



**Kaiti School**  
**Gisborne**

**Confirmed**

**Education Review Report**

# Education Review Report

## Kaiti 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?**

Kaiti School caters for students in Years 1 to 6 in Gisborne. Since the August 2012 ERO review, the school roll has grown by over 50% to 310 students. Over 88% of students enrolled are Māori and 10% have Pacific heritage, mainly Tongan.

The school vision statements: Kia Tū Pakari, Kia Tū Maia, Kia Tū Rangatira - Stand Strong, Be Brave and Be a Leader, are strongly evident in the school curriculum and in how students and adults conduct themselves.

School values of fun, innovation, honesty, respect and care are woven into learning opportunities. A deliberate approach to growing school leadership based on building 'connections, coherence and clarity' is in place.

The Pacific unit, Fale Maama, provides bilingual education in Tongan. Te reo Māori bilingual education is available for students. The school recently participated in a Whānau Ora partnership with Te Puni Kokiri and Te Kura Reo o Waikirikiri.

The value of this three-way learning partnership was recognised in the school being a finalist in the 2015 Prime Minister's *Excellence in Engaging – Atahāpara Award*. The board continues to fund and operate this initiative to strengthen community connections with the school.

Parents, whānau and families are not charged fees or asked for donations and students' stationery is provided. The board continues to focus their resourcing decisions to impact positively on students, whānau and families.

Very good progress is evident in building on strengths and addressing areas identified in the 2012 ERO review. Flexible development and management of teaching spaces and targeting school resources to best effect during a time of strong roll growth, remain ongoing focus areas for trustees, school leaders and staff.

## **2 Learning**

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

School leaders and teachers continue to strengthen their use of achievement information to improve engagement, progress and achievement.

Thorough processes for tracking and promoting attendance contributes to improved continuity in learning. School leaders and teachers know each student well and careful monitoring focuses on lifting individual progress.

Consistent and robust practices for moderation enable teachers to make more reliable assessment judgements about students' achievement, based on a clear understanding of the expectations for the National Standards.

Students' progress and achievement in reading, writing and mathematics in relation to the National Standards have steadily increased over the past three years. Good progress in 2014 was particularly evident in the Pacific unit and in increased schoolwide mathematics achievement.

Students achieve well in writing and mathematics with most students at or above the National Standard. Reading remains an area for ongoing focus. Teachers are deepening their understanding of what constitutes successful reading programmes based on sound assessment practices.

Processes to strengthen students' early literacy and mathematics learning are continuing to develop well. Boys' achievement remains an ongoing area for attention. Many students made sustained, accelerated progress in 2014 due to close monitoring and improved teaching strategies.

Students' ownership of learning is deliberately strengthened through Ako Hui. These provide students with a clear focus to review and share their progress in relation to individual learning goals with their parents and whānau. Clear and high expectations for this process are well understood and monitored for consistency.

Parents receive personalised information about student progress in written reports and through the Ako Hui information sharing process. Students' understanding and use of digital technologies is becoming stronger.

Students with additional learning needs are well monitored and appropriate external expertise is accessed. Trustees are well informed about special programme provisions. Extending reports to the board to include the learning impact of interventions and progress towards individual education goals is a next step.

## **3 Curriculum**

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

The school curriculum supports student learning through building connections. A sense of culture, language and identity is a priority that underpins all decision making. Local history is integral to creating a strongly place-based curriculum.

The Positive Learning for Behaviour (PB4L) framework provides clarity around high expectations for learning behaviours. Student wellbeing and active engagement in learning are carefully tracked and appropriately responded to. School systems contribute to a productive, calm environment where students are motivated to learn.

Community engagement and connections are supported through a range of targeted learning opportunities. This includes a programme that focuses on growing students' participation in a wide range of sports and leadership activities. Continued work on providing new entrants with seamless transitions from early childhood education and older students to the next phase of education remains an ongoing focus.

Rich curriculum themes are developed by teaching teams to provide relevant and high-interest experiences. Modern learning practices are beginning to be trialled, particularly in the new purpose built classroom block. Literacy and mathematics remain key priorities for students.

Teachers continue to improve the effectiveness of their teaching strategies, supported by individual ongoing inquiries into professional practices. Teachers trial strategies based on up-to-date education theory and practice. Systematic monitoring by school leaders encourages teachers to more deeply reflect and identify what works in increasing progress.

Teachers new to the school and to the teaching profession are provided with sustained personalised induction, mentoring and guidance. Processes that affirm individual staff strengths provide a platform for ongoing development.

The Pacific unit Fale Maama has made very good progress in developing culturally responsive approaches to enhance students' sense of culture, language and identity. The support for learners with Tongan first language enhances their literacy development. Continuing to build on biliteracy knowledge and language is a next step.

Te reo Māori bilingual education continues to be an option for students and their whānau. Curriculum themes are adapted to reflect kaupapa Māori themes and build on teachers' strengths and collegiality. It is timely to undertake the planned review of this area and build on good practices to clearly articulate the intended curriculum outcomes of the bilingual programme.

Ongoing improvements in curriculum review and internal evaluation should contribute to an improved understanding of effectiveness of the curriculum.

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

The school effectively promotes educational success for Māori, as Māori. The school vision, values and curriculum are strongly focused on inclusive te ao Māori. Kapa haka, te reo Māori bilingual learning, waka ama and leadership opportunities for students and staff are embedded.

Students show a sense of holistic wellbeing and readiness to learn in a highly supportive environment. Regular school trips to Pacific nations enable students to celebrate and share their culture and build cross-cultural understandings of the wider world.

The key role whānau play is supported and recognised by the provision of programmes based on their aspirations for their children. A high proportion of staff are Māori, which provides students with many positive role models. Te ao Māori is highly evident in teaching strategies across the school.

## 4 Sustainable Performance

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

Kaiti School is very well placed to continue to sustain and improve its performance.

Students' progress continues to improve over time and some groups are experiencing accelerated progress. School processes actively monitor each student's learning and wellbeing. Trustees, school leaders and teachers are continually improving practices to increase positive student outcomes.

Strengthened whānau, family and community partnerships are providing momentum for enhanced learning. Ongoing information sharing and responsiveness to students, staff and the school community are central to school operations.

The board provides well-considered collaborative governance based on community aspirations and conditions that support student learning. Trustees focus their actions on identifying strategies that make the biggest positive difference for students and their families.

Robust policy review processes are in place and sound evidence informs actions taken. Appropriate external expertise and collaborations support ongoing learning by trustees and members of the Kaiti School community.

Strong school leadership is firmly focused on improving students' holistic learning by increasing the effectiveness of teaching. The principal and deputy principal work collaboratively to model clear expectations for high quality teaching.

The school leadership team is participating in an ongoing programme of development that includes a deeper inquiry into their roles and impacts on student outcomes. Succession planning is an integral part of this approach.

Appraisal processes strengthen leaders' and teachers' reflection through ongoing feedback and appropriately challenging questions. A key next step is to continue to develop the appraisal process relating to teacher inquiries and the range of evidence linked to the Registered Teacher Criteria.

## 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

Kaiti School strongly promotes Māori and Pacific students' language, culture and identity. Progress is lifting and accelerating achievement continues, with more students achieving at and above the National Standards in reading, writing and mathematics. Strong school leadership and governance continue to support an inclusive community approach to ongoing improvements in student outcomes.

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



Joyce Gebbie  
Deputy Chief Review Officer Central

18 August 2015

## About the School

Location	Gisborne	
Ministry of Education profile number	2584	
School type	Contributing (Years 1 to 6)	
School roll	310	
Gender composition	Male 54%, Female 46%	
Ethnic composition	Māori Pacific NZ European/Pākehā	88% 10% 2%
Special Features	Fale Maama Pacific Unit	
Review team on site	June 2015	
Date of this report	18 August 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	August 2012 May 2009 October 2005