

King's High School
Dunedin

Confirmed

Education Review
Report

Education Review Report

Kings High School

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. The report answers four key questions about the school.

Findings

1 Context

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

King's High School is a large boys' secondary school in South Dunedin. Students attend from the wider Dunedin area.

Since the last ERO review in May 2011 there have been significant changes. These include:

- the school roll has increased, particularly at the Year 9 intake level
- a continuation of the positive trends identified in the 2011 ERO report
- improved and high levels of achievement for students in the National Certificate of Educational Achievement (NCEA)
- improved and embedded self review.

The school focuses on the whole student, building "men for life" of good character. This is well modelled by the rector, staff and senior students. There is a strong belief and vision that all students can and should achieve their personal best. Students are well supported in this by staff and the board. Students embrace this vision and strive to achieve this.

ERO observed a very positive school culture where caring relationships between staff and students are valued and promoted. Staff help to build these when interacting with students outside the classroom. Most staff actively support students in activities outside the classroom. Students embody the school's culture of respect, which is integral to all aspects of the school. Teachers told ERO they feel well supported in their work.

Students take many opportunities for leadership roles. New Year 9 students are supported to feel comfortable in their new environment. Students with special learning needs are integrated into the daily and wider life of the school.

The school communicates very effectively with its community. Whānau of Māori students' actively participate in key school planning. Parents and caregivers receive frequent information about aspects of their boys' learning.

2 Learning

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

The school makes highly effective use of student achievement information to support and enhance students' learning.

Systems to gather and analyse the achievement of Year 9 and 10 students have been enhanced and generally work well. Senior leaders acknowledge that this has been an area that the school has been specifically working on. This progress should continue to ensure that all teachers are making the best use of the increasingly wide range of information the school collects.

Senior students' achievement in NCEA continues to improve since the 2011 ERO review, with particularly significant gains at Level 3, for university entrance and in the proportion of students gaining merit and excellence endorsements. The school's NCEA achievement results are now well above national averages for most comparisons.

Students:

- value and act on the specific information they receive from teachers to improve their learning and achievement
- understand that teachers' feedback is linked to their expectations for students' capability and, for senior students, to students' goals for different achievement levels in NCEA
- appreciate that the school's 'weekly notes' system, that assesses their efforts over the week and is conveyed to parents via email, is in their best interests
- know and enjoy that their successes and efforts will be recognised by teachers, celebrated in school assemblies, and shared with parents.

Teachers:

- identify students' strengths and gaps in learning from their analysis of achievement information
- develop plans to meet the needs of students, specifically targeting learning at the appropriate level for each student
- use learning and other information to plan a range of effective teaching strategies to engage students in learning and encourage their progress
- use achievement information, students' views and other feedback to evaluate the effectiveness of their teaching and improvements they could make.

Middle managers:

- thoroughly analyse student achievement information at the classroom level and use this to plan programmes and to make the best allocation of teachers to classes
- use this analysis to identify departmental goals that link directly to school goals for areas of development
- provide senior leaders and the board with detailed analysis of how well students are achieving and progressing.

Senior leaders:

- closely scrutinise school-wide, cohort and departmental student achievement information to identify areas for change and improvement

- effectively summarise and report to the board about how well the school is using a wide range of student engagement and other learning information to improve outcomes for students.

Trustees:

- use student achievement information very well to set appropriate targets to raise the achievement of all students and the achievement of some specific groups of students
- interrogate the information they receive to ensure the school remains high performing and that school goals are being met
- carefully consider how they can support departments or the whole school to make sure that students' needs are being catered for.

3 Curriculum

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

The school's curriculum is highly effective in promoting and supporting students' learning.

The school's drive for personal excellence and the value of respect are clearly embraced by staff and students. Expectations that all students will achieve at their personal best underpin the school culture.

The curriculum promotes the school's vision and values. For example, character development and leadership are taught in classrooms and supported through deans and house structures. All students are empowered to succeed in line with their interests and abilities. The range of senior courses is enhanced by cooperation with the adjacent girls' high school.

Effective self review contributes to developments and improvements in teaching and learning. For example, the current promotion of literacy links to school goals is supported by teachers' professional development and is having success in engaging students. The importance of literacy is emphasised by the focus placed on the library and the quality of the support and guidance students receive by the librarian.

ERO observed settled, purposeful learning environments with respectful relationships between students and their teachers. Students value the high levels of support for their learning and the respect shown to all cultures by their teachers. ERO observed multiple examples where teachers effectively used strategies well known to engage boys in their learning. Such strategies included a range of different activities within the lesson, the use of humour and links to boys' interests. Students know that their views on teaching and learning are heard as part of self review and are responded to where this is appropriate.

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

Māori students experience many aspects of their identity, language and culture in school life and learning. They value and appreciate the caring and compassionate support they receive, especially from the two Māori deans.

Students have had significant success in kapa haka and mana korero competitions regionally and nationally. Senior Māori students achieve above the national averages in NCEA for all students and Māori students.

The views and ideas of Māori students, their whānau and the wider Māori community are sought, valued and used to inform school planning. The school has effective processes for communication and discussion through the Māori advisory board and separate whānau hui held each term. Ideas from these hui are well reflected in Te Mahere Rautaki/the three-year development plan which is part of the school's charter. This plan provides a vision for success for Māori students. It focuses on raising Māori achievement through academic achievement, student engagement, community involvement and cultural awareness.

Adults have high expectations for Māori students and work together to ensure all students achieve success. Students have benefitted from the professional learning teachers have undertaken about effective teaching practices for Māori students.

ERO observed and heard from students many examples of aroha, manaakitanga (respect and caring), and tuakana-teina relationships (older students supporting younger students socially and with their learning). As part of the further development of cultural awareness, the school should make stronger and more visible connections between concepts valued by Māori and the school's values.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance. This is evident through the school's high quality self review, governance, leadership and planning practices. School planning is well informed by self-review findings.

Self-review processes are well understood and embedded in a way that ensures their ongoing use. They are strongly linked to school accountability. Self review is informed by data analysis and interpretation. External expertise is sought and used in some reviews. Comprehensive and effective systems are used to support school sustainability. These systems are regularly reviewed.

The board is very well informed. Capable trustees know their roles and use the material that comes to them effectively. They are highly interested in and use reliable student achievement information to identify needs, trends and patterns, compare progress over time and to inform decisions for future planning. There is alignment from the strategic plan, through the annual plans, to school and classroom programmes.

The rector provides ethical leadership. He strives for the best outcomes for all students. He effectively leads an unrelenting focus on raising student achievement across the school. Senior leaders work together to gain sufficient agreement about goals to ensure that there is a coordinated approach to educational developments within the school. Senior leaders model their high expectations for staff and students. Staff leadership roles are appropriately allocated for activities important for achieving the school goals, for example the deans for Māori and Pacific students. Staff professional learning and development is planned and based on identified needs.

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

At the time of this review there were 29 international students attending the school.

The school's systems for the pastoral care and education of international students are very effective. The students are well integrated into the school community and are involved in a wide range of school activities. Their education, welfare and placement in family homes are well organised and monitored by compassionate and experienced staff.

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.

Conclusion

This is a high performing school. The culture of high expectations and personal excellence applies equally to students and all staff. Strengths include high levels of academic achievement and systems to support boys growing into men of good character. School governance and management systems are highly effective.

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



Graham Randell
National Manager Review Services
Southern Region

25 June 2014

About the School

Location	South Dunedin	
Ministry of Education profile number	383	
School type	Secondary (Years 9 to 13)	
School roll	1008	
Number of international students	29	
Gender composition	100% male	
Ethnic composition	NZ European/Pākehā Māori Pacific Asian Other	79% 13% 3% 2% 3%
Review team on site	May 2014	
Date of this report	25 June 2014	
Most recent ERO report(s)	Education Review Education Review Supplementary Review	May 2011 December 2007 June 2005