

Kings School (Remuera) Private School Education Review Report

10/08/2007

- Background
- Efficient
- Statutory Obligations
- Other Matters
- Conclusion

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Background

Introduction

The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

Under section 35A of the Education Act 1989, private schools are required to be "efficient". The Act defines "efficient", in relation to a private school as -

- (a) Having suitable premises, staffing, equipment, and curriculum; and
- (b) Usually providing tuition for 9 or more students who have turned 5 but are under 16; and
- (c) Providing suitably for the inculcation in the minds of students of sentiments of patriotism and loyalty; and
- (d) Giving students tuition of a standard no lower than that of the tuition given to students enrolled at...schools of the same class.

This report focuses on the extent to which the school meets this requirement and other statutory obligations.

This review report was prepared in accordance with standard procedures approved by the Chief

Review Officer.

About the School

Location	Remuera, Auckland
Ministry of Education profile number	4116
School type	Full Primary (Year 1-8)
Decile rating	10
Numbers of teachers	47
School roll	659
Ethnic composition	NZ European/Pākehā 74%, Māori 2%, Samoan 1%, other ethnicities 23%
Gender composition	Boys 100%
Review team on site	June 2007
Date of this report	10 August 2007
Previous ERO reports	Private School Review Report, August 2004 Accountability Review, July 2001 Accountability Review, July 1998 Assurance Audit, July 1995 Review, July 1992

Efficient

King's School is an independent Anglican preparatory school that provides high quality learning programmes for boys from Year 1 to Year 8. Since the 2004 ERO report, the school has undergone significant changes in staffing, curriculum delivery and property. These changes have been well managed by the board, Headmaster and senior managers. The implementation of the school's strategic plan has been a collaborative endeavour. A robust governance framework provides a clear distinction between the roles of management and governance and enables the Board of Governors to be highly effective and supportive of school managers.

King's School continues to be efficient under Section 35A of the Education Act 1989.

Suitable curriculum and standard of tuition

King's School provides boys with an education that reflects the special character of the school and is based on the New Zealand curriculum. The self review of programmes, the school day, and the learning needs of boys have led to timetable modifications and changes in teaching to maximise learning. As a result of these changes, a growing culture of reflective practice is evident amongst staff.

School-wide curriculum initiatives have been successfully implemented to broaden student learning. Ongoing professional development for staff, consistent with school goals, has strengthened teaching practice to ensure that boys' thinking skills are being developed in a variety of learning areas. Enhancing the already high quality programmes is extending students' knowledge and deepening their levels of understanding.

Teachers provide boys with a very good standard of tuition and model respectful interactions with students and colleagues. Planned programmes cover all learning areas of the New Zealand Curriculum Framework. Students have opportunities to broaden their skills and knowledge through the provision of specialist teachers and facilities for music, art, science, physical education, French, and information and communication technologies, as well as for the core curriculum. In addition, boys are able to participate in a range of academic, sporting and cultural activities that align with the school's vision of developing the individual talents of each student. Boys are enthusiastic about school and take full advantage of the wide range of learning opportunities that are offered.

The school has continued to foster its well-established links with Ngāti Whātua, the local iwi of the Tamaki Makarau/Auckland isthmus. Te reo Māori is used during times of worship and boys have the opportunity to be involved in the school's kapa haka group.

Teachers make effective use of formative assessment to inform their classroom planning and to advise students on what they have done well and what they need to do next to improve their learning. Teachers use differentiated planning to group students according to their different learning needs.

Suitable Staffing

The Headmaster, with senior managers, has led the successful development of a distributed leadership structure. This reorganisation and sharing of responsibility for curriculum delivery has impacted positively on boys' learning. Teachers are communicating more effectively with colleagues about student achievement information in order to improve the students' learning. As a result, boys now have a more seamless transition between the different levels of the school.

Since the last ERO review, the Headmaster has made strategic staff appointments aimed at enhancing the quality of teaching and improving learning practices. A well-planned, consultative

review of curriculum delivery has resulted in teachers being responsive to the development of a thinking school.

Teachers are committed to developing a shared understanding of, and consistent practices in, the teaching of thinking skills. A planning model that focuses on the development of concepts rather than on the use of resources is now being used across the school. As a result of this model and other common teaching approaches, the boys have a clearer understanding of the importance and purpose of what they are learning. The senior management teams have identified that the next steps are to empower boys to further reflect on their learning so that they can articulate ways in which they could improve their own progress and achievement.

The combination of external and internal professional development has supported teachers well. Specialist roles within the senior management team ensure the coordinated delivery and robust monitoring of professional development initiatives. Consequently, teacher planning and assessment better reflect school goals. In addition, the new performance management system is increasing teachers' reflective practice and is informing ongoing, targeted professional learning.

Suitable premises and equipment

King's School has a mix of historic buildings and new developments, which are being successfully integrated into the aesthetically pleasing school environment. The well maintained facilities promote and support boys' learning in an holistic and inclusive learning environment.

State of the art facilities for science, art, music, the school library, and information and communication technologies, are nearing completion. These resources will provide boys with highly favourable conditions to extend and challenge their learning. The school has documented plans for further development of and renovations to existing premises. The construction of a new sporting gymnasium has begun.

Statutory Obligations

King's School meets all of its statutory obligations, including the inculcation of patriotism and loyalty through the professional delivery of the knowledge, skills, attitudes and values of the New Zealand curriculum.

Other Matters

Provision for International Students

Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

King's School (Remuera) 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. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

The school complies with all aspects of the Code.

Conclusion

King's School clearly meets its obligations in terms of efficiency and statutory requirements and continues to provide high quality educational opportunities for boys. This review identifies a collective ownership of the school's vision of educating boys to be critical, creative thinkers who are open-minded and curious. Senior managers have developed effective systems to ensure that this aim of preparing boys to meet the demands of a changing world is realised.

King's School continues to be efficient under Section 35A of the Education Act 1989.

Elizabeth Ellis

Area Manager

for Chief Review Officer

10 August 2007

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