



ERO External Evaluation

Kauri Flats School, Takanini, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Kauri Flats School opened in February 2017 in Takanini, Auckland. The school caters for children from Years 1 to 8. The growing roll is currently 187. Many learners at the school speak other languages in addition to English.

The school's vision is for students to have 'unrelenting curiosity for learning' (UC4L). The school's values are thinking, respect, empathy, courage. It has a focus on supporting children to be academically successful and socially aware.

Leaders and teachers regularly report to the board schoolwide information about outcomes for learners in the following areas:

- student achievement in reading, writing and mathematics
- the achievement of Māori and Pacific learners
- acceleration of progress for learners not achieving at expected levels
- achievement and progress in relation to the school's other valued outcomes
- student health and wellbeing.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is achieving equitable and excellent outcomes for most of its students. The 2018 school data show that most students achieve at or above expected levels in reading, writing and mathematics. Data also show that most students are making good progress in reading, and almost all students are making good progress in writing and mathematics. Patterns of achievement for Māori learners during 2018 are similar to those for all learners.

It would be beneficial for leaders to identify trends and patterns for all ethnic groups, to more easily monitor and support equitable outcomes.

Learners who started with the school as foundation students continue to make good progress and overall there is an upwards trajectory of improved achievement for these students.

Learners achieve very well in relation to the school's other valued outcomes. Learners model the school's vision and values and have a strong sense of language, identity and culture. They are highly engaged, collaborative and respectful.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is making good progress in accelerating learning for those students who are at risk of not achieving. Systems to accelerate learning are operating well in the school.

Māori students have achieved accelerated rates of progress in writing and mathematics over the last two years. Pacific students are making accelerated rates of progress in reading and writing. However, this cohort is too small to show an established trend.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

Senior leaders have high expectations for teaching and learning, and a focus on equity, excellence and accelerated learning.

Children at all levels of the school are actively engaged in learning and enthusiastic about being at school. The curriculum supports flexible grouping and responsive programmes for all children, particularly those requiring extension and learners with special needs.

Students learn through a localised curriculum, in modern, innovative learning environments (ILEs).

The school's te ao Māori plan is meaningfully implemented across the school and evident in classrooms. Learners come from many diverse backgrounds and their cultures and languages are respected, valued and incorporated into the curriculum.

Families value the strong partnerships and ease of communication with the school, including access to their children's digital assessment and achievement information. Māori and Pacific families who spoke with ERO affirmed Kauri Flats school as a positive place for their tamariki and their whānau.

The principal ensures the vision and values of the school underpin and guide effective decision making. Senior leaders support well-considered professional learning for teachers. The board represents and serves the school community well. The newly elected trustees recognise the importance of ongoing governance training.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Senior leaders agree that next steps are to strengthen the monitoring of target and priority learners to ensure sustained levels of wellbeing, progress and achievement.

Additional professional development would be beneficial to promote greater professional rigour and consistency in the quality of teacher appraisals.

It is now timely to develop a more rigorous, outcomes-driven approach to internal evaluation. A schoolwide framework could be helpful in guiding more effective evaluation.

3 Board Assurance on Legal Requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Children's Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Kauri Flats School's performance in achieving valued outcomes for its students is:

Well placed

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.

5 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- well-embedded strategic vision and school values
- effective leadership in an environment that places value on diversity, inclusion and wellbeing
- a school culture that enables innovative, creative teaching and learning communities.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- greater data scrutiny and monitoring to accelerate the progress of target students
- continuing to strengthen the rigour of internal evaluation processes
- further governance training for trustees in bicultural education
- a more evaluative approach to support consistently high-quality teacher appraisal processes across the school.



Steve Tanner
Director Review and Improvement Services Northern
Northern Region
24 January 2020

About the school

Location	Takanini, Auckland
Ministry of Education profile number	595
School type	Full Primary Years 1-8
School roll	188
Gender composition	Boys 51% Girls 49%
Ethnic composition	Māori 24% NZ European/Pākehā 12% Pacific 16% Indian 38% other ethnic groups 10%
Students with Ongoing Resourcing Funding (ORS)	No
Provision of Māori medium education	No
Review team on site	November 2019
Date of this report	24 January 2020
Most recent ERO report(s)	New School Assurance Report February 2018