

# Kohimarama School Education Review

- [1 Context](#)
- [2 Learning](#)
- [3 Curriculum](#)
- [4 Sustainable Performance](#)

## About the School

Location	Kohimarama, Auckland	
Ministry of Education profile number	1334	
School type	Full Primary (Years 1 to 8)	
Decile [ <a href="#">1</a> ]	10	
School roll	493	
Number of international students	0	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	NZ European/Pākehā 74% Māori 3% Chinese 3% Middle Eastern 2% other European 12% other Asian 3% Other ethnicities 3%	
Review team on site	April 2011	
Date of this report	18 May 2011	
Most recent ERO report(s)	Education Review	February 2008

Education Review  
Accountability Review

February 2005  
March 2001

## Purpose of an ERO Report

The purpose of ERO's reports is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

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

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic 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 integrate 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

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# 1 Context

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

Kohimarama, in Auckland's eastern suburbs, is a well established primary school catering for students in Years 1 to 8. Students come to school expecting and wanting to learn. The school enjoys the interest, involvement and support of parents and the wider community. School facilities are well used.

The board of trustees' strategic plan is carefully considered and provides clear direction for the school. The new principal provides strong professional leadership. She is focused on the school's core tasks and is developing a sound foundation for the next stages of school development.

Progress has been made towards addressing the suggestions and recommendations of ERO's 2008 report. The board of trustees is responding well to the demands of roll growth and to the constraints of managing property on a confined school site.

## 2 Learning

How well are students learning – engaging, progressing and achieving?

Students are engaged in learning and continue to achieve well. The majority of students achieve at or above the national standards in reading, writing and mathematics. Good use is made of collated data to set student achievement targets against national standards. Higher targets acknowledge and challenge students who are achieving above expectations in reading and mathematics.

Students who need extra support for their learning are identified and provided with additional programmes to meet their needs. Good provision is made to support students identified as gifted or talented.

School leaders are working on school-wide systems for showing the progress of all students more clearly. They have identified the need to continue to make use of data to plan teaching and to report to the board on trends and patterns in student progress and achievement.

Student engagement is supported by respectful relationships between teachers and students. Teachers know students well and provide sound foundations for their ongoing learning. Parents receive reports on their children's progress and achievement in relation to the National Standards.

Students are confident, motivated learners and work in well managed classrooms. They discuss their classroom activities, and their learning and achievement, with confidence. Teachers are helping students to identify what they need to do next to make further progress with their learning and achievement.

ERO and school leaders agree that further promoting students' understanding of and decision making about their learning, and strengthening teachers' reflective and evaluative practices, will maximise learning opportunities for students.

How well are Māori students learning – engaging, progressing and achieving?

The small number of students who identify as Māori are engaged in learning and achieve at levels similar to those of their peers. School leaders have begun to monitor and analyse Māori student achievement data separately to gain a clearer overall picture of the progress and achievement of Māori students.

The board's strategic planning supports the work of school leaders and staff to help Māori

students to achieve success as Māori. The principal has met with parents/whānau of Māori students to discuss school goals, ask them about their aspirations for their children's learning, and to get their input into strategic planning.

### 3 Curriculum

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

The school's curriculum is effectively providing opportunities for students to learn in a variety of contexts. Guidelines for curriculum implementation give teachers a framework for their classroom planning. The school day has been restructured so that teachers have more time to focus on the core curriculum of reading, writing and mathematics.

An inquiry model is used school-wide to motivate students to investigate, develop their thinking skills, and explore different ways of processing information. An emphasis on the school's agreed values is evident in the curriculum and is reflected in classroom environments. Teachers consistently refer to values when discussing behavioural choices with students and when developing their learning skills. Ongoing review of timetables and all learning areas will help teachers to continue to make the most of learning and teaching time.

Year 6, 7 and 8 students enjoy a variety of classes, including technology, language learning, visual art, media studies, dance and drama, taught by teachers with specialist skills.

## 4 Sustainable Performance

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

The school is well placed to sustain and improve its performance. The board of trustees is ably led and brings a wide range of skills and expertise to the task of governing the school. Trustees are focused on the future and plan strategically to meet the school's charter goals.

Schools leaders use sound systems and processes to manage the school. The principal makes effective use of staff strengths to lead and promote student learning. High levels of professional support enable teachers to meet school expectations for teaching and learning. Teachers' skills are developed through relevant, purposeful professional learning based on agreed needs and areas for development. Teachers take collective responsibility for meeting school goals.

All aspects of the school's operations are regularly reviewed. School leaders and trustees use the findings from self review to help them shape the school's curriculum and as a basis for making decisions and determining future priorities.

The school offers organised events to inform parents about school activities and to celebrate students' achievement. These meetings are well attended by parents and families. Teachers provide parents with good opportunities to be fully informed about school programming and students' learning.

### Provision for international students

There are no international students enrolled at Kohimarama School.

- 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.
- ERO's investigations confirmed that the school's self-review process for international students is thorough.

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school 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 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 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
- attendance.

When is ERO likely to review the school again?

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

Richard Thornton  
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18 May 2011