

Sts Peter And Paul School (Lower Hutt) Education Review

- About The School
- The Education Review Office (ero) Evaluation
- The Focus Of The Review
- Areas Of National Interest
- Board Assurance On Compliance Areas
- Recommendations
- Future Action
- Community Page

Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO Corporate Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

About The School

Location	Hutt City
Ministry of Education profile number	3021
School type	Integrated Full Primary (Years 1-8)
Decile rating	8
Teaching staff:	18.80
Roll generated entitlement	1.34
Other	23
Number of teachers	
School roll	453
Gender composition	Girls 59% Boys 41%
Ethnic composition	New Zealand European/Pākehā 64% Pacific 10% Māori 9% Indian 4% Filipino 4% Other European 3% African 2% Chinese 2% Other ethnic groups 2%
Review team on site	July 2007
Date of this report	12 September 2007
Previous ERO reports	Education Review October 2004 Accountability Review January 2001 Assurance Audit April 1997 Assurance Audit February 1994 Review January 1991

The Education Review Office (ero) Evaluation

Saints Peter and Paul School is a Catholic, integrated primary school situated on an attractive, wellmaintained corner site close to the Hutt City shopping centre. The available playground spaces have been carefully planned and are well utilised by the students. next to the school is the parish church, where staff and students attend liturgies, hold assemblies and attend other meetings in the church facilities. Strong links between the school and the parish are evident, with the priest making regular visits to meet and talk with staff and students. The Catholic character underpins all school operations and a warm, welcoming atmosphere is apparent.

Since the 2004 ERO review, the Board of Trustees has given considerable thought to the redevelopment of property. The new administration block has been well planned and is much appreciated by staff. In addition, students enjoy the new adventure playground. A high level of support comes from parents and an active Parent Teacher Association provides considerable fundraising for additional facilities, resources and personnel to assist teachers and students.

Students participate in a wide variety of academic, social, physical and cultural learning experiences, with emphasis on literacy and numeracy, especially in years 1 to 4. Student leadership is encouraged, educational opportunities are provided outside the classroom, participation in sport is promoted and senior students learn other languages. A strong feature is the support given to students with special needs through an inclusive school culture. Teacher aides work in partnership with teachers to provide additional support for these students.

The board requested, and ERO agreed, that the quality of teaching and learning in numeracy would be the school's specific focus for this review. The report also includes: information about what the school knows about student achievement overall; the achievement of Māori and Pacific students; provision for gifted and talented students; and progress made in preparation for pandemic planning. ERO considered the board's compliance with legislative requirements, including those related to student safety. No areas of concern are identified.

Schoolwide expectations are clearly articulated through the curriculum implementation plans, together with policy and procedural direction. These guidelines support a consistent approach to programme planning, assessment and evaluation, and provide the basis for quality assurance by senior managers.

Staff are committed to the well-being of students. Teachers, including the principal and senior managers, are hard working. The principal keeps the board well informed about the teaching programmes. He also takes a lead role in fostering and promoting the school's Catholic

character through the strong pastoral-care network that is based on values such as honesty, tolerance and caring. Teachers enjoy a high level of collegial support and appreciate the positive school tone and environment in which they work.

Overall, the quality of teaching is sound, with examples of high quality practices evident. Interactions between teachers and students, and amongst students, are positive and respectful. Classrooms are inviting, with colourful, up-to-date displays. Student work is neatly presented both around the school and in workbooks that are regularly sent home for parent feedback. Teachers set high expectations and emphasise improving their practice through professional development to enhance outcomes for students.

The board has a good understanding of governance. Trustees have undertaken training targeted to their needs. As a result, a revised governance and operational framework has been developed. This includes the charter, strategic and annual plans, together with policy guidelines. Trustees approach their role with enthusiasm and are committed to continuous school improvement. They are supportive of staff and students, and ensure generous funding provision to meet the school's identified goals and targets to enhance teaching and learning.

Through regular reflection, evaluation and review, senior managers and teachers have identified next steps for development in numeracy. In addition, ERO noted that while the board receives achievement information in literacy and numeracy, schoolwide assessment data have yet to be recorded and reported in a way that clearly identifies trends and patterns of achievement. The board and senior managers welcomed the findings of this report. They have developed recommendations to ensure more effective intervention for groups of students at risk of underachievement and more readily identify future targets, resourcing and professional development needs.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

The Focus Of The Review

Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

Student achievement information for literacy and numeracy is collected and analysed school-wide using a range of standardised and locally designed assessments. Data about other curriculum areas is collected for individual students in each class and recorded in a preset assessment book.

Literacy

School entry assessment information on aspects of literacy is collected for students at 5 years of age shortly after starting school. Data for 2007 indicate that approximately half of them could confidently identify letters and a quarter had good knowledge/concepts about print. Further diagnostic assessments are administered at 6 years of age and information from January to July 2007 shows that levels of achievement for letter identification are high and many students are able to hear and record sounds in words. Their knowledge/concepts about print are an area of concern.

Information skills are assessed using Progressive Achievement Tests (PATs) for students in years 5 to 8. Results indicate that most are achieving well overall. Many Pacific students, particularly girls, have been identified as underachieving using this assessment. Achievement of Pacific students is also noted as a concern.

Supplementary Tests of Achievement in Reading (STAR) data are collected in March for those in year 3. In 2007, this information showed that 44% of students achieved above expectations and 6% below, compared to the national norm for this assessment of 23% above and below expectations. Māori students are achieving at or above expectations for their age. Nearly all Pacific students are achieving at the same level as their peers.

Students in years 4 to 8 are assessed for their reading ability using Assessment Tools for Teaching and Learning (asTTle). Results are compared to all other schools, rather than for schools of similar deciles. Overall, these show that most students are at or above achievement and attitude expectations for this test, except for year 6 girls who were slightly below in both aspects. Pacific students are of concern, with over half needing further monitoring.

Achievement information for writing has been collected using the national curriculum

exemplars. School benchmarks are used to chart progress from curriculum levels 1 to 4 respectively. In 2006, over 64% of year 2, 71% of year 4 and 39% of year 6 achieved the benchmarks. 82% of year 8 met the goal. Girls achieved significantly better than boys. Half of the Pacific students and slightly over half of the Māori are achieving at or above expected levels.

Mathematics

Students in years 1 to 8 are assessed for achievement using Numeracy Project Assessment (NumPA). This information is recorded in the school specific focus section of this report. Those in years 3 to 8 are also assessed using PATs in mathematics. Raw data indicate that overall years 3, 6 and 8 are achieving at or above the mean scale score for this assessment, and years 4, 5 and 7 below expectations.

Results for Māori indicate that 24% are at risk and 32% of Pacific students are also underachieving. As Māori represent 9% of the school roll and Pacific students 10%, this is of concern.

School Specific Priorities

Before the review, the board of Saints Peter and Paul School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Saints Peter and Paul School.

ERO and the board have agreed on the following focus area for the review:

- the quality of teaching and learning in numeracy.

ERO's findings in this area are set out below.

The Quality of Teaching and Learning in Numeracy

Background

The 2004 ERO review focused on reading. It recommended that the school review

programme planning, assessment and evaluation practices and that senior managers continue to use examples of good practice to lead and support schoolwide professional development. A whole-school approach has been adopted for programme planning, assessment and evaluation.

Since that time, staff have participated in a numeracy project over the past three years, working with external facilitators to guide professional development. Junior class teachers began the early numeracy project in 2004, middle, senior and intermediate class teachers did the advanced project in 2005, with the intermediate teachers undertaking further training in 2006. The board of trustees and senior management therefore requested that ERO evaluate the progress made to date to assist ongoing school improvement. ERO agreed.

In conducting this review, ERO met with the board, senior managers, teachers and groups of students, read the school's documentation and observed in fifteen out of the sixteen classes.

Student progress and achievement

Achievement information for numeracy at the end of 2006 for years 2 to 6 was collated using a range of NumPA strategies such as teacher observation, Global Strategy Stage (GLOSS) and I CAN sheets. As teachers in years 7 and 8 were participating in the Numeracy Project at the time, achievement information for these students was taken from the NumPA diagnostic assessments. Outcomes were recorded under the three domains of addition/subtraction, multiplication/division and proportions/ratios using actual student numbers and percentages. Those identified at risk or showing higher ability were compared to national norms for this test.

Addition/subtraction

Nearly all students in years 2 and 8 are achieving at an appropriate level. Those in year 6 closely match the norms for this test, with those in years 3, 4 and 5 having higher representation in the at risk category, particularly in earlier years. Few students were noted as being of special ability. Overall, 22% of Māori and 31% of Pacific students are at risk. No Pacific students are underachieving in this strand at year 6.

Multiplication/division

At the time of completing this assessment there were no national comparisons available for years 2 and 3. However, trends are likely to be similar, with few students at risk in year 2 and slightly more than one third of those in year 3 recognised as underachieving. Year 4 results indicate that 30% are at risk compared to 12% nationally for this test. Year 7 is slightly below expectations. Those in year 5 mirror national norms and those in years 6 and 8 have far fewer

students at risk, particularly those in year 8, where a high number are recognised as having special abilities. Overall, 34% of Māori and 48% of Pacific students are at risk of not achieving.

Proportions/ratios

Outcomes for students in years 2 and 3 are similar to the multiplication/division strand. All other year levels have fewer students underachieving compared to the national comparison for this assessment, except year 4 where three times the expected number of students are at risk. Year 8 has very few students showing concern and a number represented as having higher abilities. Overall, 44% of Māori and 47% of Pacific students are at risk.

Areas of good performance

- A sustained focus on the number strand of the mathematics curriculum has improved the implementation of school-wide programmes. Teachers demonstrate increased knowledge and confidence in this aspect of programme delivery. External facilitators have modelled a range of effective teaching and provided feedback to teachers about their practice. Teachers have shared ideas about this at syndicate and school-wide meetings. This promotes a school culture that is focused on improving teaching to enhance outcomes for students.
- There is clear alignment between the board's strategic and annual plans, schoolwide professional development and teacher appraisal. Goals in the annual plan are expressed in an action plan to guide their development. These goals, together with targets set to improve student achievement in numeracy, provide the basis for reporting to the board.
- The performance management system is robust. Through this process, a schoolwide goal was identified for numeracy, together with individual development goals. Teacher self evaluation and peer observation assists in identifying strengths and next steps. Opportunities for constructive feedback, as part of the appraisal process, support continuous improvement.
- School-wide expectations for the implementation of numeracy programmes are well defined. Policy statements and the mathematics implementation plan provide detailed, informative guidelines for programme planning, teaching, assessment and evaluation across all levels of the school. The implementation plan has been updated to incorporate the outcomes of professional development in numeracy. As part of the school's quality assurance processes, a member of the senior management team monitors programme planning and assessment in accordance with expectations. Overall, there is a consistent, school-wide approach to planning and data collection.
- Syndicate long-term plans indicate good provision for the delivery of a balanced

programme. Strong emphasis is given to numeracy, especially in years 1 to 4, and this is demonstrated through timetabling. Daily/weekly programme planning for group teaching is reflected in the programmes delivered to students.

- Classroom environments are inviting, well organised and support student learning. Mathematics charts and posters, together with students' work, are attractively displayed. Equipment and activity boxes are readily available for student access and are appropriate to their needs. Effective use is made of the classroom space to cater for individual, group and whole-class teaching and learning.
- The overall quality of teaching is sound, with examples of high quality practice. The range of effective practices observed includes:
 - teaching and revising number knowledge in whole-class sessions;
 - making links to prior learning;
 - sharing the learning intention orally with students so they understand the purpose of group lessons;
 - providing opportunities for strategy teaching in small groups that often include the use of equipment;
 - using modelling books to record equations during group lessons;
 - encouraging conversations about different ways to solve problems;
 - asking open questions to support thinking and providing good feedback about the strategies students use; and
 - setting purposeful, practice activities.

As a result, students are developing confidence in explaining what they did and how they did it. They enjoy listening to the responses of others and working cooperatively using games to practise their number knowledge.

A reflective school culture is evident. Teachers regularly discuss the outcomes of the professional development in numeracy and undertake end-of-term evaluations that sometimes include comment about student achievement. Student goal setting is promoted, together with opportunities for self and peer assessment, and parents provide feedback about student work. These processes support a positive partnership towards improving outcomes for students.

Areas for improvement

- Through ongoing reflection, evaluation and review, senior managers and teachers have identified the need to:

- increase the use of formative assessment at class level through professional development;
- make the best use of available assessment information to ensure students progress through the numeracy stages and that lessons are delivered at an appropriate pace;
- ensure that equipment is used effectively to support teaching and learning, including information and communication technologies; and
- revisit the process for reporting to parents so that achievement is more accurately linked to the appropriate curriculum levels, especially for those students who are at risk of failure or who have special abilities.

ERO's findings support those identified by the school and, in addition indicate that:

school-wide assessment data are not recorded in a way that clearly identifies trends and patterns of achievement. As yet, the information reported to the board does not clearly identify groups of students who are at risk of not achieving or those with special abilities. Therefore, the senior management team and the board are unable to set specific, annual targets for these groups. Ensuring that achievement information is valid, reliable and useful is likely to provide opportunity for senior managers and teachers to have increased discussion about trends and patterns over time as they work to improve student achievement.

Areas Of National Interest

Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Saints Peter and Paul School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

The Achievement of Māori Students: Progress

In this review, ERO evaluated the progress the school has made since the 2004 ERO review in improving the achievement of Māori students and in initiatives designed to promote improved achievement. In 2007, 9% of the students identify as Māori.

The charter states that the school will celebrate and enjoy cultural diversity and will foster the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

Areas of progress

- The school collects and analyses data on the achievement of Māori students in literacy and numeracy for each year level. As a result, the board and teachers are aware of their achievement and progress in these areas.
- Teachers continue to make provision for some te reo and tikanga Māori through their teaching. There is bilingual signage in all classrooms and in areas of the school, such as the main office and the library. Each day begins with a karakia and some teachers incorporate te reo in their lessons. The kapahaka group meets every week. In order to support an integrated unit, the senior and junior schools visited Pukekaraka marae in Otaki. In addition, appraisal documents contain a clear reference to the requirement to incorporate elements of te reo and tikanga into lessons and classrooms.

Areas for improvement

- In the previous ERO report it was noted that the whānau group planned to develop a

draft te reo Māori implementation plan. This group no longer operates and currently there is no plan. To support a more inclusive learning environment for Māori students, it is timely to develop a plan to outline the school's expectations in this area.

- While there has been consultation with the Māori community, it was in conjunction with meeting Pacific parents. It would be beneficial if the meetings were held separately to allow both groups to discuss their children's learning needs and assist with forward planning in partnership with the school.
- Assessment information indicates that Māori students as a group are underachieving in aspects of literacy and mathematics.

Recommendations

ERO recommends that the board provides:

- opportunity for the Māori community to set goals and targets to improve the achievement of their students as part of the consultation process; and
- professional development in the use of te reo Māori so that teachers have a level of competence and confidence to celebrate Māori language and culture.

The Achievement of Pacific Students

During the review ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of its Pacific student. Approximately 10% of the students enrolled at the school identify as of Pacific descent.

Area of good performance

The school makes provision to meet with Pacific parents, as mentioned in the previous section of this report, and Pacific students state that they enjoy the positive and supportive relationships with teachers and peers.

Areas for improvement

- Celebration of Pacific cultures is not evident in classrooms. Introducing aspects of Pacific cultures and languages would raise students' awareness of the multicultural nature of the school.
- Assessment information indicates that Pacific students are underachieving in aspects of literacy and mathematics.

Recommendation

ERO recommends that the school continues to analyse achievement information for Pacific students as a group, to identify needs and consider setting targets to raise student

achievement.

Providing for Gifted and Talented Students

National Administration Guideline 1 (iii)(c) requires schools to identify students with gifted and talented needs and to develop and implement teaching and learning strategies to meet their needs. ERO is currently evaluating how schools nationally are providing for gifted and talented students.

Areas of good performance

- The board provides generous funding to assist teachers in catering for the needs of their most able students. Resourcing, access to external experts, attendance at conferences and seminars, and use of facilitators to provide professional development for staff have been pivotal in implementing change in practices and procedures. The gifted and talented coordinator provides the board with an annual report that further informs strategic decision making.
- The team responsible for coordinating gifted and talented provision has an overarching responsibility for organising school-wide professional development and a plan for addressing needs. Its well-considered approach to implementing support for staff and the gifted and talented students at the school includes:
 - developing the policy that outlines an ongoing multi-method approach to meeting student needs;
 - defining giftedness in terms of the particular context, community and special character of Saints Peter and Paul School in collaboration with staff;
 - identifying possible key traits or characteristics of gifted students, including recognising students with hidden potential;
 - noticing students who display characteristics that are reflective of multicultural perspectives of giftedness, and of particular value to the school's Māori and Pacific communities;
 - implementing a register of gifted and talented students at each year level;
 - making a commitment to monitoring and evaluating performance;
 - maintaining an information folder that outlines expectations and guidelines for staff;
 - providing extension classes that cater for the needs of specific students in mathematics, writing, thinking skills, science and technology;
 - organising weekly attendance for selected students at a local Gifted Kids Programme;

and

- arranging entrance to international and national examinations for students who show academic talent.

The team indicates that there have been notable changes in staff attitudes and understanding as a result of this focus on gifted students. Students spoken with during the review identify that they enjoy school, benefit from challenge in their learning and feel well supported by staff, peers and their families in their studies.

Areas for improvement

- The school has identified areas for development during its three-year gifted and talented professional development focus. A key need is the development of greater differentiation in teacher practice so that learning occurs mainly within the classroom setting, with reduced need for withdrawal programmes. ERO affirms that it is important to continue to expect teachers to deliver a programme that matches all students' needs, and to further equip teachers with the skills and knowledge required to better cater for those identified with gifts and special talents.
- Reports presented to the board about support for gifted and talented students and about extension programmes do not provide trustees with clear information about outcomes for students. While they give descriptive information regarding programme content, attitudes, issues and challenges, there is little collated information that identifies actual achievement and corresponding progress made for these groups.

Recommendation

ERO recommends that teachers continue to receive focused professional development to assist them to cater for the needs of gifted and talented students within the classroom programme.

Pandemic Planning

In all school reviews ERO is currently evaluating the extent to which schools have planned for a potential influenza pandemic in terms of the guidelines provided by the Ministry of Education.

In ERO's view Saints Peter and Paul School has taken steps to prepare for such a pandemic.

Board Assurance On Compliance Areas

Overview

Before the review, the board of trustees and principal of Saints Peter and Paul School completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

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

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

Compliance

ERO's investigations did not identify any areas of concern.

Recommendations

The board of trustees and ERO recommend that senior managers:

- 6.1 Ensure more effective intervention for groups of students at risk of underachievement through the use of well-analysed assessment information.
- 6.2 More readily identify future targets, resourcing and professional development needs using well-analysed assessment data.
- In addition, ERO recommends that:
- 6.3 Senior managers seek professional development in relation to data analysis to provide ongoing support for teachers.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

Lenanne Kent

Acting Area Manager

for Chief Review Officer

12 September 2007

12 September 2007

To the Parents and Community of Saints Peter and Paul School

These are the findings of the Education Review Office's latest report on Saints Peter and Paul School.

Community Page

Saints Peter and Paul School is a Catholic, integrated primary school situated on an attractive, wellmaintained corner site close to the Hutt City shopping centre. The available playground spaces have been carefully planned and are well utilised by the students. next to the school is the parish church, where staff and students attend liturgies, hold assemblies and attend other meetings in the church facilities. Strong links between the school and the parish are evident, with the priest making regular visits to meet and talk with staff and students. The Catholic character underpins all school operations and a warm, welcoming atmosphere is apparent.

Since the 2004 ERO review, the Board of Trustees has given considerable thought to the redevelopment of property. The new administration block has been well planned and is much appreciated by staff. In addition, students enjoy the new adventure playground. A high level of support comes from parents and an active Parent Teacher Association provides considerable fundraising for additional facilities, resources and personnel to assist teachers and students.

Students participate in a wide variety of academic, social, physical and cultural learning experiences, with emphasis on literacy and numeracy, especially in years 1 to 4. Student leadership is encouraged, educational opportunities are provided outside the classroom, participation in sport is promoted and senior students learn other languages. A strong feature is the support given to students with special needs through an inclusive school culture. Teacher aides work in partnership with teachers to provide additional support for these students.

The board requested, and ERO agreed, that the quality of teaching and learning in numeracy would be the school's specific focus for this review. The report also includes: information about what the school knows about student achievement overall; the achievement of Māori and Pacific students; provision for gifted and talented students; and progress made in preparation for pandemic planning. ERO considered the board's compliance with legislative requirements, including those related to student safety. No areas of concern are identified.

Schoolwide expectations are clearly articulated through the curriculum implementation plans, together with policy and procedural direction. These guidelines support a consistent approach to programme planning, assessment and evaluation, and provide the basis for quality assurance by senior managers.

Staff are committed to the well-being of students. Teachers, including the principal and senior managers, are hard working. The principal keeps the board well informed about the teaching programmes. He also takes a lead role in fostering and promoting the school's Catholic

character through the strong pastoral-care network that is based on values such as honesty, tolerance and caring. Teachers enjoy a high level of collegial support and appreciate the positive school tone and environment in which they work.

Overall, the quality of teaching is sound, with examples of high quality practices evident. Interactions between teachers and students, and amongst students, are positive and respectful. Classrooms are inviting, with colourful, up-to-date displays. Student work is neatly presented both around the school and in workbooks that are regularly sent home for parent feedback. Teachers set high expectations and emphasise improving their practice through professional development to enhance outcomes for students.

The board has a good understanding of governance. Trustees have undertaken training targeted to their needs. As a result, a revised governance and operational framework has been developed. This includes the charter, strategic and annual plans, together with policy guidelines. Trustees approach their role with enthusiasm and are committed to continuous school improvement. They are supportive of staff and students, and ensure generous funding provision to meet the school's identified goals and targets to enhance teaching and learning.

Through regular reflection, evaluation and review, senior managers and teachers have identified next steps for development in numeracy. In addition, ERO noted that while the board receives achievement information in literacy and numeracy, schoolwide assessment data have yet to be recorded and reported in a way that clearly identifies trends and patterns of achievement. The board and senior managers welcomed the findings of this report. They have developed recommendations to ensure more effective intervention for groups of students at risk of underachievement and more readily identify future targets, resourcing and professional development needs.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Lenanne Kent

Acting Area Manager

for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

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