

RECEIVED

30 AUG 2013



EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA

PRINCIPAL'S
COPY

NORTHERN REGION

TE TAI RAKI

LEVEL 5, URS CENTRE

13-15 COLLEGE HILL, PONSONBY

PO BOX 7219, WELLESLEY STREET

AUCKLAND 1141

CX10094

T 0-9-377 1331

F 0-4-499 2482

auckland@ero.govt.nz

www.ero.govt.nz

St Ignatius Catholic School (St Heliers)
St Heliers, Auckland

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 Ignatius Catholic School (St Heliers)

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 Ignatius is a state-integrated Catholic school in St Heliers, Auckland. It provides education for students from Years 1 to 6. The school's special character is reflected in all aspects of school life and, along with strongly lived school values, supports the positive school tone.

The school has a strong learning focus. Teachers have undertaken professional development to support and extend their teaching practice. This has included a focus on writing, using information and communication technologies (ICT) in the classroom, implementing assessment practices and planning through curriculum mapping.

The school's original classroom block has been refurbished. The board is now planning to build a two storey modern learning space to cater for planned roll growth.

The respectful and supportive school culture noted in the 2010 ERO report continues to be evident. Progress has been made to address ERO's 2010 recommendations to strengthen assessment and teaching practices.

2 Learning

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

The school is developing the use of achievement information to make positive changes to learners' engagement, progress and achievement.

Teachers encourage students to take responsibility for their own success as learners. Students engage well in class and understand the purpose of their learning. They are proud of their efforts and most know their levels of achievement in reading, writing and mathematics. Teachers could now consider how they could also inform students about their achievement in relation to National Standards.

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

Staff respond to and promote educational success for Māori, as Māori. Māori students value the high quality kapa haka lessons supported by an external facilitator. Students have leadership opportunities through whaikorero and hakari as part of school powhiri.

The religious education curriculum uses te reo Māori to name and explain concepts, for karakia and for waiata. Most teachers provide some te reo Māori lessons for their own class.

School leaders consult with parents of Māori students. School leaders should continue to find opportunities to respond to the Treaty of Waitangi principle of the NZC. They could support the learning of te reo Māori by developing a more sequential programme for teachers to follow.

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.

An effective and supportive board of trustees governs the school. Trustees embrace the values of the school and deliberately model ways of working that are aligned to school beliefs. They access training and research to increase their understanding so that they can make informed decisions. The board is fully involved in the review and development of the school charter and strategic plan. They refer to these working documents to guide school development.

Senior leaders are actively involved in promoting the school's focus on learning. The principal works strategically to develop school-wide approaches to teaching and learning, and to make leadership and management of the school transparent and inclusive. Middle leaders increasingly contribute to and assume school responsibilities.

Teachers reflect on their practice through the new appraisal process. Self review processes are used to develop and review guiding documents. The effectiveness of self review could be enhanced by:

- using school indicators to evaluate the impact of resourcing decisions, programmes and initiatives on students' learning and progress
- developing a process to review and update school policies and procedures.

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.

About the School

Location	St Heliers, Auckland	
Ministry of Education profile number	1490	
School type	Contributing (Years 1 to 6)	
School roll	234	
Gender composition	Boys 56% Girls 44%	
Ethnic composition	NZ European/Pākehā Māori Pacific Other	93% 3% 3% 1%
Review team on site	June 2013	
Date of this report	29 August 2013	
Most recent ERO report(s)	Education Review Education Review Education Review	November 2010 December 2007 October 2004