

ERO External Evaluation

St Ignatius Catholic School (St Heliers), Auckland

Summary

St Ignatius Catholic School (St Heliers) is a state integrated school. It provides for 237 children from Years 1 to 6. The school roll comprises 82 percent Pākehā, two percent Māori, two percent Cook Islands Māori, and children from a diverse range of other cultures.

Since the 2013 ERO evaluation, the principal and board have appointed a new associate principal and many new teaching staff, and created new leadership roles. In addition, the chairperson and most trustees on the board are also new. Embedding the school's curriculum and children's progress and achievement have remained a focus for the board and principal as leadership and staffing stabilise.

A purpose-built classroom block was completed at the end of 2014 to support the development of school-wide innovative learning environments. All children belong to one of the three 'learning community' teams.

The school's special character and values reflect those of St Mary McKillop, and are incorporated in all aspects of school life. The school is highly effective in achieving equitable outcomes for children. The board, principal and teachers have responded well to ERO's 2013 recommendations.

How well is the school achieving equitable outcomes for all children?

The school responds well to children whose learning and achievement need acceleration. There are good school processes for achieving equity. The principal's leadership builds a positive school culture that inquires into what is best for children's learning. This culture has had a positive impact on student motivation and engagement in learning.

Children are achieving very well. The school is well placed to accelerate the achievement of all children who need it. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to strengthen evaluation capacity, build student agency and continue to strengthen learning focused partnerships with parents/whānau.

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

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school responds effectively to Māori and other children whose learning and achievement need acceleration.

Leaders and teachers share their knowledge of children as individuals and take collective responsibility for all children as learners. Their active promotion of, and support for children's wellbeing impacts positively on children's engagement, motivation and learning. Teachers work collaboratively within the 'learning community' teams to reflect on classroom programmes and the difference they make to individual children's achievement.

Leaders and staff carefully consider what is best for children who have additional learning needs, and their families. Staff are open to the possibility of doing things differently for learners who are at risk of underachieving. As a result, children and their families are well supported as they transition into and within the school, and move on to their next school.

Children who require additional learning support have a variety of opportunities that enable them to make good progress. Learning assistants are an integral part of school programmes and provide good quality support for children who are at risk of not achieving. Senior leaders use the school's achievement information well to identify trends and patterns for groups of targeted children. They recognise that it is timely to widen the use of school-wide tracking systems and successful practices that support children who need accelerated learning.

School data since 2013 show that children achieve very well, with an increasingly high number achieving above the National Standards, particularly in Year 6. School achievement information also shows that Māori and Pacific children achieve very well. Very good processes are in place to ensure the reliability of teachers' judgements about children's achievement in relation to the National Standards.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

Parents and children speak with pride about the school's Catholic values. School leaders and trustees work together to create a caring, positive environment that is inclusive and promotes children's wellbeing. Children's perspectives are valued. They are encouraged to take risks in their learning, and errors are regarded as opportunities for further learning.

A responsive, broad curriculum uses school-wide concepts and a shared learning vocabulary to make learning experiences meaningful for children. The increasing use of digital devices enables children to share information about their learning with their families. The school is well placed to extend personalised approaches that help children take increased ownership of their next learning steps. It is timely to show more clearly how the curriculum drives the implementation of the school's mission, vision and charter statements.

Bicultural practices are integrated well in the school's curriculum. Kapa haka, the increasing integration of Māori concepts and the use of te reo Māori in classroom programmes, support Māori children's pride in their cultural identity.

Changes in teaching staff have been well managed by the board and senior leadership team. There are more opportunities for teachers to take on leadership roles within the school and this is having a positive impact on outcomes for children. Teachers use an online planning tool that supports collaboration across the school.

The board and senior leadership team continue to have a strong focus on building learning partnerships with the school community. The board uses a variety of information to support decision making. Trustees agree it is timely to access external training to help them ensure that their policies and procedures are effective.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

The school is well placed to continue making improvements that impact positively on children's learning. School leaders have identified useful areas for further development in their strategic plans.

Agreed next steps include:

- prioritising internal evaluation to identify the most effective school practices and their impact on outcomes for children
- continuing to develop teaching strategies that encourage children to be self-directed learners
- continuing to work in partnership with parents/whānau as adaptive and innovative educational practices are developed.

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
- 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*.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to:

- strengthen evaluation capacity to sustain improvement
- build children's sense of agency in decision making about their learning
- continue to develop learning focused partnerships with parents/whānau.

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



Violet Tu'uga Stevenson
Deputy Chief Review Officer Northern (Acting)

29 June 2017

About the school

Location	Auckland	
Ministry of Education profile number	1490	
School type	Contributing (Years 1 to 6)	
School roll	237	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	Māori	2%
	Pākehā	82%
	British/Irish	5%
	Australian	3%
	Cook Islands Māori	2%
	Latin American/Hispanic	2%
	other	4%
Provision of Māori medium education	No	
Review team on site	May 2017	
Date of this report	29 June 2017	
Most recent ERO report(s)	Education Review	August 2013
	Education Review	November 2010
	Education Review	December 2007