

ERO External Evaluation

St Pius X Catholic School (Glen Innes) Auckland

Summary

St Pius X Catholic School in Glen Innes, Auckland, provides state integrated Catholic education for children from Years 1 to 8. Children's learning is influenced by the school's Catholic character, in particular the Holy Faith charism, and *The New Zealand Curriculum*. Many families have strong intergenerational connections with the school. The school community has experienced ongoing change in recent years due to housing development and the relocation of families. The roll is now expected to grow significantly as a result of housing intensification.

Most children have Pacific heritage. The majority are Tongan and there is a smaller group of Samoan children. The school values and promotes the use of children's first languages. It holds fono in languages of parents' choice.

The senior leadership team and many staff have worked together at the school for some years. The school continues to be part of the Manaiakalani cluster and belongs to the Manaiakalani Community of Learning | Kāhui Ako (CoL). The CoL is well underway with its achievement challenges, which include supporting teachers to make better use of children's achievement information for ongoing improvement.

The 2014 ERO report identified key areas for development that included self review and strategies for accelerating children's learning progress. The report also noted that school leaders were planning to review the school's curriculum. Good progress has been made in some areas.

How well is the school achieving equitable outcomes for all children?

The school is responding well to some children whose learning and achievement need acceleration.

Sound governance, effective community partnership, a respectful and inclusive culture, and collaborative leadership practices are contributing to equitable outcomes for children. To sustain and build on current good practices, further progress is required in developing internal evaluation and strengthening the consistency of good teaching practices.

The school has capacity and capability to accelerate learning for all children. However, disparity in achievement for some groups of children remains.

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

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school is developing strategies to respond more effectively to Pacific and Māori children whose learning and achievement need acceleration. As there is a small number of Māori children, teachers are able to implement individualised approaches in consultation with whānau, to accelerate their learning.

Many children make accelerated progress in their first year at school, and again in the senior part of the school. Approximately two-thirds of children achieve at or above the National Standards in reading, writing and mathematics. While progress in overall achievement has been maintained over the past three years, it did not increase significantly between 2015 and 2016.

Teachers know how individual children are achieving and track their progress. School leaders should more closely monitor children's overall progress over time while maintaining an ongoing emphasis on high expectations for all children.

School leaders are working with other CoL schools to improve outcomes for children who are at risk of not achieving. As a result, teachers are beginning to use achievement information to examine the impact that their teaching practices have on outcomes for children. They are working more collaboratively, discussing achievement data and sharing teaching strategies and practices. This more sustainable approach is encouraging shared responsibility for the progress and achievement of all learners, especially those whose achievement needs acceleration.

Teachers moderate their overall teacher judgements with their in-school colleagues. They also moderate children's writing with other CoL schools. It is important for the school to expand the information that teachers use to make their judgements and strengthen its moderation systems, in order to improve the reliability of school-wide achievement information.

It is also important that school leaders refine their strategic achievement targets so that they focus more specifically on different groups of children. This more focused approach would help leaders to:

- track and monitor the progress of specific groups during the year
- identify and address in-school disparities
- report outcomes for all groups of children.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

The board and senior leaders are strategic in engaging parents, whanāu and aiga in the life of the school and in promoting partnerships that focus on children's learning. Successful parent-led initiatives to support Tongan and Samoan families with their children's learning are contributing to these school-wide goals. Staff who are fluent in Pacific languages ensure that parents receive key school documents, including the school's strategic plan, in their first language. These useful approaches promote positive parent engagement and ensure that parents' views are heard.

Leaders and teachers work alongside children and their parents to enhance children's wellbeing and pastoral care needs and prepare them for learning. They have a strategic and individualised approach to meeting children's needs. They value difference and diversity, promote children's

language, culture and sense of identity and plan well for children's strengths. Staff ensure that children have equitable access to resources, including digital devices, to enhance their learning.

Teachers promote respectful learning relationships. Staff throughout the school promote a welcoming and inclusive environment for children and their families. Children engage well in their learning. They demonstrate a strong sense of belonging and appreciate the many leadership opportunities available to them.

Staff provide increasingly effective support for children with additional needs and for those who are learning to speak English as a further language. External agencies and programmes are used extensively to support children. The board and leaders agree that evaluating the impact of these programmes on outcomes for children, is an important next step.

External support is helping teachers and leaders to review and improve the school's curriculum. Learning programmes are becoming increasingly integrated so that reading, writing and mathematics are taught in meaningful and relevant ways. Ongoing improvements should reflect children's ideas and include innovative teaching practices throughout the curriculum. Further work is needed to develop the sexuality education strand of the health and physical education curriculum to better reflect *The New Zealand Curriculum*.

Senior leaders model good teaching practice for their teams. They use a school-wide approach to support more consistent use of student-led, personalised learning approaches. Teachers help children to understand their own achievement and next steps for learning.

Senior leaders work collaboratively and engage in professional learning to enhance their leadership skills. They have a shared vision for equitable outcomes for children and they promote this vision with the school's community. There are good opportunities for teachers to develop their leadership.

The board of trustees provides sound governance. School leaders share achievement information with the board. Trustees actively represent and serve their school and parent communities. They are beginning an extensive building project to provide up-to-date facilities, to cater for projected roll growth and to support more collaborative teaching and learning practices.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

Senior leaders and the board agree that they need to develop internal evaluation processes in all areas and levels of school operations. This would help senior leaders to measure the effectiveness of programmes and initiatives and report evaluation findings to the board. Good use of evaluation should enable the board, leaders and teachers to be more responsive to the patterns and trends in student achievement information and other data. It would help school leaders to implement and embed initiatives to address priorities for improvement.

Key next steps for the school include accessing external professional development to:

- support senior leaders and teachers to analyse achievement information more deeply and to evaluate the impact of programmes and initiatives
- promote consistency in the quality of teachers' practices, including moderation, throughout the school
- support the principal to implement meaningful senior teacher appraisals
- continue to strengthen teachers' reflective practice.

Board assurance on legal requirements

Before the review, the board 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 the following:

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

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

The school has capacity and capability to accelerate learning for all children. However, disparity in achievement for Māori and/or other children remains.

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- need to develop and implement approaches that effectively meet the needs of each child
- need to improve the school conditions that support the acceleration of children's learning and achievement.
- need to build teacher capability to accelerate children's learning and achievement.

The school agrees to:

- develop more targeted planning to accelerate learning for children
- monitor targeted planning, improved teaching, and children's progress
- discuss the school's progress with ERO.

ERO will provide an internal evaluation workshop to support the school to develop effective planning and monitoring processes to support equity and excellence for all children.

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

A handwritten signature in black ink, appearing to read 'V. Stevenson'.

Violet Tu'uga Stevenson
Deputy Chief Review Officer Northern (Acting)

18 August 2017

About the school

Location	Auckland	
Ministry of Education profile number	1508	
School type	State Integrated Full Primary (Years 1 to 8)	
School roll	120	
Gender composition	Girls 53% Boys 47%	
Ethnic composition	Māori	2%
	Tongan	64%
	Samoan	22%
	Fijian	5%
	Cook Islands Māori	4%
	Niue	2%
	other	1%
Provision of Māori medium education	No	
Review team on site	May 2017	
Date of this report	18 August 2017	
Most recent ERO report(s)	Education Review	June 2014
	Education Review	April 2011
	Education Review	February 2008