

**CONFIRMED**

**SUPPLEMENTARY  
REVIEW REPORT**

**HATO PETERA COLLEGE**

**January 2009**



**EDUCATION REVIEW OFFICE**  
**TE TARI AROTAKE MATAURANGA**

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## **CONFIRMED SUPPLEMENTARY REVIEW REPORT: HATO PETERA COLLEGE**

### **1 Background**

#### **Introduction**

A Supplementary Review is undertaken at the discretion of an Area Manager in the Education Review Office (ERO).

A supplementary review evaluates the extent and effectiveness of actions a school has taken towards addressing issues specified in a previous education review and/or any additional areas identified since that review.

This supplementary review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

#### **Terms of Reference**

This supplementary review is based on an evaluation of the performance of the Hato Petera College board of trustees and management in relation to areas identified in the 2007 ERO report or issues identified since that review. The terms of reference for this review are to investigate:

- the effectiveness of governance, especially in relation to policy management, self review and staff performance management, and provision for the delivery of the technology curriculum to Years 9 and 10;
- the quality of teaching, especially in Years 9 and 10;
- the effectiveness of the senior leadership team, particularly in monitoring the quality of curriculum delivery and reporting to the board of trustees about school operations;
- the provision of a safe physical and emotional environment, especially the quality of residential provision to support learning, property maintenance and presentation, attendance records, and reports to the board about pastoral care and student support services;

- the impact of the intervention made by the Secretary for Education; and
- any other issues relevant to the governance, management and operation of Hato Petera College that arise during the course of this review.

### About the School

Location	Northcote, North Shore City
Ministry of Education profile number	33
School type	Secondary (9-15)
Decile rating <sup>1</sup>	3
Teaching staff:	
Roll generated entitlement	15.85
Other	.5
Number of teachers	19
School roll	129
Gender composition	Boys, 60%, Girls 40%
Ethnic composition	Māori 98%, other 2%
Special features	Integrated Catholic Māori School with boarding facilities
Review team on site	October 2008
Date of this report	13 January 2009
Previous ERO reports	Supplementary Review, December 2007 Education Review, August 2006 Education Review, April 2003 Accountability Review, September 1999 Assurance Audit, September 1995 Review, March 1993

<sup>1</sup> Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.

## 2 The Education Review Office (ERO) Evaluation

He mihi tēnei ki te kura o Hato Petera. Arā, ki te poari, ki te tumuaki, ki ngā kai ako, ki ngā mātua o ngā kāinga me ngā mātua hoki o ngā tauira e mahi nui nei. Mo ngā tauira o te kura kia whaia te matauranga hei oranga mo tēnā ara mo tēnā. Nā kia hoki ki te whakatauki rā, ko te manu e kai ana te miro nana te ngāhere, ko te manu e kai ana te matauranga nana te ao. Ko koutou tēnā e whai ana te matauranga hei oranga hoki mo ngā tauira mo āpōpō. He mihi tonu ana hoki ki te haahi Katorika he mau tonu ana tēnei kaupapa hei painga mo a tātou tauira Māori. No reira tēnā koutou katoa i runga i ngā manaakitanga o te runga rawa.

Hato Petera College has a long tradition of providing a Catholic education and boarding facilities for Māori students, particularly for Māori boys. This tradition is reflected in the central place that Te Kamaka, (the whare), and the chapel have in school life. The board of trustees of Hato Petera College, together with Te Whānau o Hato Petera, which is responsible for the boarding facilities (noho kāinga), aims to provide students with a good quality education and a safe environment.

The board of trustees responded positively to ERO's evaluations provided in the 2006 and 2007 ERO reports on the school. Supported by the recently appointed Ministry of Education specialist advisor, the board is improving its capability in governance, especially in the areas of self review, and personnel and property management. The challenge for the board is to ensure that the culture throughout the school reflects the pride and dignity evident in the students' behaviour in the whare and chapel. It is particularly important to address this challenge if the school is to attract and retain students and teachers. Effective governance and strong professional leadership are required if a strong, positive school spirit is to be achieved.

Many students achieve well academically and in sports and cultural activities. Over the past three years, student achievement in NCEA (National Certificates of Education) has improved, as has the percentage of students leaving school with formal qualifications. The recently introduced Kura Reo programmes are furthering opportunities for student success in Māori language and performing arts. The challenges for the principal and staff are to improve the school curriculum and the quality of teaching, address student underachievement, especially in English literacy and numeracy in Years 9 and 10, and to increase student retention to Year 13.

There are signs of a positive shift in school climate. The Whai Hua pastoral care programmes are resulting in more positive relationships between

teachers and students. The noho kāinga continue to provide students with a supportive and caring residential environment. Developments such as a peace garden, displays of student artwork, and classroom renovations contribute to a positive school environment. There is an emerging collegiality amongst the teachers and senior leadership team.

The improving school tone is the result of many factors, including the work of the specialist advisor, the use of external facilitators to improve teacher practice and appraise the performance of the teachers, senior managers and principal, and the strengthening of links with the Diocese and local community.

### **Future Action**

ERO recommends that the Secretary for Education consider continuing the intervention currently in place under Part 7A of the Education Act 1989 in order to ensure that improvements in self review and strategic planning, performance management, reporting to the board, and the quality of teaching are sustained and that student underachievement and issues relating to the governance and management of the school are addressed.

ERO will return to the school within 12 months to evaluate the progress the school has made in bringing about the improvements outlined in this report.

## **3 Findings**

### **Governance**

#### ***Background***

The quality of the board's self-review programme has been identified as a concern in ERO reports since 1999. Following the 2006 ERO report, the board sought professional advice to help strengthen its self-review procedures. The 2007 ERO review found that this advice had not been effective. ERO recommended that the Secretary for Education consider an intervention under Part 7A of the Education Act 1989 in order to bring about improvements in self review, performance management, the quality of reporting to the board, and the quality of teaching.

In August 2008, the specialist advisor began to work with the board of trustees, principal and staff to address the concerns noted in the 2007 ERO report. The trustees, principal and staff are appreciative of the specialist

advisor's support as they work together to improve school governance and management and the quality of education provided for students.

### ***Areas of progress***

*Role of the board.* Guided by the specialist advisor, the board of trustees is increasing its understanding of its governance role. Through their delegated roles and responsibilities, board members are beginning to take a more active role in supporting school developments. Especially noteworthy is the renewal of links with the Auckland Catholic Diocese in the area of property development. The board, through the principal and staff, is also improving connections with other local schools and the nearby Awataha marae and Auckland University of Technology.

*Self review.* The specialist advisor has provided the board with a detailed action plan for reviewing key areas of school operations. These areas include strategic planning and self review, as well as curriculum, personnel management, assets, finance, and the provision of a safe environment. The trustees, principal and staff have responded positively to this action plan. The clear expectations and timeframes defined in the plan give the board and staff a sense of direction and of making progress.

*Policy management.* Previously, the board had a large number of policies but the policies were not collated so that the board and staff members could use them to inform their decisions. Trustees now have a set of policies that they are reviewing systematically. As they work through this process, board members are becoming more familiar with their governance role and with the National Administration Guidelines.

*Personnel management.* The board has made good progress in personnel management. Consultants employed to appraise the performance of the principal and senior managers provide useful reports that acknowledge areas of good performance and help to identify areas for professional development. The reports also help the board chairperson and principal to develop job descriptions and the principal's annual performance agreement. The regular appraisal of the principal, senior managers and teaching staff is helping to develop a professional culture of continuous improvement.

*Provision for delivery of technology curriculum to Years 9 and 10.* The board of trustees expects the Diocese to modernise and refurbish the disused technology room early in 2009. The board also anticipates that provision will be made for teaching food technology. Meanwhile, the construction and tending of a 'Peace Garden' is providing Year 9 and 10 students with valuable



learning experiences and is at the same time significantly enhancing the outdoor environment. Student and teacher access to information and communication technologies continues to expand.

### ***Areas for further improvement***

*The charter and strategic plan.* At the time of the 2007 ERO review, the school's charter was being redeveloped and a strategic plan was evolving. This work continues. The principal has developed a long-term vision for 'Te Waka o Hato Petera', as well as a charter for 2008 and a strategic plan for 2007-2009. The board should ensure that plans for the college are developed in consultation with the school community and incorporate *Ka Hikitia/Managing for Success*, the Ministry of Education's Māori Education Strategy for 2008-2012. The board should ensure also that the charter and strategic plan have specific and measurable goals that focus on outcomes, especially for students.

*Policies and procedures.* As part of its review of policies, the board should identify overarching policies that link to the charter and strategic plan, and policies that are important for board self review and decision-making. Some policies need to be made more relevant to the culture of Hato Petera College. Some policies might be more suitably incorporated into a procedural handbook for staff. The board should aim to rationalise its policies so that it has a set of high quality policies that form the basis of an effective self-review programme.

## **School leadership**

### ***Background***

The 2007 ERO report identified that the senior leadership team was not operating cohesively. Furthermore, two of the senior managers were not fulfilling their responsibilities in monitoring the quality of teaching and teacher performance appraisal. The report also noted the need to improve information to the board about student progress and achievement and pastoral care and student support services. Records of attendance also required improvement.

One of the senior managers left the college at the end of term three, 2008. The principal, deputy and assistant principals have since taken on additional responsibilities.

### ***Areas of progress***

*Senior leadership team cohesion.* The senior leadership team is beginning to work together more effectively and is lifting its performance. More regular meetings and open discussion in which staff can have a greater input into decisions is resulting in more effective sharing of responsibilities and trusting working relationships.

*Review of curriculum plans.* The senior leadership team, together with the specialist advisor, recently reviewed departmental schemes and programme plans. This exercise, held in the whare to reinforce values of trust and openness, was successful as it ensured that standards were met, affirmed the work of the heads of department, and fostered professional discussion and collegiality amongst the teaching staff. This collective activity has had a positive effect on teacher morale and programme development.

*Reports about student care.* The board now receives detailed monthly reports on student attendance and behaviour. Attendance rates are high and truancy rates are low, especially in Years 9 and 10. There is still a concern about the attendance of some senior students returning after weekend leave. Senior managers could consider setting annual targets for school attendance, especially where there are concerns about groups of students.

Student care reports to the board indicate that the Whai Hua behaviour management system is having a positive impact. In 2008 to date, only one student has been stood down, no students have been suspended, and there has been a reduction in 'anti-Petera' behaviour. As well as including trends, reports to the board on student care indicate actions being taken by staff to support student engagement in learning.

### ***Areas for further improvement***

*Professional leadership.* In order for the school to progress, it is essential for the principal, supported by the senior managers, to be more active in engaging with teachers and students in, for example, classrooms, meetings and school assemblies. Professional conversations that focus on supporting the learning and achievement of both students and staff would help to build a more affirming and positive school community. Improved leadership may also help with the recruitment and retention of staff.

*Reporting student achievement.* The reporting of student achievement information to the board of trustees still tends to be very detailed and does not provide the board with information about the significance of the data presented. The senior managers are not yet in a position to be able to

comment on trends and patterns in student achievement in Years 9 to 11. The board should ask senior staff to ensure that reports about student achievement in literacy distinguish between literacy credits gained in te reo Māori and literacy credits gained in English.

*Monthly reporting programme.* The senior leadership team provides the board with detailed monthly reports about school operations. The board, with the senior leadership team and specialist advisor, should now consider what kinds of information the board requires for senior managers to be accountable and for the board to fulfil its governance responsibilities.

## **Quality of teaching**

### ***Background***

The 2007 ERO report found that the school had maintained its favourable NCEA results but that the quality of some teaching programmes, especially in Years 9 and 10, was inadequate for students to achieve success.

This review finds that, overall, the quality of teaching has improved, although a lack of student engagement is still evident in some learning areas. In these areas, teachers do not have positive relationships with the students. In addition, the learning activities provided are not sufficiently interesting and relevant to the students, nor are they appropriate for students' ability levels and interests.

### ***Areas of progress***

*Student achievement.* Over the last three years, the percentage of students leaving Hato Petera College with formal qualifications has increased significantly, from 26% in 2005 to 88% in 2007. Over the same period, the percentage of students gaining NCEA Levels 1 and 3 has increased, and is now above the national average and well above the average for schools of the same decile.

Student achievement in NCEA Level 1 literacy was well above the national average for Year 11 in 2007. This good result reflects the positive impact of students being able to gain literacy credits in both te reo Māori and English. In 2007, the percentage of Hato Petera students gaining NCEA Level 1 in numeracy was similar to the national percentage.

*Kura Reo.* The Kura Reo programme is designed to provide learning pathways for gifted and talented students of te reo Māori. Year 9 students can gain NCEA Level 1 Te Reo Māori and Year 10 students Level 2 Te Reo Māori. This

pathway gives students the opportunity to study NCEA Level 3 in Year 11 and to continue further study through links with Auckland University of Technology (AUT).

Year 11 to 13 students have opportunities to gain NCEA credits in Māori performing arts. In addition they use their talents and skills in enterprising ways through providing tutoring in local primary schools and performing for external groups.

*Teacher development.* An outside facilitator who has a three-year contract is supporting teachers to use formative assessment practices that help students to learn and achieve. Some teachers are adept at using these practices. They work with students to establish learning contexts and expectations for learning and achievement. Students choose learning activities that are suited to their preferred learning style. They help one another and positive, helpful working relationships with their teachers are evident. Students are aware of their own progress and of what they have to do to succeed. Other teachers are at the early stages of incorporating formative teaching practices into their lessons.

Teachers involved in this and other school initiatives show a willingness to improve their teaching programmes and practice and to share their expertise with their colleagues. This professional sharing is creating a more open and supportive professional community amongst staff.

### ***Areas for further improvement***

*Addressing student underachievement.* Teachers could make better use of the standardised tests used to measure student achievement in literacy and numeracy in Year 9 and 10. Teachers need continued support to identify strengths and gaps in individual students' learning and to develop, with the students, strategies to help address the gaps identified. Further ways should be found to overcome students' negative attitudes towards reading, made evident through the results of standardised tests.

Students entering the school from Māori immersion programmes might score more highly in entry tests if the Māori version of these tests was used. Students who come from Māori immersion programmes may require both in-class and individual support. Support given could make use of second language teaching strategies to improve the written and academic English language skills of these bi-lingual students. Their low entry test scores may contribute to the low expectations and negative attitudes that a few classroom teachers have towards students.

Learning support programmes are not well developed. Various support programmes have been introduced using part-time staff, who work in isolation from senior managers and classroom teachers. There is not a well led, co-ordinated programme that provides on-going support for students and teachers so that each student can experience success.

The challenge for the school is to raise the levels of English literacy and numeracy of Year 9 and 10 students. The lack of a strong grounding in literacy and numeracy in the junior school may account for the school's low participation rates in NCEA Levels 1 to 3, compared with national figures, and the low retention rates of students in Years 11 to 13.

*Sustaining initiatives.* The school continues to be involved in a number of initiatives aimed at improving the quality of education provided for the students. Past initiatives, such as the teaching of literacy, have not been sustained. This is partly due to staff turnover and partly to the lack of professional leadership that is needed to embed important initiatives in teaching practice. The principal and senior managers should ensure that current initiatives, such as the use of formative assessment, Whai Hua, and careers education, are sustained in teaching programmes and practices.

*Marautanga Kamaka.* The principal and staff are in the process of reviewing the school curriculum and are taking steps towards implementing the *New Zealand Curriculum* in 2010. As the principal and teachers continue this process, they should, in consultation with the board and community, develop a school curriculum and teaching programmes that clearly incorporate the school's Māori and Catholic character embodied in Te Kamaka and the chapel. The development of Marautanga Kamaka, a concept that enables students to learn, behave and achieve as Māori, would enhance students' learning and educational opportunities.

## **Safe environment**

### ***Background***

The 2007 ERO report acknowledged that students have a strong sense of whanaungatanga. Staff promoted a safe physical emotional environment in the school and noho kāinga. The report identified that board did not receive, as part of its self-review programme, reports about student pastoral care and support. There was also need for improvement in property maintenance and presentation, and in the recording of student attendance.

### ***Areas of progress***

*Positive shift in school climate.* The Whai Hua programme, introduced in 2008, brings together many aspects of student pastoral care. The programme focuses on the positive management of student behaviour through restorative practices that are an adaptation of the school's hohourongo (reconciliation) processes. Teachers acknowledge and reward good learning and behaviour. Students earn points toward 'trusted student' privileges and certificates are presented at assemblies. Top students and their whānau are invited to an honours dinner at the end of each term.

Whai Hua is part of the Ministry of Education Student Engagement Initiative in the school. The initiative draws together and expands a number of pastoral initiatives that operate within the College. A Year 9 transition programme supports student integration to college life.

The impact of these initiatives is evident in the significant shift from a punitive to more positive school tone. Anecdotal evidence indicates a greater use of restorative language between students and teachers. School detentions have been abolished. Year 9 and 10 truancy has reduced, as has the number of suspensions. However, not all teachers demonstrate a commitment to Whai Hua in their classrooms. Senior managers should consider ways to further strengthen these practices across the school.

*Attendance monitoring and reporting.* Senior managers have addressed the concerns expressed in the 2007 Ministry of Education roll audit. Teachers continue to trial the use of electronic attendance recording. Daily monitoring of attendance and lateness is now more thorough. Any concerns are followed up with the Mātua Atawhai of each kāinga and with the parents of day students.

*Hostels.* The noho kāinga continue to provide a good residential environment for students. The organisation of each kāinga reflects the leadership of mātua atawhai (kāinga parents) who are affirming of Māoritanga and the Catholic character of the school. The mātua atawhai have an integral role in providing a range of co-curricular sporting, cultural and social activities for students. They are also actively involved in professional development relating to student safety. They facilitate hauora-related student programmes within the school. Restorative practices continue to be strengthened in the hostels, in line with the school pastoral care initiatives. Continued maintenance and upgrading of facilities contributes to the attractive whānau-focused environments of the kāinga.

*Property presentation.* Improvements have been made to the physical environment of the school. Some classrooms have been upgraded with carpet and new ergonomic furniture. Attractive student murals and art works are displayed on walls and corridors. In some classrooms, colourful displays enhance the learning environment and encourage students to achieve. A peace garden, established as part of the Year 9 and 10 technology programme, has had a significant impact on the school environment. The garden reflects a growing sense of purpose and new beginnings for the school.

*Property development.* The board of trustees has renewed links with the Diocese and is optimistic about the pending upgrade of the technology, hospitality and workshop teaching rooms. The property committee is developing a new 10 year property plan, in consultation with an external consultant. Staff have established a health and safety committee that meets regularly to identify and manage workplace hazards. These improvements in property management contribute to the positive shift that is becoming apparent in the school climate.

#### ***Areas for further improvement***

*Historic buildings.* The run-down appearance of the historic buildings managed by Te Whānau o Hato Petera Trust Board does little to promote school pride and well-being amongst students and staff. The board of trustees should approach the Trust Board about improving the appearance of these buildings, including the chapel, so that they engender pride amongst the students, staff and community.

*Complaints policy and procedures.* The board's complaints policy and procedures should allow concerns and complaints to be addressed to the board and should include procedures to guide the board's handling of these concerns and complaints. The documented procedures should include timeframes so that parents/whānau know that any concerns/complaints will be addressed promptly.

## **4 Recommendations**

ERO recommends that:

- 4.1 the board of trustees, in consultation with the community, further develop their school charter and strategic plan to incorporate the

vision, mission and values of Hato Petera College and to provide achievable goals for ongoing school development; and

- 4.2 the principal, together with the senior managers, provide effective professional leadership to address aspects of student underachievement and to ensure that initiatives for improving the quality of education are embedded in school practice.

## 5 Future Action

ERO recommends that the Secretary for Education consider continuing the intervention currently in place under Part 7A of the Education Act 1989 in order to ensure that improvements in self review and strategic planning, performance management, reporting to the board, and the quality of teaching are sustained and that the areas identified for improvement and the recommendations of this report are addressed.

ERO will return to the school within 12 months to evaluate the progress the school has made in bringing about the improvements outlined in this report.

*Signed*

Elizabeth Ellis  
Area Manager  
**for Chief Review Officer**

13 January 2009



13 January 2009

## **To the Parents and Community of Hato Petera College**

This supplementary review evaluates the quality of education received by students and the performance of the Board of Trustees in relation to specific terms of reference.

The Education Review Office [ERO] evaluation of Hato Petera College follows.

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ERO will return to the school within 12 months to evaluate the progress the school has made in bringing about the improvements outlined in this report.

When ERO has reviewed a school we encourage boards to inform their community of any follow-up action they plan to do. You should talk to the board or principal if you have any questions about this evaluation, the full ERO report or their future intentions.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Elizabeth Ellis  
Area Manager  
**for Chief Review Officer**

Released under the Official Information Act 1982