

Kristin School Private School Education Review

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1 Background

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

Kristin School is a private co-educational school located in the suburb of Albany on Auckland's North Shore. The school was founded in 1973 by a dedicated group of parents who had a vision of building an outstanding school in which each student experiences a balance of academic, sporting and cultural activities within a disciplined atmosphere of Christian living. At the time of this ERO review the school had a roll of 1638 students and 47 international students.

The school's curriculum successfully supports student achievement. Students in the Senior School (Years 11 to 13) achieve very well in National Certificates of Educational Achievement (NCEA) on the New Zealand Qualifications Framework. Similarly, students achieve highly in the International Baccalaureate Diploma Programme (IB) at Years 12 and 13. These results reflect the sound foundations laid for student achievement in the Junior School (Years 1-6) and Middle School (Years 7-10). The learning programmes in the three schools are derived from The New Zealand Curriculum and International Baccalaureate programmes. High levels of student achievement are also evident in the rich variety of sporting and cultural activities and in the many leadership opportunities that form an integral part of the school's holistic curriculum.

Well structured and well planned learning programmes are indicative of the determination of the school leaders and teachers to achieve excellence, to be innovative and to inspire students to want to learn. The use of current local and international educational research in reviewing learning programmes and teaching practices reflects the openness of staff to new ideas to improve their teaching.

Self review to support the continuation of good practice and to inform continuous improvement underpins teaching and learning programmes. Consideration is being given to extending formative teaching practices that encourage students to make independent decisions about their learning, and to increasing the place of Māori language and culture in the school curriculum. Good use is made of external evaluation, including that of the International Baccalaureate Organisation, and of student and parent surveys, to inform programme reviews.

Deeply held core values underpin the school's aspirations of enabling each student to achieve personal excellence. Traditional Christian values, including respect for self and others, are fostered within learning programmes and are reflected in the warm, respectful relationships that characterise the school. Students report that every teacher supports them in their learning and is interested in their welfare. Students, parents, staff and trustees uphold a strong loyalty to, and pride in, the school.

Strategic and distributive leadership is a significant factor in the school's success and high levels of student achievement. The executive principal and school principals work effectively together. Collegiality, professional trust and unity of purpose characterise the leadership and management of this student-centred school. Teacher professional learning is strategically managed to promote ongoing innovation and high quality teaching. Performance appraisal processes continue to be refined in keeping with the emphasis placed on the school being a community of learners.

The effective governance and leadership of the school, and strong community support, are reflected in the high quality facilities and equipment provided for teaching and student learning. Since the last ERO review in 2007, two major building projects have been completed for the Middle School and teaching of humanities and commerce. A hockey clubroom and all-weather turf have also been completed. The review and development of digital technologies to advance student learning and teaching is ongoing.

Students and staff appreciate the school's academic, cultural and sporting achievements, well equipped teaching and learning facilities, attractive gardens and grounds and settled, family-like atmosphere.

3 Statutory Obligations

Kristin School meets its statutory obligations and requirements.

4 Other Matters

Provision for International Students

Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

Kristin 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. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

The school has attested that it complies with all sections of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough.

Kristin School is supportive of its international students, the majority of whom are Korean or Chinese. Students report that they feel valued and are very much a part of the fabric of the school. They receive high quality pastoral and English language support and are involved in many of the numerous school activities. Internationalism and intercultural awareness are key elements of the International Baccalaureate programmes and international students at Kristin School are valued and respected.

5 Conclusion

Kristin School is deemed to be efficient, as defined within section 35A of the Education Act 1989.

Richard Thornton

National Manager Review Services

Northern Region

13 December 2010

About the School

School type	Private School – Composite (Year 1-15)
Decile <u>[1]</u>	10
Number of teachers	162
School roll	1638
Number of international students	47
Ethnic composition	New Zealand European/Pākehā 63%, Māori 1%, Chinese 10%, Korean 5%, British/Irish 10%, other 11%
Gender composition	Girls 52%, Boys 48%
Review team on site	October 2010
Date of this report	13 December 2010
Previous three ERO reports	Private School Review, September 2007 Private School Review, October 2004 Accountability Review, September 2001

13 December 2010

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