high.

Learners are provided with a rich performing arts programme that includes kapa haka. The choir, instrumentalists, dance and drama groups perform publicly to a high standard. Visual arts are also a strength of the programme, evidenced by the quality of works displayed throughout the school. Students have valuable learning opportunities that encourage their participation and sense of belonging.

Teachers know learners well and provide appropriate programmes for different learner needs and abilities. They interact warmly with students and affirm their achievements. English is not the first language for some students and they are appropriately supported through targeted programmes that enhance their literacy learning.

Teachers are highly reflective. They work collaboratively to share teaching practices likely to provide the best outcomes for students. Teaching effectiveness is the focus of staff reflective practice. All teachers are involved in ongoing action research. The senior managers participate in an action research project with Victoria University related to continuous improvement in teaching theory and practice. Through learning conversations, teachers and students reflect on all activities, and in particular literacy and numeracy. Students are given choices and opportunities to develop opinions and to learn from each other.

Information and communication technologies are proving to be effective learning tools. Use of the Knowledge Net has been introduced to enable students to practise social networking safely in a structured environment. Forums have been developed that allow students to transfer their learning between school and home.

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

A small, but increasing number of students, identify as Māori. Teachers know these students,

their strengths and additional needs. There is an increasing schoolwide knowledge of te reo me ngā tikanga Māori as a result of initiatives which include:

- employment of a resource teacher two days a week to teach te reo Māori, to support staff and model the language, to support kapa haka and provide advice on tikanga Māori
- establishment of a strong kapa haka group by the assistant principal who also mentors staff on te reo me ngā tikanga Māori
- provision of school trips to learn about local history and tikanga.

Teachers, through professional development based on Ka Hikitia - Managing for Success: The Māori Education Strategy 2008-2012, understand their responsibility to Māori students to succeed as Māori. It is a guiding document for the curriculum and professional staff discussion. Ka Hikitia should be more prominent in the school charter and strategic plan, which drive the vision through goals and targets for enhancing student achievement.

## 4 Sustainable Performance

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

Kelburn Normal School is in a strong position to sustain its high performance. The focus of governance, leadership and management is on student achievement through continuous improvement. There is a sound collective understanding of self review and these processes are used constructively for moving the school forward.

The school is governed well. The vision for future direction is clear. The charter has been collaboratively developed with a wide range of targets. Trustees are well organised, highly supportive and have targeted resourcing based on the regular and full information received about student achievement and progress toward expected outcomes.

Some policies are generic and are not always consistent with practice. These should be reviewed for their structure, content and usefulness. A current strength is that they are accessible to the community through the school website.

School leadership is effective. The school is managed by an approachable and supportive senior leadership team. The principal leads by example and creates a positive working environment. She sets a constructive tone and has built respectful relationships with the school community. Distribution of responsibilities is well managed according to staff interests and expertise.

Teacher appraisal is robust, supportive and developmental. The culture of coaching has strengthened the affirmative interactions of staff. The next steps are for staff appraisals, including the principal's, to have individual goals related to improving the achievement of priority learners. Use of Tātaiako, Cultural Competencies for Teachers of Māori Learners, would provide useful indicators for enhancing the appraisal and feedback process.

Parents and whānau are highly engaged in the many opportunities offered for them to be involved in their children's learning. These partnerships are valued by both the school and the 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. At the time of this review there were eight international students attending the school.

The school has attested that it complies with all aspects of the Code.

Kelburn Normal School provides high quality care and education for its international students. Individual progress and achievement are carefully tracked. Support for learning is provided in a variety of collaborative ways. Students are very well integrated into the school and community. There are clear systems and processes in place to provide a high level of pastoral care, education and opportunities for community involvement.

Self review and formal reporting to the board on how well international students are engaged in school life and make academic progress are strengths of school processes.

### 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.

The physical terrain of the school and access pose constraints and risks for any wheelchair user. The board has appropriately recognised that the property will need to be adapted and is in discussions with the Ministry of Education.

When is ERO likely to review the school again?



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

Joyce Gebbie  
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