



EDUCATION REVIEW OFFICE  
TE TARI AROTAKE MATAURANGA

NORTHERN REGION  
TE TAI RAKI  
Level 4, ASB BUILDING  
214 COLLINGWOOD STREET  
HAMILTON 3204  
GX10009  
T 0-7-838 1898  
F 0-4-499 2482  
hamilton@ero.govt.nz  
www.ero.govt.nz

**St Patrick's Catholic School  
Te Awamutu**

**Confirmed**

**Education Review Report:  
Arotake Paerewa**

*Kumēa te paetawhiti kia tata  
Whakamaua te paerewa kia tīna  
Tukuna te paehiranga kia topa!*

# Education Review Report: Arotake Paerewa St Patrick's Catholic School

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 Patrick's Catholic School is located in Te Awamutu and caters for 273 students in Years 1 to 8, of whom 42 are identified as being of Māori descent. The special Catholic character underpins all aspects of school life and the curriculum. The school aims to provide *'21st century learning in a Catholic environment which empowers children to strive for excellence'*. The school continues to maintain strong and supportive links with the local parish and wider community. School leadership and staffing have remained stable since the previous ERO review, and a new board chairperson has been elected.

The experienced principal and leaders continue to provide effective support and guidance for the smooth operation of the school. Trustees bring a good range of knowledge and strengths to their governance roles and provide clear direction for ongoing development.

### 2 Learning

**How well are students learning – engaging, progressing and achieving?**

ERO observed students who were on task and focused on their learning. A vast majority of students, including Māori, achieve at or above National Standards in reading, writing and mathematics. School data shows that, while some students enter the school with low levels of understanding of literacy and mathematics, after one year at school they have made significant progress. Teachers use an appropriate range of assessment tools and practices to make judgements about student achievement in relation to National Standards, and monitor their progress.

Achievement information is used well to:

- identify students requiring additional support and/or specialist programmes to accelerate their learning. These programmes are overseen by a skilled Special Education Needs Coordinator (SENCO)
- inform decision-making by the board and school leaders
- set relevant strategic goals and appropriate achievement charter targets
- report regularly to students, parents and whānau.

School leaders and ERO agree that school leaders should continue to enhance their management and use of student achievement information. Identifying the trends and patterns in achievement of groups of students is likely to enable the school to monitor progress, and recognise what is going well and what needs to be improved.

### 3 Curriculum

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

St Patrick's Catholic School curriculum is effectively promoting and supporting student learning. The school has reviewed its vision, values and curriculum in consultation with the community. The curriculum is underpinned by *The New Zealand Curriculum* and reflects the school's key values of faith, hope and love. The school has established a culture of learning, which is responsive to, and inclusive of students, teachers, and the local and church community.

The documented curriculum provides detailed guidelines and sets high expectations for learning and teaching across the school. The school defines its core learning areas as religious education, English and mathematics.

Features of the curriculum include:

- an emphasis placed on the school's special Catholic character
- mutually respectful and caring relationships among staff, students and their families
- increasingly shared practice and professional discussion among leaders and teachers
- student participation across a good range of religious, academic, sporting, cultural and education outside the classroom opportunities
- well-equipped and attractively presented classrooms and learning environments
- well-planned and implemented transitions into the school and when students move onto secondary education
- many opportunities for parents to be involved and informed about their children's learning.

Effective teaching strategies observed in some classes now need to be used more consistently school wide. The school has identified, and ERO agrees, that senior leaders and teachers need to develop and embed professional practices that empower students to be self-managing learners. Consideration should be given to accessing school-wide, external professional development to support teachers to reflect on and evaluate the effectiveness of their teaching practice.

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

The school is effectively promoting success for Māori as Māori in the curriculum. Additional strategies that enhance success for Māori students include consultation with the Māori community, visits to Whakamarama Marae, links to the Open Waanaga, and involvement in a Te Awamutu-wide strategy 'Māori Parents for Education'. An experienced kaiawhina is providing te reo Māori classes and has recently established a kapahaka group. Classroom programmes include and acknowledge Māori spiritual values through religious education.

School leaders have high expectations for the success of Māori students. School data shows that Māori students make good progress in their learning, with the vast majority achieving at or above National Standards in reading, writing and mathematics. A greater percentage of Māori students met the standard in mathematics than their non-Māori peers.

Māori students would benefit from aspects of their culture being more evident in the learning environment and class programmes. In addition, providing a sequential te reo Māori programme is likely to enable all students to enrich and build on their knowledge.

#### **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.

Contributing factors are:

- shared values and high expectations in keeping with the special character
- the positive and supportive nature of the school's relationships with the parish, parent, local and Māori community
- the emphasis trustees, school leaders and teachers place on enabling students to achieve positive outcomes
- the well-planned self review of school policies and procedures
- the valued contributions of an active parent teacher association and dedicated school support staff.

The next step for school leaders is to review and refine processes to enable them to continue to monitor and evaluate the on-going development and delivery of the school's curriculum.

#### **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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

**When is ERO likely to review the school again?**

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

A handwritten signature in black ink, appearing to read 'M. a. Smith'.

**Makere Smith**  
National Manager Review Services  
Northern Region (Acting)

13 August 2012

## About the School

Location	Te Awamutu	
Ministry of Education profile number	1962	
School type	Full Primary (Years 1 to 8)	
Decile <sup>1</sup>	7	
School roll	273	
Gender composition	Girls 53% Boys 47%	
Ethnic composition	NZ European/Pākehā NZ Māori South East Asian Other European Chinese Samoan Other Other Asian	74% 15% 3% 3% 2% 1% 1% 1%
Review team on site	June 2012	
Date of this report	13 August 2012	
Most recent ERO report(s)	Education Review Education Review Education Review	September 2009 February 2006 September 2002

<sup>1</sup> School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic 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.