

**Kings School (Remuera)**  
**Auckland**

**Confirmed**

**Private School**  
**Review Report**

# Private School Review Report: Kings School (Remuera)

## 1 Background

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

*Section 351 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 School (Remuera) meets the registration criteria as set out in the Education Act 1989. The school has suitable premises, staffing, and equipment and provides tuition for boys from Years 1 to 8.

The school has further developed areas identified as high quality features in the 2010 ERO report. These features include:

- a nurturing environment where Christian practices of the Anglican faith underpin school life
- positive relationships between staff and boys
- a well-considered and broad curriculum
- extensive opportunities widen personal interests in sports and cultural activities
- the high standard of ongoing maintenance and upgrading of premises.

The school offers effective teaching and learning programmes in welcoming classrooms that are conducive to learning. Decisions about learning are based on current research about supporting boys' education. The curriculum and teaching programmes are well aligned to the principles of *The New Zealand Curriculum* and the school's philosophy of 'Building the future ... one boy at a time.' The school has collaborated with its community to develop a King's Boy graduate profile that guides curriculum design and development.

Students are offered a broad curriculum that includes many opportunities for them to excel. All students have access to specialist teaching in a range of learning areas, supported by well-resourced rooms. The science and aqua dome facilities offer particularly high quality teaching and coaching environments.

Teachers have high expectations for boys to do well. Progress and achievement tests show that students achieve at high levels in comparison to national achievement levels. A good range of strategies are in place to monitor and raise the achievement of boys needing extra learning assistance.

Teachers are appropriately qualified for their positions. They have opportunities to participate in relevant professional learning associated with the school's planned direction. Supportive performance management systems guide programmes for teachers' individual or group professional

development. The school provides useful guidelines for teaching expectations, and teachers plan well for programmes of learning.

Students are highly engaged in their learning. They work in classes with low student numbers. Throughout the school specific teaching and learning strategies are used to develop and deepen students' critical thinking and problem solving. School leaders are keen to promote developments in teaching practice to ensure that students have choice about and self management of their learning as they progress through the school, and as digital learning becomes a more important part of the programme.

The school continues to maintain good relationships with parents, old boys, and the wider school community. Parents and families are well informed about learning programmes and of their sons' achievement. They have opportunities to help students requiring extra learning support. The school consults with families about aspects of their sons' education and this information is used to inform the school's strategic direction. Events held by the school are well attended by parents and families.

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

### **3 Other 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**

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. At the time of this review there were three international students attending the school, and no exchange students.

International students benefit from the high quality education and pastoral care available to all students. They are well integrated into the school community. However the school should now establish systems to carefully monitor the progress, achievement and the wellbeing of international students to complement the effective systems already in place for all students.

When enrolling International students King's School should ensure that they have appropriate and current medical and travel insurance for the duration of each international student's planned period of study. They should also hold the information relating to the medical and travel insurance details at all times.

The school took action during the course of the review to remedy a situation where a young international student was no longer meeting the requirement of living with a parent. The school has subsequently applied for additional approval so that they are able to enrol international students in Years 7 and 8 of the school who will be living without a parent.

#### **Recommendation**

ERO recommends that the school leaders strengthen the school's annual self review against the Code.

## 5 Conclusion

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



Dale Bailey  
Deputy Chief Review Officer Northern

8 May 2015

## About the School

Location	Auckland	
Ministry of Education profile number	4116	
School type	Full Primary (Years 1 to 8)	
School roll	700	
Number of international students	3	
Gender composition	Boys 100%	
Ethnic composition	Māori	3%
	NZ European/Pākehā	58%
	Chinese	19%
	Pacific	5%
	Indian	4%
	Australian	3%
	British/Irish	3%
	other	5%
Review team on site	March 2015	
Date of this report	8 May 2015	
Most recent ERO report(s)	Private School Review	November 2010
	Private School Review	August 2007
	Private School Review	August 2004