

Kahurangi School
Strathmore, Wellington

Confirmed

New School Assurance Review Report

New School Assurance Review Report Kahurangi School

1 Background

Introduction

A New School Assurance Review is a review of particular areas of performance and is undertaken to specific terms of reference. These reviews are undertaken within the first year of the school's opening.

This New School Assurance Review was prepared in accordance with standard procedures approved by the Chief Review Officer.

Terms of Reference

This review is based on an evaluation of the performance of the Kahurangi School Board of Trustees and management. The terms of reference for the review are to provide:

- assurance to the elected board and community that the school is ready to receive and provide for students
- assurance that the school is operating in accordance with the vision articulated by the board of trustees
- information to parents and the community about children's wellbeing and engagement in learning.

2 Context

Kahurangi School was formed as a result of the merger of Miramar South School and Strathmore Community School. It opened in February 2013 on the temporary site of the previous Miramar South School while the Strathmore Community School site was redeveloped. The school moved to their permanent site in Strathmore in Term 3, 2013.

The school was established under the guidance of an establishment board (E-board). The principal joined this establishment group in October 2012. Following elections in Term 1 2013, three of the E-board were elected, along with three new trustees.

Kahurangi School caters for students in Years 1 to 8. The roll is currently 140. The school celebrates more than 15 nationalities, of which forty-two percent are Pacific and twenty-eight percent Māori.

Findings

The school vision, initially developed by the E-board, is clearly evident in the daily life of the school. Students' culture, language and identity is acknowledged, affirmed and reflected in the school environment. There is a clear focus on honouring Te Tiriti o Waitangi.

The guiding principles of learning, pride, culture and community provide a strong foundation for the curriculum and school organisation. They are likely to provide a sound platform for further curriculum development, including documentation of clear expectations of curriculum implementation and delivery.

The new buildings provide a modern, vibrant and spacious learning environment. The considered design reflects the school's community. Students work within two learning spaces, waka rimu and waka pūhara. A 'learning street' links the two areas. Infrastructure is in place to support ongoing development of the use of information and communications technologies as learning tools. The new site incorporates aspects of both previous schools to acknowledge the past and build a new future.

Students are well engaged in their learning. They respond confidently to a school culture that values learning, pride, culture and community. Student leadership opportunities are clearly evident. These include leadership in school-wide kapa haka performances and assemblies. Student success is celebrated.

Respectful relationships and a settled climate are evident throughout the school. Systems are in place to support student wellbeing. Trustees, the principal and staff are proactive in enabling every student to have access to all aspects of the school curriculum and activities.

During 2013, senior staff focused on developing consistency in the use of assessment tools to increase the reliability of overall teacher judgements about each student's achievement in relation to the National Standards. Trustees and parents receive regular, useful reports about student progress and achievement.

The board and teachers have identified accelerating student achievement as their priority. Appropriate school targets for 2014 have been developed in response to 2013 National Standard student achievement data.

The principal and staff know the students well. Teachers use a range of high quality teaching strategies to engage students and extend their learning. All teachers provide clear models of learning tasks to promote high quality work. Senior leaders and teachers work collaboratively and share collective responsibility for the learning of all students.

A sound appraisal system is used to promote continuous improvement. This year teachers' goals will be aligned with school priorities. The principal provides useful feedback to support senior leaders' and teachers' practice.

Parents and the wider community are actively involved in many aspects of learning programmes and the daily life of the school. These partnerships effectively complement the work of trustees and staff. A collaborative approach, involving many groups and individuals, helps to inform future developments.

Ensuring that formalised self review is built into the ongoing development of the school is a key next step. Evidence-based self review should better inform the setting of strategic goals and direction, and planning for professional development.

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.

When is ERO likely to review the school again?

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



Joyce Gebbie
National Manager Review Services
Central Region

14 May 2014

About the School

Location	Strathmore, Wellington	
Ministry of Education profile number	660	
School type	Full Primary (Years 1 to 8)	
School roll	140	
Gender composition	Male 54% Female 46%	
Ethnic composition	Māori	27%
	Samoan	37%
	NZ European/Pākehā	13%
	South East Asian	7%
	Other ethnic groups	16%
Review team on site	March 2014	
Date of this report	14 May 2014	
Most recent ERO report(s)	No previous ERO reports	