

**Sts Peter and Paul School (L.Hutt)  
Lower Hutt, Wellington**

**Confirmed**

**Education Review Report**

# Education Review Report

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

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

## Findings

### 1 Context

#### **What are the important features of this school that have an impact on student learning?**

Sts Peter and Paul School is an integrated Catholic school in Hutt City. It caters for students from Years 1 to 8. The school has a diverse ethnic mix with 9% of students identifying as Māori, 5% as Pacific, 12% as Asian and the remaining as New Zealand European.

The overarching value of 'Stewardship' underpins relationships and interactions between the school and local community. Students learn in an environment which fosters their spiritual, academic, social and physical potential. They engage in a range of cultural and sporting activities in the school and beyond.

Since the November 2010 ERO report the school has continued to build and strengthen partnerships with Pacific families. Staff have embedded assessment for learning in order to improve outcomes for students. Good performance has been sustained.

### 2 Learning

#### **How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?**

Achievement information is used well to continually monitor progress and track patterns of achievement. Good data analysis identifies students who need additional support. Appropriate programmes are in place to promote their learning.

Students achieve to a high standard. Most are at or above in relation to National Standards in reading, writing and mathematics. Māori students achieve on a par with their peers. Pacific students are progressing and achieving well, particularly in reading. The 2014 mid-year data shows the large majority of students are on track to meet the required Standards.

Parents have many opportunities to share and celebrate students' learning. Twice-yearly reports to parents provide comprehensive information on all learning areas, including achievement in relation to National Standards.

Transitions into the school and on to secondary education are well planned and managed. Parents, whānau and aiga are provided with useful information about school processes and operation.

Positive relationships between teachers, parents and outside agencies effectively support the inclusion of students with special education needs. Individual goals are identified in collaboration with parents and students receive appropriate support to achieve them.

### **3 Curriculum**

#### **How effectively does this school's curriculum promote and support student learning?**

The curriculum is effective in promoting and supporting student learning. It acknowledges the school's local context and Catholic character. Literacy and mathematics are priority learning areas. The key competencies of *The New Zealand Curriculum* and Christian values are well integrated. Supporting documents outline very clear expectations and guidelines for good teaching. These are reviewed annually with staff, to monitor consistency and the quality of education experiences for students.

Teachers have high expectations for students' academic achievement. They engage students and maximise learning opportunities throughout the day, using a range of well-considered teaching strategies. Learning is relevant and purposeful. Information and communication technologies are used successfully to support teaching and learning. Classroom environments reflect school values. Displays of students' work celebrate and support learning.

Students learn collaboratively. They know the purpose of learning and receive relevant feedback. They take responsibility for their own progress by setting goals, and assessing their own and others' achievement. The senior leadership team is aware of the need to further develop students' ownership of learning, including having input into curriculum choices.

Students have many opportunities to experience authentic leadership roles and take on responsibilities. Senior students are role models for younger children. Māori and Pacific students promote and share their culture within the school, church and wider community.

The school regularly engages with Pacific parents and aiga, who state that they feel their culture is acknowledged and valued.

#### **How effectively does the school promote educational success for Māori, as Māori?**

Māori students experience a learning environment in which their language, culture and identity are recognised and valued. They are achieving well.

An action plan supports and guides teachers to develop their knowledge and understanding of te reo me ngā tikanga Māori. This includes ongoing discussion about *Ka Hikitia Accelerating Success* and the implications for teachers' practice.

Senior leaders acknowledge the need to further promote success for Māori as Māori.

## 4 Sustainable Performance

### How well placed is the school to sustain and improve its performance?

The school is very well placed to sustain and improve its performance.

Trustees bring a wide range of knowledge, skills and experience to their roles. They are well informed and committed to promoting positive outcomes for all students. The board regularly engages in training to support its understanding of governance. A useful manual has been developed to guide board operations and succession planning.

School leadership centres on a strong framework of guiding documents. These support daily operation and strategic direction. Building leadership capacity in the school is planned, deliberate, and modelled well by members of the senior leadership team.

Establishing good working relationships with parents is a key focus. Staff are exploring a range of approaches to engage families and seek their input into decision-making. Senior leaders should review the effectiveness of their partnership with parents, whānau and aiga to support learning and further promote success for Māori and Pacific students.

Teaching as inquiry is well aligned with performance appraisal. Both effectively support teachers' professional development and growth.

The school is highly reflective at all levels. Robust self review informs and drives ongoing improvement.

### 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 was one international student enrolled.

Shared responsibility and regular communication between home and school provides the framework for looking after the international student's wellbeing and academic progress.

### Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. 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
- asset management.

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

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

## **Conclusion**

Students are positively engaged in learning and achieve at high levels. They experience a rich curriculum that reflects the school's Catholic character. Teachers have high expectations for students' academic achievement and maximise learning opportunities. Senior staff model good leadership. Robust self review informs and drives ongoing improvement.

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



Joyce Gebbie  
National Manager Review Services  
Central Region

21 October 2014

## About the School

Location	Lower Hutt, Wellington	
Ministry of Education profile number	3021	
School type	State Integrated Full Primary (Years 1 to 8)	
School roll	441	
Number of international students	1	
Gender composition	Female 62%, Male 38%	
Ethnic composition	Māori	9%
	New Zealand European/Pākehā	74%
	Pacific	5%
	Other ethnic groups	12%
Review team on site	August 2014	
Date of this report	21 October 2014	
Most recent ERO report(s)	Education Review	November 2010
	Education Review	September 2007
	Education Review	October 2004