

**Hato Pāora College  
Feilding**

**Confirmed**

**Education Review Report:  
Arotake Paerewa**

*Kumēa te paetawhiti kia tata  
**Whakamaua te paerewa kia tīna**  
Tukuna te paehiranga kia topa!*

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# Education Review Report: Arotake Paerewa Hato Pāora College

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.

## Findings

### 1 Context

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

Hato Pāora College, located in rural Feilding, is an integrated Catholic secondary school for Year 9 to 13 Māori boys. The vision to grow '*good boys into great young men*' is implemented through the strands of living and learning. Almost all students board in the hostel on site.

The college is a unique educational community. It was established in 1947 to provide Māori boys with education that prepared them for the future, while maintaining and celebrating their Māori language, culture, heritage and world view. This philosophy remains. Te ao Māori shapes and informs practice. Every day, in the school and hostel, students' language, culture and identity are reinforced.

Hato Pāora is governed by a board of trustees and trust board. They have specific functions but work together closely to support student success and well-being.

Since the March 2009 ERO review the senior leadership team has been restructured. It comprises the principal, director of learning, director of living and the chaplain. These members collaborate to facilitate an approach that integrates the dimensions of culture and faith which make up the college's special character. Expectations for staff and students are high. There is new and positive direction and a strong community belief in the school.

### 2 Learning

#### How well are students learning – engaging, progressing and achieving?

Students are engaged, making good progress and achieving well across the curriculum, including faith-based education. Since the previous ERO review the senior leadership team has begun to build a positive learning environment with a strong focus on literacy and numeracy.

The Year 9 and 10 students are assessed in literacy and numeracy using nationally standardised assessments and there is evidence of progress in these areas. The next step is to track the achievement of individuals and cohorts through to the senior years.

Students have opportunities for acceleration and challenges in learning. They can step up to apply for various scholarships that are available to them. Some Year 9 and 10 students are given opportunities to achieve National Certificates in Educational Achievement (NCEA). All those entered achieved with merit or excellent endorsements in 2011.

Students experience high levels of success in NCEA. Their achievement is generally well above national results. Achievement of numeracy and literacy requirements at Level 1 is high. Most students gain university entrance, with nearly all leavers achieving NCEA Level 2. Almost every student remains for Year 13.

The school has increased its focus on preparing students for external assessments. The low achievement of merit, excellence and scholarships has been identified as an area of concern. ERO and the senior leadership team identified that, to improve the number of endorsements, teachers need to develop the practice of inquiring into data to evaluate overall effectiveness and identify strategies likely to have greater impact for success. This deliberate approach aligns with the high expectations held for teachers and students, which are being achieved by some in Year 10.

### **3 Curriculum**

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

The emphasis on the special Catholic character guides all practices and is strongly evident throughout the school. Students are proud of being Hato Pāora men. They are respectful, responsible and conduct themselves with dignity. They are focused in their classroom activities and relate well to one another.

The curriculum is focused around the core subject areas. Teachers have engaged in considerable professional learning to develop practice, especially in relation to the incorporation of literacy strategies across the subject areas and use of data in guiding programme provision. The impact of this development is evident in classrooms. Next steps for sustaining gains and growing practice further relate to the need for:

- improving the nature and quality of the achievement information gathered to evaluate the effectiveness of teaching
- planning in response to the range of needs or abilities identified from analysis of assessment information and providing appropriately targeted learning activities for arriving at the intended learning outcomes
- considering the use of resources to support a culturally responsive curriculum, in keeping with the special character.

Commitment has been made to extending options for students to develop their career pathways and a careers adviser has been appointed to oversee this development. This staff member is beginning to coordinate a schoolwide approach by supporting teachers as careers advisers. Students are guided in making choices through scheduled and spontaneous discussions and ongoing monitoring of interest and achievement. Teachers have access to careers information and are being supported to develop flexibility of response to students' interests. While the size of the roll impacts on the breadth of options able to be made available, these are being widened through the fostering of links with local employers. The Gateway programme is providing valuable work experience opportunities for students.

Developing global citizens is integral to the curriculum. A programme operates to provide students with experiences of other cultures. At the time of this ERO review, the school was hosting three resident volunteers from Germany and two of its students were on a reciprocal overseas programme.

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

The vision for success is clear and upholds the belief in the holistic development of young Māori men. Key expectations for learning are that students will be:

- good citizens who will know to 'whaia te tika' (do what is right)
- proud of their identity and have the knowledge appropriate to uphold te reo and tikanga Māori
- positive local and global participants and 'men of faith'.

Kaupapa Māori theory is used to give priority to Māori world views, values, beliefs and practices. Regular attendance and participation in kaupapa Māori events is a feature of the annual programme such as kapa haka, manu kōrero and sports. These also include annual fixtures with other Māori boarding schools. A marae culture is exemplified by the seamless movement between the hostel and school.

The high proportion of Māori teachers act as positive role models of the college's aspirations for Māori. They integrate te reo me ngā tikanga Māori into classroom practice, affirming students' language and cultural identity.

Students from kaupapa Māori are able to transition easily into this environment, which is mindful of where the students have come from, what knowledge they bring with them and the aspirations of whānau to continue with that learning. Students have a strong sense of self efficacy in being Māori. The school affirms and purposefully promotes their culture.

There are numerous opportunities within and outside the school for students to grow and experience social, cultural, spiritual and academic leadership. Opportunities within chapel, on the marae and in the hostel enable a large number of students to demonstrate their competencies.

Whānau are valued. They are frequently consulted and their sons' progress is regularly discussed. They often play an active role in the school, for example supporting the hostel staff at the weekends.

## **4 Sustainable Performance**

### **How well placed is the school to sustain and improve its performance?**

The college is positively positioned to continue improving its performance. Governance and management are sound and support smooth day-to-day operation. The principal leads by example and fosters a positive working environment. She is supported by approachable senior management team members. Together they have set and communicated high expectations and promoted change in the way things are done. Positive whānau perceptions of the college are widely evident and this has enhanced the level of support it receives.

The appraisal process provides a strong framework for developing teacher capability. Teachers collect evidence to demonstrate that they meet the professional standards.

To assist the long-term direction of school development ERO identifies that the board, senior leaders and staff should:

- formalise and strengthen self-review processes for monitoring, evaluating and reporting progress toward goals and targets to gauge the effectiveness of strategies used and inform decision-making
- clarify expectations for accelerating progress for targeted and priority groups and monitor and report this progress regularly.

### **Provision for students in the school hostel**

In this review ERO evaluated the extent to which the school boarding house provides a safe physical and emotional environment that supports learning for its students.

School boarding houses/hostels are required to be licensed by the Ministry of Education and comply with minimum standards specified in regulations.

The school boarding house, Te Whare Manaaki o Hato Pāora, accommodates 79 of the 83 students on the roll. It is owned by the Palmerston North Diocese and governed by the Hato Pāora Trust Board.

Since the previous ERO review, the learning and living directors have developed a more a consistent approach to all operations. With the principal's direction, the boys' holistic development is effectively supported. The recently introduced code of conduct is consistently used in both the hostel and school.

The boarding house at this school is:

- administered in a way that promotes a warm, safe and supportive environment
- well maintained, with a good standard of accommodation that is being progressively upgraded
- supportive of parents, students and management, having open and ongoing communication
- managed using a model that seeks students' views, encourages senior leadership and has clear routines and boundaries for student conduct
- staffed by well-trained dormitory parents, school staff and a director of living, who work closely with the college to care for each student.

### **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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

During the review ERO identified an area of non-compliance. Although aspects of the health programme are provided in the social science and religious education learning areas, the board has not, after consultation with the school community, adopted a statement on the delivery of the health curriculum.

The board of trustees must:

Every two years adopt a statement on the delivery of the agreed content of its health curriculum.  
*[s60B Education Act 1989]*

### **When is ERO likely to review the school again?**

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



Joyce Gebbie  
National Manager Review Services  
Central Region (Acting)

7 November 2012

## About the School

Location	Feilding	
Ministry of Education profile number	199	
School type	Secondary (Year 9 to 15)	
School roll	83	
Gender composition	Male 100%	
Ethnic composition	Māori	82
	Other ethnic groups	1
Special features	Catholic, Māori Boarding School	
Review team on site	September 2012	
Date of this report	7 November 2012	
Most recent ERO report(s)	Education Review	March 2009
	Supplementary Review	December 2005
	Education Review	December 2004