

Kings College Private School Education Review

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On the basis of the information obtained during the review, ERO considers that Kings College meets the criteria for registration as a private school set out in the Education Act 1989.

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1 Background

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

Section 35I of the Education Act 1989, requires the Education Review Office (ERO) to review fully registered private schools, and to report to the Ministry of Education on whether each school continues to meet the criteria for full registration.

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

2 Criteria for Registration

Kings College continues to provide students with a high standard of education. The school caters for boys only in Years 9 to 11 and is coeducational at Years 12 and 13. Forty-one percent of students live in school boarding houses. Day students are drawn from greater Auckland. The school is a blend of modern and historic buildings set in park-like grounds in Otahuhu, Auckland.

The school provides suitable premises, staffing, equipment and curriculum. Students are provided with a high standard of tuition. Well qualified teachers use a range of teaching styles and good quality resources to engage students in learning. The College's special character provides a value base that is reflected in positive relationships amongst students and staff, service to others, and acceptance of individual responsibility. Students respond to teachers' high expectations for their achievement, are highly engaged in school programmes, and share a strong sense of pride and belonging. They continue to achieve high levels of academic success, including excellent individual results at national and international levels. A house structure promotes a sense of identity for both day students and boarders and fosters participation and the development of a strong school spirit.

The headmaster, appointed in April 2009, continues to build on the legacy left by the previous headmaster. He has worked closely with the board and staff to support the development of an innovative school curriculum and provides effective leadership to move the College forward. A review of the senior management structure has been undertaken to ensure greater efficiency, responsibility and accountability. A senior leadership charter is currently being finalised.

The curriculum provides students with a broad academic programme that has its foundation in the Anglican faith. Community service, leadership and sports are strong and impressive features of the programme. The New Zealand Curriculum provides the basis for teaching programmes and senior students are offered a dual qualification pathway in National Certificates of Education Achievement (NCEA) and Cambridge International Examinations (CIE). A major curriculum review is underway and seeks to build on current programme innovations. These include integrated approaches in Year 9 programmes and in senior technology. In 2010, te reo Māori was introduced at all levels and is compulsory for all students at Year 9. Religious education is available for senior students in 2011. The recent review of senior leadership responsibilities has created opportunities for staff to explore further innovative curriculum design and to improve monitoring and tracking of all student achievement.

The school grounds and facilities are attractively presented and well maintained. Many high quality facilities are testimony to the board's well managed property development plan. Since the 2007 ERO report, a technology centre has opened to cater for the teaching of technology,

design, graphics and art. This state of the art centre is being successfully used for the integration of subject areas, co-operative teaching, and provision of individualised learning programmes. The equipment and resources are designed to support students' independent learning. A major construction programme for the chapel courtyard is currently underway. The property development master plan is under review and future projects appropriately include upgrading boarding house facilities. Students at all levels of the school have good access to information and communication technologies (ICT) as a learning tool. High quality equipment supports high quality teaching.

The college employs well qualified staff. Teachers have good subject knowledge and are enthusiastic about their work with students. They are committed to supporting students in sports and co-curricular activities. Students value teachers' willingness to support their academic progress and their individual interests. Sufficient staff are employed to enable small classes, manageable teaching loads, and to give students good access to pastoral care and learning support. Professional development and learning is valued and is readily accessible to staff. Senior leaders continue to review the balance between whole staff and individual professional learning.

A review of pastoral care has resulted in a more clearly defined senior leadership role and enhanced communication links between tutors, counsellor, Chaplain, housemaster, matron and medical staff. Senior staff are looking for further opportunities to include topics related to the health curriculum in teaching and learning programmes.

The school's manager has attested that he complies with the provisions of section 35G in relation to being a fit and proper person to manage the school.

3 Other Statutory Obligations

There are good systems in place for the school's managing body to be assured that its other statutory obligations are met.

4 Other Matters

Provision for international students

All international students live in the school boarding houses. The director of admissions works closely with school and boarding house staff to help ensure the effective provision of pastoral care and student involvement and integration into the wider life of the school community. A newly established international club has the potential to further encourage networking and leadership opportunities. English language support is provided in response to individual student needs. Good monitoring systems are in place to promote student progress and achievement.

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. At the time of this review 31 international students were attending the school.

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.

Provision for students in the school hostel

The school's boarding houses offer either full boarding or weekly boarding or a combination of both. Selwyn House, St John's House, School House, Averill House and Parnell House accommodate 345 boys. Middlemore House accommodates 50 girls. Boarders comprise 41% of the school roll. The boarding houses are owned by the Kings College Trust and have been licensed by the Ministry of Education.

Boarding premises vary in age and quality and include some new, well equipped houses that provide students with high quality accommodation. These houses provide good levels of privacy for students. The board's intention to upgrade the older boarding house facilities on a progressive basis is timely.

House masters, tutors and staff promote student learning and achievement. They support students in their studies and provide wide opportunities for students to participate in sports and cultural activities. The house structure promotes a sense of identity for both day students and boarders and fosters participation and the development of a strong school spirit.

The provision of pastoral care has been strengthened by review of teacher guidelines for pastoral care, clarification of senior leadership roles, and improved communication links between key staff within the college pastoral network.

Policies relating to boarding and the provision of a safe environment have recently been carefully reviewed. House masters meet regularly to discuss matters impacting on boarding provision. It could be timely to consider other aspects of self review, including the professional development of house staff, as part of the school's ongoing commitment to improving the quality of provision for boarders.

5 Conclusion

On the basis of the information obtained during the review, ERO considers that Kings College meets the criteria for registration as a private school set out in the Education Act 1989.

Richard Thornton
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Northern Region

20 April 2011

About the School

Location	Otahuhu, Auckland	
Ministry of Education profile number	89	
School type	Private School - Secondary (Years 9 to 15)	
Decile [<u>1</u>]	10	
School roll	971	
Number of international students	31	
Gender composition	Boys 85% Girls 15%	
Ethnic composition	NZ European/Pākehā	79%
	Māori	4%
	Chinese	5%
	Indian	3%
	Korean	2%
	Taiwanese	2%
	other	5%
Special Features	Six boarding houses and five day houses	
Review team on site	February 2011	
Date of this report	20 April 2011	
Most recent ERO report(s)	Private School Review	December 2007
	Private School Review	November 2004
	Accountability Review	November 2001

[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