

CONFIRMED
EDUCATION
REVIEW REPORT

HATO PETERA COLLEGE

April 2010

Location Northcote, North Shore City

Ministry of Education profile number 33



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CONFIRMED EDUCATION REVIEW REPORT: HATO PETERA COLLEGE

1 Background

Introduction

The January 2009 Education Review Office (ERO) review of Hato Petera College signalled a return review within 12 months.

This review evaluates the extent and effectiveness of actions the school has taken towards addressing issues specified in the 2009 report and/or any additional areas identified since that review.

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

Terms of Reference

This 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 ERO report of January 2009 or issues identified since that review. The terms of reference for this review are to investigate:

- the quality of teaching and learning, especially in Years 9 & 10, including the use of assessment information to promote student achievement;
- the effectiveness of school leadership, in particular relating to developing the quality of teaching and learning, and reporting to the board of trustees;
- the effectiveness of governance particularly in relation to strategic planning, self review, and provision for the teaching of the technology curriculum to Years 9 and 10;
- the provision of a safe physical and emotional environment; including the quality of residential provision to support learning, and property maintenance and presentation;
- the impact of intervention under Part 7A of the Education Act 1989; and
- any other matters relevant to the governance, management and operation of Hato Petera College

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 kaiako, ki ngā mātua o ngā kāinga me ngā mātua hoki o ngā tauira e mahi ana nui nei. Mo ngā tauira o te kura kia whaia te matauranga hei oranga mo tēnā ara mo tēnā. E mihi tonu ana hoki ki te haahi Katorika e 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, in Northcote, provides coeducational education for students from Year 9 to 13, in a Māori, Catholic special character environment. Most of the students stay in the boarding hostel (noho kāinga). Students are benefiting from the continued improvement in the governance, professional leadership and learning environment of the college. Progress in these areas, recognised in the January 2009 ERO report, is now supported by the board's development of a comprehensive strategic plan that focuses clearly on lifting student achievement.

Senior students continue to achieve well in National Certificates of Educational Achievement (NCEA). Good progress is also evident with the improving literacy and numeracy achievement of Year 9 and 10 students. The positive trends in academic achievement are complemented by students' success in sporting and cultural activities. Students participate with pride and dignity in the special character aspects of school life.

In many classrooms good relationships support student's learning. Senior staff and teachers are positively accepting the board's challenge to provide enjoyable learning for all students. Implementation of the recently developed school curriculum, Te Kamaka, is supported by staff development in pedagogy (teaching), assessment and restorative practices. Improved appraisal and curriculum reporting processes help to provide a more reflective, collegial staff culture.

Senior leaders are beginning to implement a new strategy that aims to provide consistent, effective pastoral care in both the school and the noho kāinga. This plan includes the strengthening of the restorative practices that contribute to a positive school climate. Both the school board and the trust board that governs the hostel have made a strong commitment to provide safe school and boarding environments.

Ongoing property developments contribute to improved learning opportunities for students. These improvements and further plans to cater for an increased student roll provide evidence of the board's commitment to the future of the college.

The board and school leaders demonstrate a confidence in the direction of school development and have established a strong foundation for self review. They acknowledge that the support of the specialist advisor in these developments has strengthened the governance and professional leadership of the school. The board and principal are now well positioned to continue improvements.

ERO, the board of trustees and principal agree that some of the recent developments are yet to fully impact positively on student learning.

Future Action

ERO intends to carry out another review in two years.

3 Findings

Provision for students

Background

The January 2009 ERO report identified a positive shift in the school climate and improvements to student engagement and achievement. Staff development on teaching and assessment practices, complemented by a review of the school curriculum documentation, was continuing to improve learning opportunities for students.

However, ERO continued to have concerns about the achievement of students in Years 9 and 10. Initiatives to improve the quality of teaching were not impacting significantly on the achievement of students at these levels. Learning support programmes were not effectively contributing to improved outcomes. Development of a more relevant curriculum and better use of achievement data were identified as essential elements in improving the quality of education provided for students.

Changes to school pastoral systems and approaches, centred on the introduction of more restorative behaviour management practices, and some improvements to the physical learning environment, contributed to the improved tone. Further development was required to ensure the restorative approaches were adopted in all classrooms.

In late 2009 the board of trustees instigated a thorough review that resulted in a plan to provide a more effective, unified approach to student welfare in the school and the hostel.

Areas of progress

Curriculum leaders and teaching staff have made good progress in curriculum development and in improving the quality of teaching. Improvements include:

- a school curriculum framework, aligned to *the New Zealand Curriculum*, that includes the school's special character values;
- common scheme and planning templates to ensure consistency across learning areas;
- improved curriculum monitoring and assurance systems; and
- continuing staff professional development on more effective teaching practices, such as using assessment data to align teaching to student learning needs.

Use of assessment data. Student assessment data are used more extensively to provide programmes to meet identified learning needs. School managers use a variety of data to stream junior classes and some senior subject classes. An increased range

of learning support programmes are now well informed by assessments of students learning needs.

Pastoral care. The development of a united pastoral care plan confirms both the school and trust boards' intent to ensure the emotional and physical safety of students. This plan includes:

- clearly defining pastoral care roles and responsibilities in the school and noho kāinga to ensure accountability and assurance;
- reviewing the complaints procedure to provide parents/whānau, staff and students with clear processes to ensure any concerns are appropriately addressed;
- a commitment to developing appropriate and effective restorative practices in both school and hostel;
- increasing use, by senior managers, of external agencies to support the specific pastoral care needs of students; and
- strengthening collaboration between the school and hostel staff to increase communication about student well-being.

Learning environment. The good progress with property developments to improve the physical learning environment has continued, with the refurbishment of classrooms and the imminent opening of suitable materials and food technology facilities. The board of trustees continues to liaise with the diocese and Te Whānau o Hato Petera Trust Board to resolve the issues relating to the maintenance of historic buildings on the school site.

The noho kāinga provides a good residential environment that supports students learning. Students interviewed affirm the support and care provided by the mātua atawhai (hostel caregivers).

Areas for further review and development

Increasing consistency of teaching practice. Curriculum leaders recognise the need to increase schoolwide consistency in the use of effective teaching practices. This includes improving the use of student data to effectively guide teaching that caters for the diverse strengths and interests of students, particularly at the Year 9 and 10 levels.

Restorative practices. The school's restorative approach to student behavioural issues requires further development. The board and senior leadership team has identified the need to ensure consistent and effective practice, in both the school and the noho kāinga, to support student engagement, provide for pastoral care needs and ensure student safety.

Hostel staff appraisal. The appraisal process for the hostel manager and the mātua atawhai has yet to be fully implemented. These appraisals should be completed to ensure that hostel staff receive useful feedback to support and develop their roles and responsibilities.

School governance and professional leadership

Background

The 2009 ERO review found that the board of trustees, with the support of a specialist advisor appointed by the Secretary for Education, had made good progress in developing their capacity to govern the school. As an important next step in school improvement, ERO recommended that the board of trustees, in consultation with the community, further develop their school charter and strategic plan. School policies and procedures could subsequently be aligned with the guiding strategic documents to support self review.

The review also noted that improved working relationships among senior staff supported progress with developing the quality of teaching. However, the changes had yet to impact positively on student achievement, particularly at Years 9 and 10. It was agreed that, the principal, together with the senior managers, should provide more effective professional leadership to improve the quality of education.

During 2009, senior managers continued curriculum and pastoral developments. The principal, supported by the specialist advisor, developed more effective planning and reporting formats to inform the board and community. This year, a new senior management structure is in place with the hostel manager being included as a pastoral manager. There has also been some reallocation of responsibilities while the deputy principal is on study leave.

Areas of progress

Strategic direction. The board's development of clear, improvement focused strategic documents provides a sound foundation for effective governance. The charter successfully sets out trustees' vision for students and encapsulates the Marist and Māori values that underpin the school ethos. A five-year strategic plan sets clear goals for educational success for students and school growth. The school now has a governance framework that:

- sets clear, measurable goals for improvement in student outcomes;
- guides annual planning and reporting by school managers;
- provides a basis for improved accountability and self review; and
- lifts the confidence of trustees and school leaders in the future sustainability of the school.

Self review. The board has increased the effectiveness of governance self review. Trustees have worked collaboratively with the principal to improve the usefulness of student achievement and engagement reports. Student satisfaction surveys contribute useful information for strategic change. Assurance reporting by the principal informs trustees of how well legislative requirements are met.

Professional leadership. The principal's greater involvement in curriculum and staff development provides more effective leadership support for improving the quality of education. This leadership is apparent through the principal's:

- close work with the board and specialist advisor to clarify school development priorities through the strategic and annual plans;
- improved reporting of student achievement and curriculum development information to the board;
- awareness of the areas for improvement in teaching and learning;
- strong support for the leaders of curriculum improvement initiatives in the school; and
- increased involvement in performance management.

Areas for further review and development

Strengthening self review. The board seeks to continually improve the college's annual self-review programme. ERO and the board discussed possible improvements. These included:

- developing the role of the board's professional committee;
- continuing to access advice and guidance on governance roles and responsibilities;
- providing training for new board members following this year's elections; and
- increasing the level of evaluation of the impact of curriculum and other developments on student learning.

Leadership roles and expectations. The board and principal are aware of areas where school leadership roles need to be strengthened. Self review and external evaluations have recommended improvements to pastoral management practices and to the visible leadership of the principal. Clear expectations for these improvements should be agreed to guide the principal and support the board's review processes.

4 Recommendations

ERO and the board of trustees recommend that:

- 4.1 the board of trustees and staff continue to develop a curriculum that provides for the diverse strengths and interests of students; and
- 4.2 the board of trustees and staff continue to strengthen self-review practices that contribute to ongoing improvements in student achievement.

5 Future Action

ERO intends to carry out another review in two years.



Richard Thornton
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Northern Region

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About the School

School	Secondary (Year 9-15), Integrated
Decile rating ¹	2
Teaching staff:	
Roll generated entitlement	17.24
Number of teachers	18
School roll	160
Gender composition	Male 62%, Female 38%
Ethnic composition	Maori 98%, NZ European/Pākehā 1% South African 1%
Special features	Māori Catholic school with boarding facilities
Review team on site	February/March 2010
Date of this report	26 April 2010
Previous ERO reports	Supplementary Review, January 2009 Supplementary Review, September 2007 Education Review, August 2006 Education Review, April 2003 Accountability Review, September 1999 Assurance Review, September 1995 Review, March 1993

26 April 2010

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

26 April 2010

To the Parents and Community of Hato Petera College

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

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

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Future Action

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Review Coverage

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>.



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Northern Region