



Sacred Heart School (Petone)
Lower Hutt

Confirmed

Education Review Report

Education Review Report

Sacred Heart School (Petone)

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?

Sacred Heart School (Petone) is a Catholic integrated school providing education for students from Years 1 to 8. At the time of the review, there were 159 students on the roll. Approximately half of the school roll identified as Māori, Tokelauan, Samoan and Asian, with New Zealand Pākehā making up the remaining student numbers. A few students are learning English as a second language.

Staffing is stable with few changes since the November 2011 ERO report. Many staff have a long association with the school. A new deputy principal is due to start in 2015.

The school is an established part of its community. Positive initiatives support parents, whanau, aiga and parish involvement in the life of the school.

The school's special Catholic character and RISE values of 'respect, integrity, sense of community and excellence' are strongly evident and enacted in school learning and activities.

Teachers and leaders are actively involved in relevant professional learning and development opportunities. School leaders responded positively to areas identified in the previous ERO report.

2 Learning

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

Leaders, teachers and trustees make effective use of achievement information to support students' progress and achievement. Most students achieve at or above in relation to the National Standards in reading, writing, and mathematics.

Leaders and teachers gather and analyse an appropriate range of student achievement information. This is used well to identify and set targets to raise overall levels and to identify students who require additional support with their learning.

Teachers use student achievement information in their class planning and adapt programmes to meet the needs of students. They continue to work together to ensure the overall teacher judgements made in relation to National Standards are consistent. Students whose first language is not English are well supported through suitable programmes.

There are recent improvements to processes for tracking and monitoring programmes for students with specific learning needs. These processes have the potential to support teachers and leaders to know about the impact of teaching interventions and strategies on students' learning outcomes.

The board receives reports on student progress against school targets and a summary of specific programmes. Data is used by the board to inform resourcing and staffing decisions. Parents have regular opportunities to discuss their children's wellbeing, progress and achievement. Written reports provide information on children's learning levels, next steps and ways that families can support learning at home.

3 Curriculum

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

The curriculum successfully promotes and supports student learning.

The values and special Catholic character are actively fostered by staff and are visible in student behaviours and in the positive school culture.

Curriculum guidelines outline learning and teaching expectations, including shared expectations for classroom planning. There is an appropriate emphasis on literacy and numeracy, with very good levels of achievement in literacy and good levels in mathematics.

Development of a draft te ao Māori curriculum, with high levels of parent input, is likely to contribute to further promoting bicultural practices and integrating te reo me ngā tikanga Māori into planning and teaching programmes.

There are clear expectations and established routines for learning and behaviour that help to create a positive learning environment for students. Relationships among students and teachers are respectful. Teachers use a good range of effective strategies to promote student learning.

Leadership opportunities and activities that encourage collaboration foster a sense of student wellbeing. Teachers use practices that support students to know about the purpose of their learning and next steps.

ERO affirms the school's change priorities, developed as part of an external group, that focus on student agency, home-school partnerships and effective use of technology. School leaders and ERO agree it is timely to review the school curriculum. This includes how well *The New Zealand Curriculum* aligns with local contexts.

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

The school reports that most Māori students achieve at and above the National Standards in reading, writing, and mathematics.

The well-led and considered development of a draft te ao Māori curriculum has the potential to be more responsive to Māori learners' culture, language and identity and to build staff capability. Staff and whānau are working well to progress this work.

Māori learners benefit from positive relationships between teachers and students. There are increasing opportunities for whānau to contribute to aspects of the school.

How effectively does the school promote educational success for Pacific learners?

Data for Pacific learners indicates most achieve at and above the National Standards in reading, writing, and mathematics.

An active and supportive group of family and aiga have successfully established a 'Pasifika proud programme' that the school reports has contributed to increased levels of achievement for groups of Pacific learners. High levels of aiga involvement help to support staff and students with relevant curriculum experiences for Pacific learners.

Teachers use a range of strategies to promote a positive sense of language, culture and identity for students. The principal, trustees and Pasifika Parents' Group have a shared direction and vision for Pacific learners' success.

4 Sustainable Performance

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

The school is well placed to sustain and improve its performance. Trustees are focused on promoting the school's special Catholic character and raising student achievement. Since the 2011 ERO review governance processes have been reviewed and revised to clarify and define roles and responsibilities. Trustees access relevant support and they are well informed.

The principal leads a collegial, collaborative team and shares responsibility for aspects of leadership. She actively promotes success for Pacific and Māori learners. There is a range of ways that the views and ideas of parents, whānau and aiga are gathered.

There is an established culture of reflection across school operation. The appraisal process for teachers is a useful model to support them to grow and develop their teaching and learning practice. Extending this to include clearer and more frequent feedback and feed forward for teachers is an agreed next step.

Self-review processes are well established at board and school levels. Review is used to inform actions and make changes to improve outcomes for students. Extending this to more clearly identify the impact and effectiveness of strategies, interventions, and programmes is an agreed next step.

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

A focus on ongoing improvement supports the school to be well placed to sustain and build on its performance. The special Catholic character and values are highly evident. The curriculum successfully promotes student learning and positive levels of achievement. Further developing evaluative capacity in reviews of teaching and learning is a next step.

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



Joyce Gebbie
National Manager Review Services
Central Region

16 December 2014

About the School

Location	Lower Hutt	
Ministry of Education profile number	2984	
School type	Full Primary (Years 1 to 8)	
School roll	159	
Gender composition	Girls 53%, Boys 47%	
Ethnic composition	Māori	10%
	NZ European/Pākehā	49%
	Tokelauan	20%
	Samoan	13%
	Tongan	1%
	Other ethnic groups	7%
Review team on site	November 2014	
Date of this report	16 December 2014	
Most recent ERO report(s)	Education Review	November 2011
	Education Review	October 2008
	Education Review	November 2005