

# Kelston Girls' College Education Review

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## Disclaimer

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# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report: Kelston Girls' College

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

The vision of the Kelston Girls' College Board of Trustees for students' learning in a multicultural environment underpins all the operations of the school. The college is an active member of a local school cluster that has high expectations for students' success and lifelong learning and encourages community involvement in school activities. The college continues to provide a supportive and inclusive environment in which positive relationships between teachers and students promote student engagement in learning and engender a strong sense of belonging.

The principal, teachers and trustees are focused on raising levels of student achievement. Students make considerable progress in literacy and numeracy achievement from Year 9 to Year 11. Achievement in National Certificates of Educational Achievement (NCEA) Level 1, including the number of students gaining literacy and numeracy requirements, has shown a general trend upward over recent years. The board and staff have a well planned approach to further improving achievement in literacy and numeracy. They are justifiably proud of the broad-based success of girls in leadership and civic responsibility, culture and the performing arts, sports, and in gaining scholarships to support their tertiary study.

Teachers continue to use sound, researched-based approaches to teaching and learning. The girls report that they value teacher practice that recognises their backgrounds, makes the purpose of learning clear, and uses a range of learning strategies. These strategies, plus teacher planning meetings, student goal setting and effective systems for monitoring progress, have the potential to further improve student engagement, progress and achievement. Māori students who are part of the Auhia class report that they have a growing pride in their culture and increasing success in their achievement.

The principal works in considered ways to create a learning environment to realise the board's clearly articulated vision. She works closely with an extended senior leadership team, which is developing a more collaborative way of working with middle managers and teachers to further improve teaching practices and the learning pathways provided for students. A growing reflective culture is evident in the school, and good systems are in place to enable teachers to understand the factors that make a difference for student learning and achievement.

The board of trustees shows strong leadership and kept is well informed by the principal. Strategies are in place to support effective community networking. The construction of a new

administration block, the development of the Hauora centre for centralised wellbeing services, and a careers/deans centre has facilitated increased parent access to the school. A new school charter that consolidates and unites recent school initiatives in a purposeful and coherent way is nearing completion. The charter clearly defines high expectations for student learning success and achievement.

### Future Action

ERO is likely to carry out the next review in three years.

## 2 Kelston Girls' College's Curriculum

How effectively does the curriculum of Kelston Girls' College promote student learning - engagement, progress and achievement?

### School context and self review

Kelston Girls' College serves a diverse multicultural community in West Auckland. The board continues to work to achieve its vision of being the 'preferred college for young women in West Auckland' by providing students with a caring and stimulating learning environment. The college maintains strong community links and is an active member of the local schools' network. A range of academic, cultural, sporting and leadership opportunities helps students to develop good lifelong learning skills.

The board's prudent use of finance has enabled trustees to focus on teacher professional learning and development and on providing resources to support the attainment of school goals for raising student achievement. A falling roll continues to present financial challenges for trustees, who are actively exploring opportunities to extend their funding base.

Since the 2007 ERO review, the board and senior leaders have continued to strengthen self-review processes, including the use of student achievement data to monitor student progress and achievement. The recently reviewed school charter defines high expectations for student success and provides a framework for ongoing self review.

The board places a high priority on supporting Māori student achievement. Te Kotahitanga is used as the framework for ongoing school reform to improve studentteacher relationships, raise expectations for student achievement, and improve classroom teaching strategies. While these initiatives benefit all students, improvements in Māori student achievement and retention rates over the last three years are evident. The success of Auhia, the vertical whānau class based on the school marae, is evident in the growing pride and sense of belonging expressed by the girls. Together with Pacific nation classes in Years 10 to 13, this class supports and extends student engagement, progress and achievement. The school's recent engagement with the Pasifika School Community Parent Liaison (PSCPL) has the potential to further improve retention and achievement rates for Pacific students and to increase levels of Pacific parent and family engagement in the school.

### Areas of strength

Student engagement and achievement. Improved tracking and monitoring systems contribute to student engagement and progress. Many students enter the college with literacy and numeracy levels that are below age-related expectations. Students make good progress through Years 9 and 10 and in recent years there has been progress in Level 1, 2 and 3

NCEA pass rates. The number of girls achieving literacy requirements at Level 1 has improved in the last three years while the numbers achieving numeracy requirements compares favourably with those of similar schools and are above national averages. While Māori and Pacific students still achieve at rates below those of all students, the numbers of both Māori and Pacific students leaving school with NCEA Level 2 or above have shown a steady increase over the last three years.

The college continues to maintain high expectations for student achievement.

- Māori culture and te reo Māori continue to be valued throughout the school and Te Auhia continues to provide its students with a genuine sense of whanaungatanga. The progress and achievement of all Māori students is tracked and monitored separately.
- Pacific nation classes continue to support and extend student engagement, achievement and wellbeing, and improved tracking systems have resulted in improved monitoring of Pacific students' progress and achievement.
- Programmes are in place to meet students' diverse learning needs, both in mainstream classes and through specialist interventions. These include programmes provided for English as a second language, learning support students and Kelston Deaf Education Centre students.
- Girls appreciate the extensive range of leadership opportunities provided for them at the college and the sense of belonging that these responsibilities engender.
- New centralised facilities have enhanced pastoral and behaviour management initiatives to support student wellbeing and engagement. Students are responding well to moves to extend restorative practices.

Professional leadership. The principal is an experienced and decisive leader. In response to the board's strategic direction, she has implemented a management plan that has clear goals and targets based on raising student achievement. She is well supported by an extended and reorganised senior leadership team who are evolving a more collaborative way of working to implement the management plan and to guide the work of teachers. Strategies include:

- improved self-review practices to generate good information, particularly about student progress and achievement at NCEA, that is used to inform future decisions;
- opportunities for faculty leaders to develop subject-specific initiatives that improve teaching and learning and complement whole-school approaches; and
- a review of student learning pathways and the alignment of NCEA assessment opportunities with new NZQA (New Zealand Qualifications Authority) standards.

Teaching and learning. A strategic focus on raising achievement supports whole school

initiatives. The principal uses relevant research-based initiatives to develop a shared pedagogy that best responds to the girls attending the college. Senior managers are working to further improve the quality of teaching and learning by:

- consolidating a range of teaching and learning initiatives, including Achievement at Waitakere, Secondary Literacy, and teaching as inquiry, based on The New Zealand Curriculum, within a Te Kotahitanga framework;
- extending co-construction meetings in 2010 to a faculty format, with a focus on Year 11 students, and a resultant improvement in the progress and achievement of 90 students;
- target setting and academic counselling, which was trialled at Years 9 and 13 in 2009, and extended to all year levels in 2010; and
- alignment of Te Kotahitanga classroom observations to teachers' performance appraisal and professional learning goal setting.

Engaging the community. Greater inclusion of parents and whānau in school activities and their children's learning reflects the priorities of the board and senior managers. Work to involve parents includes:

- extensive board consultation and charter review and the co-option of Māori and Pacific trustees to help ensure effective representation of students' cultural backgrounds;
- provision of a new administration block, and refurbishment of the Hauora centre and careers suite, to create a more welcoming access to the college;
- successful introduction of academic conferencing meetings with students and parents to complement regular report evenings;
- enhanced provision for careers education and better access for parents to information about career options for their children; and
- increasing the use of student voice in all aspects of school self review.

The board continues to strengthen its partnership with the community.

### Agreed Priorities

ERO affirms the board's priorities for further review and development to promote students' continued engagement, progress and achievement.

Further develop leadership skills of senior and middle managers. The extended leadership team has the potential to work collaboratively with middle managers to further advance curriculum developments. Senior managers could explore ways to encourage teachers to:

- better align courses to qualification pathways;
- increase opportunities for heads of faculty to contribute to the development of school priorities and targets;
- strengthen alignment between performance management and expectations for the implementation of Te Kotahitanga; and
- encourage teachers to integrate the use of information and communications technologies (ICT) in teaching and learning and as a tool to assist in the analysis of student achievement data.

Consolidate best practice in teaching and learning. Working with teachers, senior managers are developing a model of effective teaching based on best practice and designed to improve student engagement, progress and achievement. Senior managers could explore ways to:

- share innovative practice;
- use achievement information to evaluate their own practice;
- make learning intentions and formative learning processes more explicit to students; and
- help all students to become confident, independent learners.

### 3 Provision for International Students

Kelston Girls' College is providing its international students with good opportunities and support for learning and achievement, and for inclusion in the wider life of the school.

Since the 2007 ERO review, the international student coordinator has improved school systems for monitoring compliance with the Code of Practice. Student files are up to date and home visits are conducted regularly. The coordinator is aware of the Ministry of Education's requirements for reviewing school practices against the Code and for reporting international student achievement to the board.

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

Kelston Girls' College 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. Currently, two international students are 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.

## 4 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Kelston Girls' College 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 legal obligations related to:

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

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and checked elements of the following five areas that 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.

## 5 Future Action

ERO is likely to carry out the next review in three years.

Richard Thornton  
National Manager Review Services  
Northern Region

13 January 2010

## About The School

Location	Kelston, Auckland
Ministry of Education profile number	84
School type	Secondary (Years 9 to 15)
Decile <u>[1]</u>	3
School roll	887
Number of international students	2
Gender composition	Girls 100%
Ethnic composition	Māori 18% New Zealand European/Pākehā 6% Samoan 28% Tongan 7% Fijian 6% Indian 6% Middle Eastern 5% African 4% Filipina 3% Chinese 2% Cook Island Māori 2% Niuean 2%, other Pacific 6% other 5%
Special features	Attached Hearing Impaired unit
Review team on site	November 2010
Date of this report	13 January 2010
Previous three ERO reports	Education Review, December 2007 Education Review, October 2004

## Education Review, June 2002

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic 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 integrated 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.

## Community Page

13 January 2010

To the Parents and Community of Kelston Girls' College

These are the findings of the Education Review Office's latest report on Kelston Girls' College.

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## Future Action

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## Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, [www.ero.govt.nz](http://www.ero.govt.nz).

Richard Thornton  
National Manager Review Services  
Northern Region

## 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 integrates the following:

- school curriculum;
- national evaluation topics – contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

### Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.