

Sancta Maria Catholic Primary School Education Review

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About the School

Location	Flat Bush, Auckland	
Ministry of Education profile number	618	
School type	Integrated Contributing Primary (Years 1 to 6)	
Decile [<u>1</u>]	7	
School roll	231	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	NZ European/Pākehā 25% Māori 3% Filipino 28% Samoan 8% Tongan 7% Indian 4% South African 4% Chinese 3% Middle Eastern 2% Vietnamese 2% Zimbabwean 2% other European 2% other Pacific 2% other Asian 1% other ethnicities 7%	

Review team on site May 2011

Date of this report 27 June 2011

Most recent ERO report(s)

The Purpose of an ERO Report

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. ERO's reports are intended to be clear, concise, constructive and evaluative. 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.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

[1]

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 integrate 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

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1 Context

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

Sancta Maria Catholic Primary School, which opened in February 2010, is a new, integrated school for students in Years 1 to 6. The school shares the Catholic Campus with Sancta Maria College and the St Lukes community, in Flat Bush, Auckland. All make good use of a shared chapel, auditorium facilities and processes for property management.

The establishment board from the community developed the vision, mission, values and goals for the establishment of the school. The work undertaken by the establishment board provided the principal with clear strategic direction in appointing staff and developing systems and processes to ensure the effective operation of the school. Consequently, students did not lose any learning time in the early days following the opening of the school. The election of a board of trustees is planned for June 2011.

Catholic beliefs and values, which define the school's special character, underpin the curriculum and are reflected in the positive, nurturing, inclusive culture of the school.

This is the first ERO report on Sancta Maria Catholic Primary School.

2 Learning

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

Students are motivated to immerse themselves in learning and to progress at very good rates. Analysed achievement data indicate that the majority of students made accelerated progress in reading, writing and mathematics in the school's first year of operation. Students benefit from participating in a variety of musical, cultural, sporting and leadership opportunities and represent the school in local interschool events. They are clearly proud of their role in helping to form a strong foundation for the school.

Comprehensive and well analysed baseline data were used to determine the school's priorities for the development of programmes and practices. The establishment board has appropriately set charter targets for student achievement in relation to the National Standards.

Parents and board members are well informed about student achievement. Students lead conferences with their parents and teachers to discuss their achievement levels, rates of progress, and the areas in which they now need to focus their learning. Written reports to parents for the end of 2010 clearly showed students' achievement in relation to the National Standards. Reports indicate ways in which parents can support their children's learning.

Students with specific learning needs, and those for whom English is a second language, receive regular targeted learning support in classrooms. Data showing rates of progress for these students indicate that this approach to providing specific interventions is effective.

A large number of Pacific students achieve as well as other students. Those who are not achieving well are closely monitored and are provided with targeted additional support. Some teachers in the school are highly skilled and experienced in raising the achievement of Pacific students. All Pacific students would benefit from staff using specific teaching strategies that support their learning and achievement.

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

There are seven Māori students in the school. Student achievement information indicates that all Māori students are achieving well in reading and mathematics, and most are achieving well in writing. Māori students are actively engaged in the curriculum. Teachers identify Māori students in their classes and are aware of how well they are achieving in relation to the National Standards. Students' next learning steps are identified and teaching actively supports their progress. Parents of Māori students will receive information about how well Māori are achieving as a group at a hui planned for later in the year.

The establishment of a kapa haka group is a good beginning to support Māori students to succeed as Māori. Teachers have received some professional development to increase their confidence and knowledge in using te reo Māori within their teaching programmes. Further professional development would help teachers to promote the use of te reo Māori in classrooms.

3 Curriculum

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

Students are well supported by committed teachers to become independent and self-managing learners. They contribute ideas for contexts for learning and provide useful feedback about teaching approaches. Staff worked collaboratively to decide on the best curriculum approach to motivate students in ways that reflect the school's special character. Teachers are continuing to develop the school's curriculum, and programmes and practices continue to be reviewed. The school is well placed to identify and share best teaching practices that increase student engagement and raise achievement.

Parents are encouraged to participate in developing the school's curriculum through regular information evenings. These meetings enhance parents' understanding of learning approaches used in the school and give them opportunities to participate in discussions about further development of the curriculum.

The curriculum design and teachers' programme planning indicate that science, social studies and technology are taught using an inquiry approach that encourages students to take ownership of their learning. A review of these curriculum areas is likely to help retain the integrity of each subject within the integrated curriculum.

Clear reference to the Treaty of Waitangi in the school's guiding documentation, and a strong bicultural focus in the religious education curriculum, is beginning to provide teachers with a good understanding of the importance of including Māori perspectives in their programmes. Staff have made good use of Te Aho Arataki Marau, the Ministry of Education curriculum guidelines for teaching te reo Māori in English medium schools, to plan progressive programmes of te reo Māori for students.

4 Sustainable Performance

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

The effective professional leadership of the principal, and strong relationships with the school's community, have contributed to the smooth operation of this new school. All staff, including support staff, show commitment to implementing strategies that help to achieve the school's vision.

Self review is used effectively at all levels to focus on continuous improvements in the school's performance and to prioritise further developments. Planned and spontaneous self review appropriately places students at the centre of decision making.

The board of trustees and school leaders are preparing to consult with the community about the school's strategic direction. ERO agrees with the board and senior leaders' decision that the next area for review and development should be strengthening students' and parents' understanding of learning and achievement, so that solid foundations for ongoing improvement are embedded in the school culture and in the understanding of the school community.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. 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 students' 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.

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27 June 2011