

ERO External Evaluation

St Patrick's School (Masterton) Masterton

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

St Patrick's School (Masterton) is a state integrated Catholic primary in Masterton catering for students in Years 1 to 6. The roll currently stands at 238 students, 25% of whom identify as Māori, with 6% Pacific. Approximately 5% identify as Filipino.

The school values and vision have been recently reviewed in consultation with parents and the community. Trustees, leaders and school staff seek to support students to be highly engaged, confident learners who demonstrate the values and dispositions.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics
- wellbeing for success.

Professional development has focused on building teachers' cultural competence and capability in te reo me ngā tikanga Māori and effective teaching in mathematics.

The school is a part of the recently formed Masterton (Whakaoriori) Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

In 2017, most students achieved at or above expectations in reading, writing and mathematics. Māori student achievement and the achievement of girls in mathematics is below that of other students.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

Acceleration is evident for many students, including Māori, in 2017 mathematics information. Acceleration is also evident for many of the target students in reading and writing.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school has a range of strategies in place to support those students whose achievement requires acceleration. Learning and progress is tracked and monitored. There are robust schoolwide systems for tracking student progress and achievement.

Leaders and trustees demonstrate a strong sense of direction. A commitment to positive development of the whole child is apparent. The school's special character is clearly reflected throughout school operations. Good working relationships with each other, staff, and the wider school community are evident.

Trustees are focused on and well informed about student achievement. They question and make good use of a range of information. They regularly make informed decisions regarding resourcing and other aspects of school operations. Roles and responsibilities of trustees are well understood. Succession planning is in place for the recruitment of new trustees and chairperson.

Leadership is future-focused with a clear vision for positive outcomes for all students. The views of students, parents and whānau inform the school's vision, values and the development of the local curriculum. The school virtues, mission and vision are clearly articulated. The motto of 'strength and kindness' is clearly evident in all areas of school practice and operation. Leadership seeks to remove barriers to student success and wellbeing.

A wide range of strategies and resources are used to support students with additional educational needs. Teachers and support staff know these students well and develop individual plans to assist their learning. Staff ensure classrooms are inclusive environments. Their progress is regularly monitored and reported. External support is effectively accessed and well utilised.

The newly documented curriculum is coherent, inclusive and culturally responsive. It is clearly aligned to *The New Zealand Curriculum* and encompasses Catholic values. Teachers and leaders have strengthened their response to the culture, language and identity of Māori students. They have grown their understanding of te ao Māori through a commitment to professional learning in this area. They have identified a need to continue to grow strategies to strengthen the inclusion of te reo me ngā tikanga Māori in the local curriculum. This should support Māori students to be confident in their identity as both Māori and as learners.

Teachers are challenged to change and improve their practice. They plan and work collaboratively and share their professional learning and changes in practices. A robust appraisal process supports teachers to improve their practice and to provide supported evidence for attestation to the Education Council against the Teacher Professional Standards.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Students value learning. The learner qualities are known and practised at all levels of the school. Students take increasing responsibility for their learning through identification of goals to support their next learning steps. The school acknowledges that the development of learner agency is at an early stage. Clearer criteria for success should support students to better evaluate their learning and empower them to take responsibility for identifying their next steps.

A distributed leadership model is building the capacity of teachers as leaders. There is a collective approach to ongoing strengthening and sharing of effective teacher practice. This is evident in classrooms and is leading to positive outcomes for students. Senior leaders are developing their collective capacity to lead change. This growth over time should enable leaders to more strategically lead and evaluate change. It should also enable innovation, and new initiatives, to be more coherently implemented throughout the school.

Leaders have a systematic approach to self review. They use a range of evidence to identify areas for improvement that support student learning and wellbeing. They put in place new initiatives to address the identified areas. A move from self review to internal evaluation that considers the desired improvement in outcomes and measures actual outcomes should better support decision making for change and improvement.

3 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
- finance
- 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
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

4 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- leadership and stewardship that sets a clear direction for school development and student achievement
- a supportive and collaborative culture that enables teachers to share and improve their practice
- curriculum development that is inclusive and culturally responsive.

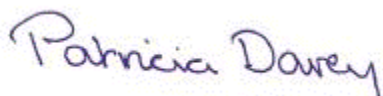
Next steps

For sustained improvement and future learner success, priorities for further development are in:

- ongoing growth in the leadership skills of teachers to effectively lead and implement school-wide change
- teaching strategies that support all students to have a better understanding of their learning to achieve equitable and excellent outcomes
- internal evaluation processes and practices to better evaluate the impact of changes on student outcomes.
[Leaders have requested and ERO will provide an internal evaluation workshop for trustees and senior leaders]

ERO's next external evaluation process and timing

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



Patricia Davey
Deputy Chief Review Officer Central (Acting)
Te Tai Pokapū - Central Region

22 June 2018

About the school

Location	Masterton										
Ministry of Education profile number	3016										
School type	Contributing (Years 1 to 6)										
School roll	238										
Gender composition	Female 54%, Male 46%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>25%</td> </tr> <tr> <td>Pākehā</td> <td>55%</td> </tr> <tr> <td>Pacific</td> <td>6%</td> </tr> <tr> <td>Filipino</td> <td>5%</td> </tr> <tr> <td>Other ethnic groups</td> <td>9%</td> </tr> </table>	Māori	25%	Pākehā	55%	Pacific	6%	Filipino	5%	Other ethnic groups	9%
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Students with Ongoing Resourcing Funding (ORS)	Yes										
Provision of Māori medium education	No										
Review team on site	May 2018										
Date of this report	22 June 2018										
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>April 2015</td> </tr> <tr> <td>Education Review</td> <td>May 2012</td> </tr> <tr> <td>Education Review</td> <td>April 2009</td> </tr> </table>	Education Review	April 2015	Education Review	May 2012	Education Review	April 2009				
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