

Kings School (Remuera) Private School Education Review

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1 Background

Confirmed Private School Review Report: King's School (Remuera)

Introduction

The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

Under section 35A of the Education Act 1989, private schools are required to be “efficient”. The Act defines “efficient”, in relation to a private school as -

- (a) Having suitable premises, staffing, equipment, and curriculum; and
- (b) Usually providing tuition for 9 or more students who have turned 5 but are under 16; and
- (c) Providing suitably for the inculcation in the minds of students of sentiments of patriotism and loyalty; and
- (d) Giving students tuition of a standard no lower than that of the tuition given to students enrolled at...schools of the same class.

This report focuses on the extent to which the school meets this requirement and other statutory obligations.

This review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

2 Efficient

King's School (Remuera) is a private school catering for boys in Years 1 to 8. Previous ERO reports in 2004 and 2007 have commended the school for offering high quality learning programmes and a very good standard of tuition. These strengths remain evident. The strong professional leadership provided by the headmaster, and a culture of reflective practice, are highly effective in supporting ongoing school improvement.

King's School provides a nurturing environment for boys' learning. Christian values and the practices of the Anglican faith underpin school life. Relationships between students and teachers, and amongst students, are respectful and supportive. A strategic approach is taken to the appointment of highly qualified staff who relate well to boys and who share the school's vision and commitment to boys' education. Staff and students are safe to take personal risks as learners and to explore new concepts and skills. The positive, collaborative culture of staff and students sharing ideas supports innovation and motivation to learn.

King's School provides a broad curriculum that meets the needs of students. The school curriculum is well considered and has a focus on preparing students for the future. An important element of the curriculum design is the teaching of thinking skills to support students to learn new concepts and processes within meaningful learning contexts. General classroom programmes are complemented by specialist tuition in music, drama, art, science, physical education, and French, at all levels of the school. Thoughtful consideration is given to providing students with leadership opportunities and responsibilities as they move through the year levels. The school day has been lengthened to support a cohesive implementation of the curriculum and to ensure that students are able to engage fully in the wide range of learning programmes provided for them. The curriculum gives significance to school values and to the key competencies and principles of The New Zealand Curriculum.

The Board of Governors provides high quality staffing to support the learning of all students. Specialist teachers complement the teaching of home classroom teachers in some curriculum areas. Extra teaching staff are employed to provide a range of learning support programmes, including programmes for gifted and talented students. Staff respect the special character of the school and are enthusiastic about their work. All teachers are registered with the New Zealand Teachers' Council. An effective appraisal process is in place, with a clear focus on supporting teachers in their professional growth. Staff professional development aligns with school-wide strategic goals and teachers' professional goals. Since the 2007 ERO review more leadership positions have been created across the school to make use of the considerable skills within the staff and to provide opportunities to build capacity and retain high quality staff.

The standard of tuition is very high. Teachers use a good range of teaching strategies that

make best use of current theory and research about effective teaching, learning and assessment. Since the 2007 ERO review, staff have participated in a well managed change in teaching strategies to implement the 'thinking curriculum'. The teaching and use of thinking skills is fully embedded in teaching practice across the school. Classrooms are settled and productive learning environments in which students are given permission to share ideas and to become confident and articulate learners.

Effective teaching and learning programmes contribute to high levels of student achievement in literacy and mathematics. The standards being attained are significantly higher than national norms, with over 55% of students achieving in the above average bands. Students are encouraged to strive for excellence and to achieve their personal best.

The Board of Governors ensures that students and their teachers are provided with high quality premises and equipment. Since the 2007 ERO review, the board has successfully managed significant developments in the school premises. Improvements include the completion of the 'Light House' with purpose-built specialist teaching spaces for science and the arts, an upgraded library and information centre, greater access to information communication technologies, and provision of a gymnasium. The amenities are impressive and reflect over 100 years of investment by successive boards to provide facilities that continue to meet the changing needs of boys' education. School buildings and grounds are attractive and well maintained.

The school engages with its own and the wider community to enhance learning opportunities for students. Staff access expertise from the community to contribute to the learning programmes. School events and facilities are shared with the community. The board is well supported by the Friends of King's Foundation and Old Boys' Associations for fundraising for major projects.

3 Statutory Obligations

The school meets its statutory obligations relating to student attendance monitoring, discipline procedures, health and safety regulations, and student and staff privacy requirements. Systems for monitoring health and safety provisions are extensive and indicate a high level of commitment to student and staff welfare.

The headmaster and teachers foster the development of patriotism and loyalty in students through their design and delivery of the curriculum.

4 Conclusion

King's School (Remuera) continues to be efficient, as defined within section 35A of the Education Act 1989. It complies with all components of its suitability statement and a continued commitment to the provision of a high quality educational environment for all students is evident.

Richard Thornton
National Manager Review Services
Northern Region

23 November 2010

About the School

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| Location | Remuera, Auckland |
| Ministry of Education profile number | 1146 |
| School type | Full Primary (Year 1-8) |
| Decile[<u>1</u>] | 10 |
| Numbers of teachers | 63 |
| School roll | 696 |
| Ethnic composition | NZ European/Pākehā 67% Māori 2% Chinese 16% British 3% Indian 2% Pacific 2% other ethnicities 8% |
| Gender composition | Boys 100% |
| Review team on site | September 2010 |
| Date of this report | 23 November 2010 |
| Previous three ERO reports | Private School Review, August 2007 Private School Review, August 2004 Accountability Review, July 2001 |

[1] Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.