

## Sts Peter and Paul School (L.Hutt) Education Review

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### Disclaimer

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# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report: Saints Peter and Paul School

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

Saints Peter and Paul School is a Catholic integrated school in central Hutt City that caters for students from Years 1 to 8. The school has a diverse ethnic mix of students with 13% identifying as Māori, 13% Asian, 7% Pacific and the remaining 62% New Zealand European/Pākehā.

Students demonstrate a strong sense of well-being, belonging and pride that reflects the Catholic character and values of the school. Positive, reciprocal and respectful relationships are evident at all levels. Students' ideas are actively sought and contribute to school culture.

Personnel define their approach to self review as multilayered. Highly developed self-review processes are used to investigate the effectiveness of curriculum programmes and staff decision making. These are focused on improving outcomes for students. Strategies are developed for building capability and to help achieve school goals. Future direction is clearly identified.

The principal is a highly effective leader whose integrity is well respected within the school and wider community. He deliberately and purposefully builds leadership capability and fosters emerging leaders. Warm, responsive and respectful interactions exist between the principal, staff and students. School leaders are collegial, collaborative and hardworking and effectively support staff to address priorities and embed high quality teaching practice.

High expectations for student learning, achievement and behaviour are evident throughout the school. Achievement information provides clear evidence of how well students achieve in reading, writing and mathematics. Reporting to the board includes next steps and action plans to address identified needs. Mid-year data in 2010 shows that most students are meeting the expectations for their year level, or will do so by the year's end. Māori students' achieve similarly to all students. While Pacific students' achievement is lower, they are making significant improvements and progress, particularly in reading. School management is effectively using data and self review to identify strategies to address priorities to meet the needs of these students.

Teachers use a range of effective teaching strategies to promote students' engagement in learning. They develop learning goals based on their knowledge of individuals. Students' learning builds on their prior knowledge. Teachers are developing effective ways to give students feedback and feed forward to further improve their outcomes.

## Future Action

ERO is likely to carry out the next review within four-to-five years.

## 2 Saints Peter and Paul School's Curriculum

How effectively does the curriculum of Saints Peter and Paul School promote student learning - engagement, progress and achievement?

### School context and self review

Saints Peter and Paul School has a positive reporting history with ERO and continues to meet the varying needs of students in the key areas of reading, writing and mathematics. Since the September 2007 review the school has worked purposefully on developing its curriculum and more recently on aligning its expectations for student progress and achievement with those held nationally. The community has been consulted about the clarity of the recently reviewed and redeveloped school report format. The principal defines their approach to self review as multilayered as it occurs at a variety of levels within the school.

### Areas of strength

#### School culture

Students demonstrate a strong sense of well-being, belonging and pride that reflects the Catholic character and values of the school. The leadership team continues to explore innovative ways to strengthen community partnerships. Positive, reciprocal and respectful relationships are evident at all levels. Students' ideas are actively sought and contribute to school culture.

#### Governance

Trustees are aware of their responsibilities and are kept well informed by the principal. Their commitment to enhancing student achievement and to the special character of the school is demonstrated in their keenness to participate in a range of training and support to increase their awareness of good governance. Self review includes reflection about the recent election process to ensure fair representation of the school community.

#### Leadership

The principal is a highly effective leader who models positive relationships that are reflected throughout the school. He purposefully builds leadership capability and fosters emerging leaders. Warm, responsive interactions exist between the principal, staff and students. He is well respected within the school and wider community.

#### School improvement

School leaders articulate high expectations for student learning and achievement and for teachers as professionals. The management team is collegial, collaborative and hardworking. Team members use their complementary strengths to effectively support staff in addressing priorities, developing shared ownership and embedding high quality teaching practice.

### Appraisal

The robust performance appraisal system is effectively used to identify and address ongoing improvement in the quality of teaching and assessment. A range of data gathering methods is used to inform goals and determine next steps. The basis for this is regular opportunities for observations and feedback on practice, with a view to ongoing improvement.

### Self review

A highly developed self-review process is used to investigate the effectiveness of curriculum programmes and staff decision making and is focused on improving outcomes for students. Strategies are developed for building capability and to help achieve school goals. Future direction is clearly identified.

### Student achievement

Student achievement information provides clear evidence of how well students achieve in reading, writing and mathematics. Reporting to the board includes next steps and action plans to address identified needs. Mid-year data in 2010 shows that most students are meeting the expectations for their year level, or will do so by the year's end. Māori students achieve similarly to all students.

School management is effectively using data and self review to identify practices and approaches to address strategic priorities to meet the needs of all students.

### Effective teaching

Teachers use a range of effective teaching strategies to promote students' engagement in learning. They develop meaningful learning goals based on their knowledge of individuals' strengths, needs and interests building on students' prior understandings. Teachers are continuing to develop effective ways to give students feedback and feed forward to further improve their outcomes.

### Areas for development and review

Through the effective self-review process management and teachers clearly identify areas for ongoing improvement. ERO's external evaluation supports these as appropriate areas for development. These include:

- improving learning outcomes for Pacific students. While Pacific students' achievement is lower than that of others, they are making significant improvements and progress, particularly in reading. The school is keen to continue to explore a range of ways to engage with the Pacific community; and
- embedding school expectations for assessment for learning in order to improve outcomes for students. The school is using its robust processes of support and guidance to

enhance consistency of practice across all classes.

### 3 Board Assurance on Legal Requirements

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 legal obligations related to:

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

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that 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.

### 4 Future Action

ERO is likely to carry out the next review within four-to-five years.

Joyce Gebbie  
Acting National Manager Review Services  
Central Region

15 November 2010

## About The School

Location	Hutt City
Ministry of Education profile number	3021
School type	State Integrated Full Primary (Years 1-8)
Decile <u>[1]</u>	8
School roll	448
Gender composition	Girls 57% Boys 43%
Ethnic composition	New Zealand European/Pākehā 62% Māori 13% Asian 13% Pacific 8% Other ethnic groups 4%
Review team on site	September 2010
Date of this report	15 November 2010
Previous three ERO reports	Education Review September 2007 Education Review October 2004 Accountability Review January 2001

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic 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 integrated 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.

## Community Page

15 November 2010

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.

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## Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

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

Joyce Gebbie  
Acting National Manager Review Services  
Central Region

## 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 integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

### Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.