

**Kerikeri High School  
Kerikeri, Northland**

**Confirmed**

**Education Review  
Report**

# Education Review Report: Kerikeri High School

The purpose of ERO's reports is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer. The report answers four key questions about the school.

## Findings

### 1 Context

#### **What are the important features of this school's context that have an impact on student learning?**

Kerikeri High School, in Northland, is proudly bicultural. Student numbers have grown to 1450, with Māori students now comprising 27% of the school roll. ERO's last review of the school was in 2007 when teachers were beginning to implement Te Kotahitanga, a school-wide strategy to increase success for Māori students. Teachers' continued focus on this goal, ably led by the school's principal and supported by the school board, has significantly improved the achievement levels and the retention rates of Māori students.

The school's long-term involvement in Te Kotahitanga has impacted positively on other aspects of school performance, including the achievement of boys. The school is student-centred and inclusive, providing all students, including those with high learning needs and those with special talents, with opportunities for success. The principle of manaakitanga, caring for one another, underpins the positive tone of the school and supports good teaching. Students are proud of their school and participate with enthusiasm in the many sporting, cultural and leadership activities available to them.

The school meets the community's expectations well. Constructive relationships with local primary schools support good transitioning processes for Year 7 students and students who are new to the school. Teacher morale and community confidence in the school are high as a result of the principal's strong leadership skills. Good management and governance underpin the overall effectiveness of the school and have been strengths for the community during some difficult times in recent years.

## 2 Learning

### How well are students learning – engaging, progressing and achieving?

Students continue to achieve well. Clear and consistent expectations for teaching and learning, and high expectations of achievement, unite the staff and students. Senior students have maintained achievement levels above national and decile averages in the National Certificates of Educational Achievement (NCEA). The percentage of students achieving University Entrance continues to increase and the number of students leaving school without a qualification has declined.

Students enjoy teaching and learning that is of a high standard across the school. They are benefiting from positive teacher-student relationships, which are central to Te Kotahitanga. Teachers are making good use of achievement data to plan for the different learning needs of students and now have a rich new source of information from Year 7 and 8 National Standards data. Senior leaders, together with literacy and numeracy leaders, are currently reviewing the provision of additional support for students who have moderate learning needs.

Students are highly engaged in learning and are active participants in classroom programmes. In some departments, teachers are sharing assessment information with students to raise their awareness of how their progress in learning is measured. These strategies can empower students to manage their own learning goals and to develop their learning pathways together with teachers. Classroom specialists work well with new staff to help them to develop expertise in teaching.

Student progress is monitored closely. Achievement information in Years 7 to 10 is well used by teachers to plan and track students' individual progress. Pastoral care deans and Te Kotahitanga facilitators meet regularly to discuss student progress and engagement at each year level, and in individual classes. Teachers and deans work with students individually to support their learning progress and to provide academic counselling.

The capable leadership provided by the curriculum middle managers supports good teaching. The school's effective teacher profile has developed from years of involvement in Te Kotahitanga and from the more recent emphasis placed on good teaching practice in *The New Zealand Curriculum*. Senior leaders are now developing strategies for working more closely with heads of learning areas to sustain and extend these effective classroom practices.

### How well are Māori students learning – engaging, progressing and achieving?

The success of Māori students in NCEA has risen steadily since 2005. In 2010, Māori student achievement levels at NCEA Levels 1 and 2 were 76% and 74% respectively. Although these results are still ten percent below the school's overall NCEA results, they represent significant improvements and are well above national averages for Māori students. The school can be proud of these positive trends, the result of a determined effort sustained over seven years by school leaders, trustees, staff and students.

Māori students are experiencing success as Maori as a result of the changing culture of the school. Decisions about developing Māori student potential have been made thoughtfully and in consultation with students and staff. A recently formed Karakia group provides pastoral care within a tikanga Māori context and is proving a popular choice for a large number of students. Tuakana-teina (senior and junior students) relationships flourish in this supportive environment.

Māori student engagement and retention have increased. Pōwhiri and kapa haka, which are now strengths of the school, have been expanded to include junior students. Trustees and senior

managers are continuing to explore ways to strengthen input from whānau and iwi. A whānau committee could be a useful strategy for providing a greater voice for the Māori community.

### 3 Curriculum

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

The school's broad curriculum provides students with high quality academic, sporting, cultural and leadership opportunities. These four cornerstones of learning are well understood by students, who talk positively about the new learning they experience during their years at school. Students with special talents thrive on the diverse challenges provided by the school's curriculum. Achievement in all four cornerstones is celebrated and rewarded and parents receive good information about their child's progress against expected curriculum levels and national benchmarks.

The school's curriculum goals are designed to help all students leave school with a NCEA Level 2 qualification. The school is close to achieving that goal. The curriculum caters for students' different learning needs and interests and a wide range of subjects, including te reo Māori, is offered across all year levels. Subject choices are carefully planned and are aligned to qualification and career pathways. Specialist programmes are provided for students with high learning needs and the students are mainstreamed into regular classroom programmes where possible.

*The New Zealand Curriculum* has been well implemented. The values, principles and key competencies that are part of *The New Zealand Curriculum* have enriched classroom learning programmes for all students. Literacy and numeracy leaders provide school-wide data on patterns and trends that invite discussion and deeper analysis. Members of the senior leadership team have responsibilities across the learning areas so that they can support and further develop the capacity of middle managers. This effective management structure helps to sustain best practice in teaching and learning.

### 4 Sustainable Performance

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

Effective self review enables school leaders to respond to the needs of students and parents and make ongoing improvements. Trustees are justifiably pleased with the school's good progress and see their roles as sustaining and supporting continued improvement. The work of senior leaders and the board is well coordinated through the school's comprehensive strategic and operational planning procedures. The principal's capable leadership, together with well analysed information about student achievement and school operations, enables trustees to make informed decisions.

The selection of goals and continual reflection on progress towards achieving goals are strengths of the school's current self-review practices. To gain further benefit from self-review processes, the board agrees that long-term goals could be more specifically targeted. The school is well placed to set achievement targets against the National Standards for 2011 and to target other priorities identified through the analysis of current achievement data. Further analysis and monitoring of achievement data would enable senior leaders to work towards achievable short-term targets and to report on progress towards achieving the targets set in the school's annual charter.

The board is well aware of the challenge of sustaining high overall student achievement levels, and of continuing to support the progress of Maori students and boys, in particular. Further engaging the Māori community, extending the effective teacher profile, and reviewing provision for students with learning needs, are areas identified by the board and senior leaders as next priorities for improving outcomes for students. Reporting that is based on evaluation of progress in these areas would be a useful next step in supporting the board's strategic overview of teaching and learning in the school.

The school is well placed to sustain and further improve its performance. ERO is confident that school leaders and trustees will continue to work collaboratively to address priorities identified through internal and external evaluation.

### **Provision for international students**

Kerikeri High School provides its international students with a very good standard of education and support, including regular English language tuition where appropriate. Classroom teachers cater for individual learning needs, and together with specialist staff, offer high quality pastoral care for international students.

International students observed during this review were settled, interact well with other students, and enjoy the many opportunities they have to participate in school activities. Documentation relating to the care and education of international students is well organised and up to date.

The school is a signatory to the Code of Practice for the Pastoral Care International Students (the Code) established under section 238F of the Education Act 1989. At the time of this review 37 international students were attending the school. 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.

### **Board assurance on legal requirements**

Before the review, the board of trustees and principal of the 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
- asset management.

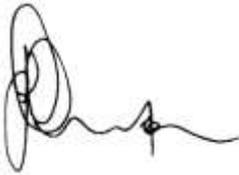
During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

ERO's investigations did not identify any areas of concern.

**When is ERO likely to review the school again?**

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



Richard Thornton  
National Manager Review Services  
Northern Region

19 May 2011

## About the School

Location	Kerikeri, Northland	
Ministry of Education profile number	5	
School type	Secondary (Years 7 to 15)	
Decile <sup>1</sup>	7	
School roll	1449	
Number of international students	37	
Gender composition	Girls 51%, Boys 49%	
Ethnic composition	NZ European/Pākehā Māori Asian Pacific other European other ethnicities	61% 27% 2% 1% 6% 3%
Special Features	High Needs Learning Department	
Review team on site	March 2011	
Date of this report	19 May 2011	
Most recent ERO report(s)	Education Review Education Review Accountability Review	February 2007 January 2004 November 1999

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<sup>1</sup> School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrate schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides