



St Brendan's School (Heretaunga)
Upper Hutt

Confirmed

Education Review Report

Education Review Report

St Brendan's School (Heretaunga)

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. The report answers four key questions about the school.

Findings

1 Context

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

St Brendan's School is an integrated Catholic school in Upper Hutt. The roll of 277 students includes 11% who identify as Māori.

The special Catholic character is promoted through the values of faith, love, respect, courage, innovation and excellence. The school mission is to provide students with the challenge to strive for personal excellence, to celebrate their successes, grow spiritually and become positive contributors to society. The vision and values underpin strategic direction, school systems and classroom programmes. There are high expectations for student engagement and learning.

School leaders responded positively to areas identified in the January 2012 ERO report. Teachers are involved in planned, ongoing professional learning and development, with a major emphasis on the quality of teaching practice and a recent focus on mathematics.

2 Learning

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

School leaders and teachers use an appropriate range of nationally-referenced and school-based tools to establish baseline data, plan teaching programmes, monitor student progress and evaluate levels of achievement.

Student achievement information is well used by school leaders and staff to:

- recognise and report on trends and patterns for groups, including priority students
- inform schoolwide planning and resourcing
- identify students in need of additional support or extension, inform appropriate responses and monitor progress
- group students for instruction when appropriate
- support the development and moderation of overall teacher judgements.

The school reports that the significant majority of students are achieving at or above expectations of the relevant National Standards in reading, writing and mathematics. The school is not yet successful in supporting Māori and Pacific learners to achieve at comparable levels to their peers. Parents receive regular reports about their child's progress, with opportunities for specific meetings with teachers to discuss wellbeing, progress and shared strategies for success.

School leaders and ERO agree it is important to review and refine schoolwide target-setting. Having more specific achievement targets, supported by ongoing development of teaching practice, should help accelerate the progress of priority learners.

3 Curriculum

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

Students are well supported by the school curriculum. It is thoroughly documented and based on *The New Zealand Curriculum* and unique aspects reflecting St Brendan's special catholic character, community and contexts. Students have extensive opportunities to participate and enjoy success in academic, sporting, cultural and leadership activities.

Schoolwide implementation plans give priority to literacy and mathematics. There are clearly documented expectations for teachers about assessment, curriculum coverage and teaching practice. Teachers reflect and inquire into the effectiveness of their teaching. Research and professional learning underpin a well-structured development programme. Computer technology is well used to support teaching and learning.

Students are appropriately supported to take increasing responsibility for their progress and achievement. Classes are settled with established routines. Students are on task and engaged with their learning. There are warm, respectful relationships among students and with teachers.

The school is involved in a wide range of externally facilitated and supported national projects and initiatives. Leaders recognise it is timely to formally review the curriculum, integrating key priorities from these programmes. This should strengthen the coherence and responsiveness of the curriculum.

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

Māori students' language, culture and identity are acknowledged and valued. There is a strategic approach to supporting Māori students, with a number of initiatives aimed at growing active partnerships with families and whānau.

Te ao Māori is celebrated and reflected in classrooms and the school environment. External tutors support the development of te reo me ngā tikanga Māori with both students and staff.

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. Key aspects in this sustainability include:

- effective, strategic governance by a well-informed, improvement-focused board
- a knowledgeable, reflective leadership team who are well supported to grow their leadership capability
- strong links and growing learning partnerships with parents, whānau and the wider community
- well-embedded values and Catholic ethos with respectful, trusting relationships at all levels
- an established reflective culture, with a developing evaluative component focused on improving student outcomes.

School leaders recognise the importance of managing the pace of change. It is important to identify key development priorities with specific timeframes and expected outcomes. This should aid consistent monitoring and reporting of progress and evaluating the impacts on student outcomes.

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

Student learning is well supported by the school's curriculum and special Catholic character. Classes are settled with students engaged in their learning. Relationships are positive and respectful. The majority of students achieve at or above in relation to the relevant National Standards. There is close and growing partnership with whānau and parents.

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



Joyce Gebbie
National Manager Review Services
Central Region

25 February 2015

About the School

Location	Upper Hutt	
Ministry of Education profile number	3004	
School type	Full Primary (Years 1 to 8)	
School roll	277	
Gender composition	Male 56%, Female 44%	
Ethnic composition	NZ European/Pākehā	72%
	Māori	11%
	Samoan	6%
	Other Pacific	2%
	Other ethnic groups	9%
Review team on site	November 2014	
Date of this report	25 February 2015	
Most recent ERO report(s)	Education Review	January 2012
	Education Review	May 2006
	Education Review	October 2002