

EDUCATION REVIEW REPORT:
KERIKERI HIGH SCHOOL

JANUARY 2004

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School Statement

Prior to the review ERO offers schools the opportunity to provide some background in the form of the school's location and context, significant achievements since the last review, and issues being considered by the Board of Trustees.

Kerikeri High School has not provided a school statement.

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

1. About the School

Location	Kerikeri, Bay of Islands
Ministry of Education profile number	5
School type	Year 7 to 15
Decile rating[1]	8
Teaching staff:	
Roll generated entitlement	68
Other	3
Number of teachers	79

School roll	1248
Number of foreign (fee-paying) students	19
Gender composition	Girls 49%, Boys 51%
Ethnic composition	Pakeha 72%, Māori 19 %, Other European 7%, Pacific 1%, Other 1%
Special features	He Matariki bilingual unit
Review team on site	September 2003
Date of this report	9 January 2004
Previous ERO reports	Accountability Review, November 1999 Effectiveness Review, July 1996 Assurance Audit, October 1994 Assurance Audit, October 1992

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2. The Education Review Office (ERO) Evaluation

Kerikeri High School is a Year 7 to 13 school that provides high quality educational opportunities for its students. The school continues to experience roll growth and is a school of choice for many students and their families in the Kerikeri township and surrounding district.

Students are proud of their school and are actively encouraged to participate in a full range of learning activities. The principals, in a shared leadership role, emphasise with students the ‘four cornerstones’ concept, which encourages students to be active in the four key areas of academic, sporting, cultural and leadership activities. Students participate to a high level in these activities. They achieve well at the school in a number of academic areas including the National Certificate of Educational Achievement (NCEA). The innovative KERI reading programme, a student problem-solving initiative, has received a number of national and international accolades.

A significant development in the management of the college is the recent appointment of a second principal. The two principals collaborate closely on the management of the school and share the leadership role of principal. They value community involvement in the college. Staff, students and the wider community express strong support for the new management arrangements.

Teachers have established well developed learning environments that actively encourage independent learning. The school leadership team emphasises the concept of teamwork amongst the staff and this is characterised by excellent working relationships. The board provides staff with high quality professional development opportunities. The principals should consider further developing formative assessment, feedback to students and the differentiation of lessons to provide for the range of abilities represented in each classroom.

An effective and well defined guidance and pastoral care network operates within the school. Close attention is paid to meeting the individual learning needs of students and the development of suitable student support strategies. The student mentoring system is particularly successful.

The board has established good governance processes. Trustees are committed to developing high quality educational opportunities for the students. The board has continued to develop and enhance the quality of the grounds and school campus and has successfully identified community resources to assist it in this work. Recent building developments such as the new technology and arts block have strengthened the quality of the facilities available to students.

The board and staff are committed to biculturalism and have begun to consult with their Māori community. However, they have yet to develop plans in conjunction with the tangata whenua to improve Māori student achievement. Further development of te reo Māori and tikanga Māori within the classroom programmes is planned. The recent establishment of the bilingual unit, He Matariki, has been a positive development and provides another educational choice for students who wish to have instruction in te reo Māori.

This review focused on the transition of contributing school students into Year 7 at the school, the quality of the visual arts programmes, and the effectiveness of the support for Year 13 students in their preparation for tertiary

study and work. These areas provided insight into the operation of the school, the management and self-review structures and the quality of teaching practice. The report also evaluates the school's contribution to improving Māori student achievement, the quality of science and the visual arts teaching in Year 8, and the provision for students studying through The Correspondence School.

This review has found that the school has continued to grow, develop and enhance the educational opportunities for its students. A good working tone amongst the students is evident with high levels of on task behaviour and motivation being observed. The provision of support for the Year 7 students in their transition from primary school is excellent. Likewise, Year 13 students are actively assisted to leave the school and move into tertiary study and work. The high quality visual arts programme is a significant feature of the school and should continue to grow and develop. This report recommends a number of improvements to the school's student suspension processes, its complaints policy and its external communication strategies relating to these areas.

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.

Therefore ERO will review the school again as part of the regular review cycle.

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3. School Specific Priorities

The Focus of the Review

Before the review, the board of Kerikeri High 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 self-review information) and the extent to which potential issues for review contributed to the achievement of the students at Kerikeri High School.

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

- the transition of Year 7 students from primary school to high school;
- the preparation of Year 13 students for the post-school environment; and
- the visual arts in Years 7 to 13.

ERO's findings in these areas are set out below.

The transition of Year 7 students from primary school to high school

Background

Kerikeri High School is a Year 7 to 15 school. The school operates its Year 7 and 8 programme as an integrated junior school, with students having specialist rather than generalist teachers. Parental feedback to staff has indicated that some parents are apprehensive about the movement of their children into a large secondary school at a young age. In response to these concerns, the staff have developed a number of strategies and provide strong support to these younger students.

Trustees identified this focus area because they wanted to know how well Kerikeri High School manages this important transition process.

Areas of good performance

The school programme for inducting Year 7 students into the secondary school environment is of a very high

standard. The students are supported with a range of successful strategies that the staff continually review and revise.

Specific examples of good practice identified by this review include:

- the use of Year 13 students to act as mentors and peer support for the new students;
- support provided by the form teachers, dean and deputy principal junior school;
- effective student specific strategies for assisting Year 7 students during their first weeks onsite ;
- providing playgrounds and areas available only to Year 7 and 8 students;
- provision of good quality information to prospective parents and intending students;
- effective use of the Urupukapuka Island peer support camp in building student self esteem and confidence;
- use of positive reinforcement strategies, such as the Seal and Merit awards, to encourage positive student behaviour;
- close liaison with contributing schools and the effective transfer of achievement data from those schools to the high school; and
- regular use of student surveys to review the effectiveness of support programmes.

Teachers of the Year 7 students have developed good quality teaching programmes in strongly developed learning environments that encourage and support the students in their learning. The use of specialist as opposed to generalist teachers is also well managed. Particular attention is paid to integrating the curriculum coverage of Year 7 and 8 classes with the other year levels in the school.

Another significant area of good performance by the board and staff in this area has been the successful establishment of the bilingual unit, He Matariki, which currently provides a number of Year 7 students with instruction in both te reo Māori and English.

Preparation of Year 13 students for the post-school environment

Background

Trustees nominated this area for review in order to evaluate whether Year 13 students at Kerikeri High School are being adequately prepared for the post-school environment. The school has a high retention rate at Year 13 after which most students leave the Kerikeri district for work and study in larger urban areas. The board wish to receive assurance that the students are well prepared for this wider environment.

Areas of good performance

Kerikeri High School has developed a thoughtful and supportive programme to assist students in their final year of secondary education and prepare them for tertiary study.

Effective learning programmes for senior students support academic achievement. The school council and prefect system provide valuable leadership opportunities. Students receive considerable training to help them develop appropriate leadership skills. Students report that the staff focus on their needs and are responsive to their ideas.

The particular areas of effective support provided to Year 13 students to assist them in the transition to adult life include:

- a wide range of subject choices through an option structure that facilitates student course choice;
- effective guidance and pastoral support systems;
- leadership and service opportunities for students including mentoring, and prefect opportunities;
- the provision of a high quality Record of Achievement folder which assists students to gain employment or placements in tertiary study;
- excellent careers advice for students;
- organised visits to tertiary education providers for Year 13 students; and

- helpful advice on scholarships and tertiary education assistance.

Visual arts in Year 7-15

Background

Previous ERO reports have noted the high quality of programmes and student achievement in the arts at Kerikeri High School. The 1999 report commented on students' positive response to the innovative programmes offered and the stimulating learning environments. Students have experienced a high degree of success in this learning area. The visual arts are a popular option within the school with particularly high student numbers in the senior school.

Areas of good performance

The school has well qualified and experienced teachers who provide high quality learning opportunities in the visual arts faculty. Teachers use a variety of teaching strategies to support learning and extend students' engagement in the learning process. Teachers' subject knowledge enables them to integrate new topics and ideas and build on students' prior learning.

A philosophy of 'success for all' is promoted in the visual arts department. Teachers have high expectations of students and celebrate their achievements in the school and the community. Staff have identified student achievement at Year 11, in particular, as a strength of the school. Individual students achieve at high levels in Year 13 examinations in practical art and art history. The school recognises student achievement in national and local exhibitions and award competitions.

The profile of the visual arts in the school is very high. Student work, particularly the paintings and examination panels produced by senior students, are prominently displayed. Regular and annual exhibitions provide opportunities for the community to view and celebrate the high standards achieved by visual arts students. Trustees, staff and students value the contribution the visual arts department makes in enhancing the school environment.

Significant features of the visual arts programme include:

- effective relationships and teachers' respect for students and their work;
- high quality formative dialogue that provides students with useful information about their progress and helps them to make to make constructive decisions about their work;
- interesting topic choice which includes the use of contemporary models and bicultural themes to provide meaningful learning contexts for young people and strengthen their knowledge and awareness of contemporary New Zealand art, Māori art and art history;
- collaborative marking including the appropriate use of benchmarks, visual exemplars and shared discussions with students;
- high quality electronic and digital programmes provided through the school's new design and computer suite;
- excellent resource development including comprehensive archival and documentary material on New Zealand and international artists, contemporary art models and sources of information;
- high quality learning environments, including the successful development of a new arts and technology complex; and
- positive implementation of the National Certificate in Educational Achievement (NCEA) and the useful application of standards based assessment.

Areas for improvement

This review has identified six areas for improvement.

- The current scheme of work is not aligned to the current curriculum statement.
- The department's organisational and administrative systems are not well documented.

- Student achievement data is not collated and analysed across the visual arts department.
- Visual arts programmes are not formally evaluated on a regular basis.
- Reporting to the board of trustees does not provide information on Year 7-10 students, and provides no written interpretation of the achievement statistics for senior students.
- Teacher planning is not sufficiently differentiated to provide for individual student learning needs.

Scheme development. The visual arts scheme requires updating. The aims and objectives documented in the scheme are those stated in the now rescinded 1989 Art Education Junior Classes to Form 7 Syllabus for Schools. The head of department must take steps to align the visual arts scheme to the current statement for *The Arts in the New Zealand Curriculum*. The scheme should also provide guidance on a variety of pedagogical approaches to curriculum delivery.

Organisational systems. The department's organisational and administration systems are not well documented. Departmental systems reflecting the intent of school-wide policies and procedures including those of assessment should be further developed. To support his staff and to achieve consistency of practice, the head of department should document relevant departmental and organisational procedures and make them available to all staff in the department.

Collating and analysing assessment data. Student achievement information at all levels is yet to be collated and formally analysed across all year levels within the department. The lack of written commentary on the achievement information means that teachers cannot adequately identify patterns of achievement over time or compare individual and cohort achievement in relation to particular programmes and ways of working. The head of department is considering how to collect student achievement information and provide summary data that will enable staff to monitor student achievement and programme effectiveness.

At Years 7-10 teachers record student achievement against the strands in terms of task completion. In addition, they record a summative percentage mark. They do not record the quality of each student's performance against the strands and they do not provide written comments on the quality of their achievement in relation to the curriculum strands. Teachers are exploring a range of models to record and report students' formative and summative outcomes. Teachers should develop systems to describe and record the quality of each student's achievement in the selected curriculum strands. This information should be shared with students.

Programme evaluation. Teachers have identified the formal evaluation of programme planning and delivery as an area they would like to improve. While visual arts staff regularly discuss and reflect on their teaching practice, formal documented programme evaluations that systematically and regularly examine aspects of programme effectiveness are yet to be built in to the department's organisation. The head of department and his team should look at developing a formal approach to programme evaluation that will enable specific aspects of curriculum planning and implementation to be identified and on-going improvements to be progressed.

Reporting to the board. The board receives inadequate information about student achievement in the visual arts programmes. No commentary to assist trustees' interpretation of graphs and numerical data is provided. The principals' annual report to the board lists the extra-curricular activities and involvement of visual arts students in exhibitions and competitions but does not comment on curriculum achievement. Improved reporting systems should provide the board with better information about the achievements of visual arts students at all levels.

Differentiated planning. Teachers have effective strategies for attending to individual student's learning needs. However, student learning outcomes as recorded, do not reflect the diversity of achievement within one class. In Year 8 classes, teachers are identifying level 4 achievement objectives for whole class achievement. As they further refine their approaches to planning and implementing the new arts curriculum, teachers should consider ways to develop and assess against learning outcomes derived from objectives at several achievement levels to more appropriately reflect the diversity of achievement levels within one class.

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4. Areas of Specific Government Interest

Overview

ERO provides information about the education system as a whole to the Government. This information will be used as the basis for long term and systemic educational improvement.

ERO collected information about Kerikeri High School. These findings are included in this report to ensure that information about the school is transparent and widely available.

Current Areas of Specific Government Interest

ERO is currently collecting information for reports to the Government on:

- improving Māori student achievement;
- improving Pacific student achievement;
- quality of teaching for Year 8 Science;
- quality of teaching for Year 8 Visual Arts.

Improving Māori student achievement

Kerikeri High School collects achievement information on Māori students. Staff gather information on Progressive Achievement Tests (PATs) in reading comprehension and mathematics and from NCEA results across all curriculum areas. On the whole, Māori students do not achieve as highly as non-Māori students attending the school, but school means for Māori students are above national means for Māori students. The school sets high expectations of achievement for all students.

The school has successfully implemented the Ministry of Education suspension reduction initiative and reduced Māori student suspensions.

Staff have participated in a number of initiatives to support Māori student achievement. These include the Te Hiringa initiative, tikanga programmes, the introduction of a waka ama programme this year, the employment four support workers, two of whom assist in the learning enrichment programme, and the commencement of homework evening programme at the local marae in Te Tii.

Participation in the 'pathways to success' initiative has helped make the school environment more responsive to Māori needs. A contract with an external provider gives the school an opportunity to use and further develop the initiatives it has in place, analyse the achievement of Māori students, and work in partnership with the Māori community to develop strategies to raise achievement levels for students.

The board has recently begun consulting with its Māori community to enable trustees to work in partnership in developing policies and to raise Māori achievement.

Staff will be participating in a research initiative to improve the achievement outcomes of Māori students in mainstream schooling. The board looks upon this as a development opportunity for all teachers.

Quality of teaching for Year 8: Science;

Science in the New Zealand Curriculum is one of seven curriculum statements covering the essential learning areas in the New Zealand curriculum. The curriculum statement emphasises that science education in schools has a number of different aspects, all of which are important.

The quality of teaching, design and implementation of the science curriculum for Year 8 students at Kerikeri High School effectively facilitates student engagement and achievement in science. Students are positively engaged in their learning and are given opportunities to achieve at the appropriate levels. Teachers provide clear expectations for their learning and behaviour.

Assessment tools allow for all students to demonstrate their achievements. A variety of assessment methods are used including teacher observations of practical work, written tests and student self-evaluations.

Information gained through student assessments is used to inform programme planning in the classroom. Teachers carry out regular evaluations of the science programme to assist them in planning their teaching and assessment of students.

Science teaching resources, including new technologies where appropriate, are evident and are effectively integrated into the teaching of the science curriculum. Students undertake scientific research regularly. Year 8 students at Kerikeri High School have access to the specialist science laboratories and resources, and have good access to computers.

Parents are provided with frequent opportunities to be involved in and informed about their child's progress in science, through parent-teacher interviews, the science fair and school reports.

Quality of teaching for Year 8 in the Visual Arts

The quality of teaching in the visual arts at Year 8 effectively facilitates student engagement and achievement. The use of a variety of assessment tools allows most students to demonstrate their achievements. In particular teachers dialogue with students about their work and use student exemplars to demonstrate particular ways of working and standards of achievement. Students at Year 8 are taught by specialist teachers in the well staffed and equipped visual arts department.

Information gained through student assessment is often used to inform programme planning. Teachers informally discuss student outcomes and regularly change programme content.

High quality teaching resources are evident and effectively integrated into the teaching of the visual arts at Year 8. Resource material and programme content reflect students' interest in aspects of their environment.

Parents are provided with frequent opportunities to be involved in and informed about their child's progress in the visual arts at parent teacher meetings and at the annual school visual arts exhibition and sale.

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5. Board Assurance on Compliance Areas

Overview

Before the review, the board of trustees and the principals of Kerikeri High 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.

During the course of this review ERO found that the school had sound systems for maintaining compliance with regulatory requirements. However, one specific area of non-compliance was identified by the review.

The board of trustees must:

- 5.1 ensure that they do not use the phrase 'school fees' in the prospectus and other school documentation when

referring to voluntary donations.

[Ministry of Education circular 1998/25]

Suspensions stand downs and exclusions

A minor focus of this review has been an examination of the school's student suspension procedures. Several parents have expressed concerns regarding the board's procedures. However, other parents have expressed a contrary view. The Office of the Ombudsmen is currently conducting an investigation into the procedures surrounding one suspension from the Kerikeri High School. The school has yet to receive the final findings from the Ombudsmen.

The review team has investigated the issues raised by the complainants regarding the school's stand-down, suspension, exclusion, and expulsion practices. It is the view of the Education Review Office that this is an area for improvement in the board's operations.

Areas for improvement

Complaints policy. The complaints policy does not facilitate the resolution of complaints. The board should review its complaints procedures to ensure that students and parents are clear about the channels available to them to raise concerns and issues. The policy does not allow for the management of minor comments and issues raised by the community. Once the policy has been revised, it will be appropriate to publicise the new procedures within the school community.

Student statements. It is not appropriate for staff to request students sign written statements regarding behavioural incidents and events and then use such statements as evidence in suspension proceedings. The use of these documents as evidence at suspension hearings could contravene student rights under the New Zealand Bill of Rights Act 1991. This practice should be discontinued.

Advice to staff. The advice to staff regarding important legislation governing the management of students should also be more clearly documented. For example, information on the principles of natural justice as expressed in the New Zealand Bill of Rights Act 1991 and the requirements of the Privacy Act 1993 should be included in the staff handbook. It would also be appropriate for staff to be regularly advised of the principals' legal responsibilities regarding the suspension of students.

Advice to parents. The provision of documented advice and guidance to parents of suspended students needs to be improved so that students are provided with good quality and relevant information. The letters currently sent to parents do not make it clear that the principals will ensure that suspended students are provided with appropriate opportunities for guidance. When the board has decided to suspend a student the ensuing letter to parents should clearly state the reason for suspension. Parents of students who are excluded are not currently advised that the principals will try to find alternative placement.

Accuracy of suspension meeting records. It is important that the board ensure that the minutes of suspension meetings record clearly that the board has considered all options. The minutes should record the reasons for suspension.

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6. Recommendations

The Education Review Office recommends that the board:

- review the planning and assessment practices of the visual arts department to address the areas for improvement identified in this report;
- review the processes and procedures it uses for the stand down, suspension, exclusion and expulsion of students;
- review and improve the written advice given to staff in regard to the provisions of the suspension regulations of the Education Act 1989, the Bill of Rights and the Privacy Act; and
- review the current complaints policy.

7. 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.

Therefore ERO will review the school again as part of the regular review cycle.

Signed

Charlene Scotti
Area Manager Reporting Services
for Chief Review Officer

9 January 2004

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To the Parents and Community of Kerikeri High School

These are the findings of the Education Review Office's latest report on **Kerikeri High School**.

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Future Action

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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>.

Charlene Scotti
Area Manager Reporting Services
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 Specific Government 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.

Review Coverage

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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.

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