



Education Review Office
Te Tari Arotake Mātauranga

St Paul's School (Massey)
Massey, Auckland

Education Review Office

External Evaluation

ERO External Evaluation

St Paul's School (Massey)

1 Context

St Paul's School Massey is a state integrated Catholic school situated in a semi-rural environment in west of Auckland. The school serves the parishes of St Paul's and the surrounding districts. The roll reflects its ethnically diverse community. Twenty-nine children identify with Māori heritage and 69 are of Pacific Island descent. Since ERO's 2013 external evaluation a new senior leadership team has been appointed by the existing principal.

2 Equity and excellence

The school vision is for all children to be "faith-filled, confident, respectful students, who work towards independence, achieve excellence as learners and are happy." The community values of St Paul's School are "Unity, Wisdom and Knowledge" and the desired valued outcomes include "Respect, Trust in God, and Servant leadership." These outcomes stem from the school's mission of being a school that "provides quality education for children in a Catholic community committed to Gospel Values."

The school's achievement information shows that 90% to 96% of learners achieve at or above National Standards in reading, writing and mathematics with the greatest majority achieving at National Standards.

Since the last ERO external evaluation, the school has continued to embed its assessment for learning practices. Targeted professional development has supported teachers to reflect on their teaching practice. Staff have also been involved in professional learning about teaching English as a second language.

Parents and teachers have participated in the "Reading Together Programme". The subsequent success of this initiative has led to the piloting of a "Mathematics Together Programme" for parents. These programmes continue to be offered to help support learning at home.

Since the last ERO evaluation the school has continued to use good moderation practices to form overall teacher judgements of student achievement. It has included other primary schools and secondary schools in these processes.

3 Accelerating achievement

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

St Paul's Massey School responds well to the learning requirements of Māori children whose progress and achievement needs accelerating. There is a developing school-wide understanding of what acceleration looks like and leaders identify and respond to the needs of specific Māori children whose achievement needs to be accelerated.

The board of trustees has used the school's achievement information to set school-wide strategic goals that focus on raising the achievement of targeted children in reading, writing and mathematics.

Leaders and teachers at the team and classroom level clearly identify Māori children who are at risk of not achieving. Teachers have successfully used remedial approaches to accelerate children's progress. Some teachers are beginning to use teaching strategies to accelerate the progress of Māori children who are at risk of underachieving. Teachers meet regularly to support each other with their identified target children. Some teachers use ongoing monitoring and evaluative documents to carefully track their targeted children.

Parents and whānau are supported by leaders and teachers to develop learning partnerships and to support their children with their learning at home.

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

The school has good systems to help identify other children who are at risk of not achieving equitable outcomes. Teachers use the same strategies, systems and processes in place for Māori students to respond to children of Pacific Island heritage, and other children with specific learning requirements, whose learning and achievement needs accelerating.

Teachers regularly monitor the progress of their target children and reflect on the effectiveness of teaching practices to lift achievement. Leaders and teachers trial different strategies and interventions with their target children to accelerate their progress.

School leaders have identified where they need to re-strategise and evaluate the success of initiatives to accelerate progress for identified groups of children. They are refining ways to document children's progress. This should better inform them of the effectiveness of these new approaches.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and targets for equity and excellence?

The school effectively enacts its vision, values, goals and priorities for equity and excellence through its curriculum.

Children and parents are valued and the pastoral care approaches shown by leaders and teachers help promote children's the sense of belonging.

The board of trustees has a strong trust-based relationship with the school community and works closely with the principal to support the school's direction. Trustees receive timely information from the principal. They make informed decisions based on reports and their own proactive community networks.

Leaders and teachers have successfully established a positive and orderly environment conducive to supporting children's learning and wellbeing. Children and families are welcomed into and cared for in the St Paul's School community with joy and enthusiasm.

Children have a sense of optimism about their learning. They demonstrate social competencies and confidence with children and adults. Children show good self-esteem and are happy in their learning and interactions. The revised student management approach is more positive and affirming of desired learning behaviour.

Leaders and teachers actively involve children, parents, families and whānau and the community in learning centred relationships through reciprocal communication. Parents successfully take on training to support their children at home and continue to grow their skills alongside their children.

St Paul's Massey has deliberately spent the last six years concentrating its efforts on teaching literacy and mathematics and raising the achievement levels to meet all National Standards. Assessment activities are generally inclusive, authentic and fit for purpose, providing relevant and meaningful evidence to assess children's achievement and progress and to identify next steps.

The school has successfully consulted with its community and reviewed the school's vision, values and the future direction of its local curriculum. It is now reviewing ways to further deepen children's engagement with learning through extending and challenging learning opportunities.

The new leadership team is engaging in external professional development to establish a more coherent performance management process to build teachers' practice. The school's culture is conducive to developing reflective practice by teachers. A strategic approach is being implemented to grow professional capability and collective capacity across the school. Leaders and teachers are implementing new teaching practices as they move together through this time of change. Induction and mentoring for new staff continues to be refined and adapted to meet their needs.

Leaders and teachers are developing systems and processes to promote inquiry, knowledge building and evaluation. Leaders gather and analyse information to prioritise and to make decisions about appropriate school goals and targets. They could develop their evaluative practice further by making more use of current research and continuing to use external expertise and networks to grow their evaluation and inquiry.

5 Going forward

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

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond to the strengths, needs and interests of each child
- regularly evaluate how teaching is working for these children
- need to systematically act on what they know works for each child
- need to have a plan in place to build teacher capability to accelerate the achievement of all children who need it.

St Paul's Massey is successful at supporting most children to achieve National Standards in reading, writing and mathematics. Leaders and teachers know the individual child and families well, and support each child's wellbeing. Through developing a plan to raise achievement, school leaders can support all teachers to raise achievement, especially for Māori and Pacific learners who remain below National Standards.

ERO and school leaders agree with the following priorities for increasing the quality of outcomes and for sustainability and continuous capability building could include:

1. Deliberately focusing on accelerating learning and equitable outcomes by:

- explicitly stating acceleration goals in strategic plans
- monitoring children's progress using a consistent approach to documentation

- accelerating children's progress through increasing the pace, challenge and richness of learning tasks
- using evaluation opportunities to continuously improve teaching for diverse learners.

2. Evaluating the success of the curriculum through evaluations focused on:

- more personalised learner approaches
- ensuring relevance for all learners, including a more culturally connected curriculum
- using further opportunities for exploration and prompting curiosity, with open ended learning that supports discovery and investigation
- increasing children's involvement in, and ownership of, their learning.

Action: The board, principal and teachers should use the findings of this evaluation, the *Effective School Evaluation* resource, the *Internal Evaluation: Good Practice* exemplars and the *School Evaluation Indicators* to develop a Raising Achievement Plan to further develop processes and practices that respond effectively to the strengths and needs of children whose learning and achievement need to be accelerated.

As part of this review ERO will continue to monitor the school's Raising Achievement plan and the progress the school makes.

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

6 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 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
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- compliance with the provisions of the *Vulnerable Children Act 2014*
- provision for international students.

To improve current practice, the board of trustees should:

- develop a Crisis Management Plan

7 Recommendations

ERO recommends that St Paul's Massey continues to develop and embed school-wide effective teaching, assessment and evaluation practices and systems that promote equity and excellence in outcomes for children.



Graham Randell
Deputy Chief Review Officer Northern

28 September 2016

About the school

Location	Massey, Auckland	
Ministry of Education profile number	1643	
School type	Contributing (Years 1 to 6)	
School roll	384	
Gender composition	Boys 54% Girls 46%	
Ethnic composition	Māori	8%
	Pākehā	42%
	Filipino	15%
	Samoan	8%
	Tongan	7%
	Indian	4%
	Korean	3%
	other Asian	4%
	other European	4%
	other Pacific	3%
	other African	2%
Review team on site	June 2016	
Date of this report	28 September 2016	
Most recent ERO report(s)	Education Review	April 2013
	Education Review	June 2010
	Education Review	May 2007