

St Patrick's School (Panmure) Education Review

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1 Context

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

St Patrick's School in Panmure, Auckland provides good quality education for Years 1 to 8 students in a Catholic school environment. The board, principal, senior leaders and staff work together effectively to meet school goals and are committed to continuous improvement.

Long-standing family and whanau associations with the school contribute to a sense of belonging for adults and children. The school/home partnerships are founded on well formed, trusting relationships. Trustees and staff value the contributions of families, whanau and the community. Maori students have opportunities to learn using their language and cultural heritage.

Since the 2011 ERO review, the board and principal have improved quality assurance processes to ensure that school initiatives and effective teaching and learning programmes are implemented consistently. Teacher participation in several school-wide professional learning and development initiatives has improved outcomes for students. Staff are more aware of teaching and learning strategies that accelerate children's progress.

The school is part of the Manaiakalani cluster of neighbouring schools. The cluster's focus is on supporting all students to be confident and see themselves as digitally competent world citizens. The school accesses external expertise to report on the impact its e-learning environment is having on students' educational progress and achievement.

2 Learning

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

Senior leaders, teachers and the board use achievement information well to improve students' engagement and progress.

Teachers reflect on ways they can adapt their teaching practice to cater for learners' diverse requirements. This focused approach to raising student achievement helps students to understand ways they can improve their learning. Students see themselves as capable, lifelong learners. Their confidence is evident in the way they engage positively in their work.

Teachers use their understanding of the National Standards to improve learning. They successfully collect and make sense of information from a variety of sources to gauge how well individual students achieve in relation to National Standards across the curriculum.

School achievement information shows that students achieve at similar levels as students in local schools. The refinements made to moderation processes and professional learning and development in mathematics position the school well for meeting the Government's 2017 National Standards targets. Parents receive informative reports that enable them to understand and contribute to their child's progress and achievement. The school should now refine the report formats to more clearly show student progress and achievement in relation to National Standards.

The board uses self-review information to make resourcing decisions for the benefit of all students. Trustees set targets and goals that are relevant to priority learners. These targets and goals reflect the school's high expectations for staff and students, and are focused on improvement.

3 Curriculum

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

The school's curriculum successfully promotes and supports student learning. Good quality teaching and learning practices are evident across the school, and are evidence-based.

The school's caring, inclusive environment ensures very good student wellbeing. Its set of values, reflected in the school's charism of 'service, community and prayer', contributes to friendly and constructive interactions. Parents speak highly of the school and ways their children are supported in their education and the values they are taught.

Students' connectedness to each other and people in the school community promotes successful learning. Tuakana/teina relationships are evident across the school. Students report that they feel safe and teachers are interested in them as individuals. Teachers use each other's expertise and cultural experiences to enhance their teaching practice and deepen their knowledge of students.

Trustees work well together in supporting the principal and staff. The board is currently exploring ways to strengthen its strategic focus. Planned refinements to principal's reports to the board will help trustees use information more purposefully to improve student achievement and progress.

School leaders coordinate the development of student-led learning across the school. They have identified areas for future development to more fully implement the principles of The New Zealand Curriculum.

Teachers and senior leaders benefit from networking with educational professionals in the pursuit of improving student outcomes. They willingly share their practice with other colleagues, including visitors from other schools.

Pacific students representing Tonga, Samoa, Cook Islands, Kiribati and Niue comprise 55 percent of the roll. Their progress and achievement is monitored and reported on to the board. School leaders, trustees and teachers are aware of the need to support Pacific students and their families to sustain positive gains in areas such as reading. The principal has coordinated new initiatives that have suited the particular learning requirements of students whose first language is not English and underachieving students. These initiatives are well monitored in order to assure the board and staff that they are effective in raising student achievement.

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

Māori students represent 11 percent of the school roll. They experience success as Māori in a variety of meaningful ways. Biculturalism is an integral part of school life. Māori students' language and cultural identity are valued and built on by teachers.

Senior leaders provide opportunities for Māori knowledge to contribute to and enhance the value placed on Te Ao Māori. Staff are committed to building their use of te reo Māori. The school has developed a sequenced programme that builds on Māori students' capabilities in their language as they progress through the school. The assistant principal's leadership ensures that the programme is understood and implemented by all teachers.

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 and is well served by very good governance and leadership structures.

There is strong alignment between the school's vision, strategic direction and action plans. Staff respond well to change and work co-operatively with each other to ensure positive student outcomes. Teachers are well supported by their colleagues and senior leaders to develop their professional practice. Senior leaders respect staff and the contributions they make to the school's positive direction.

The board and principal demonstrate integrity in their governance and leadership roles. Self review has been strengthened as a result of external evaluation. Work with Ministry of Education personnel has provided the school with a framework that guides trustees and teachers to identify ways they can contribute to enhancing school effectiveness.

Self review has a positive impact on the school's strategic direction. It is:

- informed by parents, community, staff and students
- evidence-based and tested by critique and feedback
- ongoing and informs school priorities that are focused on positive outcomes for students.

Areas identified by the school and endorsed by ERO for further review and development include:

- embedding new appraisal processes that promote teacher learning and development
- progressing student-led learning in the practice of all teachers
- strengthening partnerships with parents/whānau that are focused on learning.

ERO is confident that the board, senior leaders and staff have the capability to use the school's well developed self-review processes to sustain and improve positive outcomes for all students.

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

St Patrick's School provides good quality education in a supportive, learning-focused environment. School-wide developments help all students learn. Teachers support students to be confident, effective learners in the digital age. They are exploring further ways to strengthen student-led learning, including supporting students to think deeply about the world around them.

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

Dale Bailey
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Northern Region

3 December 2014

School Statistics

Location	Panmure, Auckland	
Ministry of Education profile number	1507	
School type	Integrated Full Primary (Years 1 to 8)	
School roll	111	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	Māori	11%
	NZ European/Pākehā	1%
	Tongan	29%
	Filipino	23%
	Samoan	23%
	Indian	4%
	African	3%
	Chinese	2%
	Cook Island Māori	1%
	Irish	1%
	Kiribati	1%
	Niue	1%
Special Features	Integrated Catholic school	
Review team on site	October 2014	
Date of this report	3 December 2014	
Most recent ERO report(s)	Education Review	December 2011
	Education Review	October 2008
	Education Review	November 2005