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St Pius X Catholic School (Glen Innes)
Glen Innes, Auckland

Confirmed

Education Review Report

Education Review Report

St Pius X Catholic School (Glen Innes)

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.

Findings

1 Context

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

St Pius X Catholic School is a state-integrated Catholic school in Glen Innes, Auckland. It provides education for students from Years 1 to 8. Nearly all of students are Pacific with Tongan and Samoan students making up the largest groups. The school culture values and includes all students and their families. In many cases, generations of family members have attended this school.

Most students are multi-lingual. Students' first languages are valued and encouraged by teachers. Many students are supported to learn English. Many parents are able to participate fully in community meetings and in discussions about their child's learning because translators offer the opportunity to discuss matters fully in their first languages.

In recent years significant redevelopment of housing in the Tamaki area has impacted on the local community. Many families have been relocated while the housing project is underway. This has resulted in a falling school roll.

The school has been involved in the Manaiaakalani Cluster for several years. This project focuses on building the capacity of schools and their students to use information and communication technologies (ICT) to access learning. Principals, e-learning leaders and teachers participate in professional learning and development to build their knowledge and use of 21st century learning strategies and practices.

The school and parish work together to provide pastoral care for the school community. The multi-lingual pastoral care worker and Social Worker in Schools (SWIS) offer wide-ranging support to families. The St Pius X parish operates a play group from a room in the parish hall. This play group meets daily during term time, providing the opportunity for children to participate in early childhood education.

Many school staff are long-serving. Recently a re-organisation of leadership roles and syndicate structures has been implemented. In 2011 ERO identified the need to improve student self management, leadership, assessment practices and school self review. While some progress has been made, there is still work to be done in these areas.

2 Learning

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

The school is developing frameworks and strategies for using achievement information to better promote learners' engagement, progress and achievement.

Teachers use appropriate assessment tools to gather information about students' achievements. These data are collated and analysed, initially by the senior teacher with responsibility for achievement. The senior leadership team discusses and analyses the data before it is presented to the teachers. As a result, teachers are aware of the learning needs of the students in their classes.

Senior leaders use student achievement information to develop targets for groups of students who could improve their achievement in relation to the National Standards. Teachers identify individual students in their classes who need to make better progress. They discuss the progress of targeted students and share ideas about how they can improve their teaching.

Student achievement in relation to the National Standards is lower than national levels identified in public achievement information. Senior leaders report that students make very good progress in their first three years at school. Achievement data for students in years 4 to 8 shows that this good progress is not sustained.

Senior leaders are aware of the need to accelerate the progress of many students in reading, writing and mathematics. The students who need to improve their English work with a teacher aide to develop their confidence. This can be helpful in supporting students to participate more fully in classroom programmes. Teacher aides work in classrooms and help teachers to meet the learning needs of individual students and groups.

In order to build the school's capacity to promote learners' engagement, progress and achievement, senior leaders agree that they should review:

- assessment practices to ensure achievement in relation to the National Standards continues to be reported accurately
- the effectiveness of programmes to support student learning, such as the use of teacher aides and English language support
- what constitutes effective teaching in this school, using current research and best practice as a guide
- the implementation of teaching strategies for accelerating student progress.

3 Curriculum

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

The school is developing its capacity to promote and support student learning through the curriculum.

The school has developed a comprehensive school curriculum document in response to *The New Zealand Curriculum*. Bicultural practice is inherent in the school's religious education programme. Teachers emphasise reading, writing and mathematics appropriately. Students have opportunities to learn across all learning areas through an integrated approach to science, social studies and technology. They use an inquiry model to investigate specific topics.

Students benefit from good access to digital technologies. Senior students have access to their own netbook, which they use to research, record and present their learning. Teachers use the pathway of 'learn, create and share' to guide students' learning processes.

A specialist music teacher provides a programme that is highly valued by students. Groups of students extend their skills by performing in competitions and in the wider community. Liturgy provides authentic opportunities for students to lead music in the school.

Year 7 and 8 students access technology from specialist teachers at a local college. They learn about future career opportunities in the course of their integrated studies. Teachers invite former student role models and other experts to address and inspire students.

Senior students act as playground mediators called 'peace officers'. They provide leadership and positive role models for other students. Students who have been identified as potential leaders work with a teacher and volunteer each week to develop their skills and decision making abilities.

School leaders plan to review the school's curriculum in the near future. They could maximise the impact of this review by:

- using information from consultation undertaken with the community about the school's charter to also inform curriculum developments
- finding ways to fully implement the intent of the Ministry of Education's Pacific Education Plan
- including the principles of the Ministry Education Strategy: *Ka Hikitia, Accelerating Success 2013-2017*
- developing a shared understanding of effective pedagogy and related practices
- further promoting high expectations for curriculum implementation.

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

Although very small numbers of Māori students attend the school, the inclusive nature of the school culture offers Māori families a sense of belonging.

Some informal consultation with individual families has been undertaken. The school has plans to formalise this consultation to provide information that school leaders and the board can use to support planning.

Teachers use te reo Māori throughout the religious education programme. At other times students learn kupu Māori incidentally in class programmes. Students practise tikanga Māori during liturgy and in the process of welcoming visitors to the school. Year 7 and 8 students learn te reo and tikanga Māori as the learning languages component of the curriculum.

The school could continue to strengthen its strategies for promoting success for Māori students, as Māori, by:

- formalising consultation with Māori whānau to ascertain and respond to their aspirations for their children
- ensuring a progressive programme for teaching te reo Māori is implemented across the school.

4 Sustainable Performance

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

Systems and practices for supporting school sustainability and improvement have been established and now need to be more rigorously implemented. ERO is confident the board has the capacity to take the necessary steps to bring about improvements.

The board consists of both experienced and new trustees. They reflect the ethnic composition of the school community and bring a variety of skills to the board. Some trustees have undertaken training to increase their understanding of governance and their particular roles on the board.

Trustees prioritise strategies for increasing parent engagement in the school to further develop home and school partnerships that support better outcomes for students. Parents contribute their ideas to the development of the school charter. Parent education evenings familiarise parents with programmes that their children are involved in and provide them with ways to support their children's learning.

Senior leaders bring complementary knowledge and skills to the leadership team. They work well together through defined roles and responsibilities. They are closely involved with students and their families.

In order for the school to sustain and improve its performance, it is timely for the board and school leaders to:

- further develop critical self review of the effectiveness of programmes and decisions made
- review policies and procedures to ensure they match legal requirements and guide current school practice
- clarify and lead the school's direction through a strong vision
- promote and demonstrate consistent school practices and expectations of teachers and students
- strengthen communication across the school.

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.

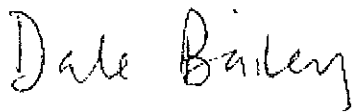
In order to meet legal obligations, the board must:

- adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community
[Section 60B Education Act 1989].

Conclusion

The school has mostly Pacific students. It values and is concerned for all students and their families. E-learning is a feature of student learning, with all senior students working on their own netbooks. School leaders now need to ensure that all students benefit from effective teaching.

ERO is likely to carry out the next review in three years.



Dale Bailey
National Manager Review Services
Northern Region

27 June 2014

About the School

Location	Glen Innes, Auckland	
Ministry of Education profile number	1508	
School type	Full Primary (Years 1 to 8)	
School roll	140	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	Māori	2%
	Tongan	59%
	Samoan	27%
	Cook Island Māori	5%
	Niue	4%
	other	3%
Review team on site	May 2014	
Date of this report	27 June 2014	
Most recent ERO report(s)	Education Review	April 2011
	Education Review	February 2008
	Supplementary Review	December 2005