

**Hato Petera College
Northcote, Auckland**

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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Hato Petera 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?

He mihi tēnei ki te kura o Hato Petera. Arā ki te poari, ki te tumuaki, ki ngā kaiako, ki ngā mātua atawhai, ki ngā mātua o ngā taura, arā ngā taura hoki me te haahi Katorika. Kia koutou rā e ngakau nui ana ki te whai te matauranga hei oranga mo ngā taura Māori kia puta ki te ao hurihuri kia whai ai te ao marama. No reira tēna rā koutou katoa.

Hato Petera College is situated in Northcote, Auckland. The school provides coeducational education for students from Years 9 to 13 in a Māori, Catholic environment. Most students stay in the boarding hostel (noho kainga), with a small number of local students attending daily. Students attend chapel every morning to begin the day. The chapel karakia is conducted by students. This enhances the special character and values of the Catholic faith and Māori tikanga.

In the last 2 years there have been significant changes in the school that include the appointment of a new principal, new chairperson, and new mātua atawhai (caregivers in the hostel). A number of students left the school last year, causing a roll decrease and leading to a reduction in teaching staff in 2012.

This is ERO's fourth early return to the school. It finds the school to be again in a period of transition. The board have experienced many challenging issues since the 2010 ERO review, and trustees have worked diligently to address the challenges they have faced. The board is a mix of experienced and new board members, with an experienced trustee as its new chairperson. Some board members are also on the Hato Petera Trust and are proprietor's representatives.

Over the last 2 years leadership changes have had a significant impact on the culture of learning, behavioural issues, and the quality of teaching in the school. The school has had two changes of acting principal before the appointment of the current permanent principal at the beginning of 2012. The board, staff, parents and students are positive that the new principal provides the leadership to strategically manage the improvements required to move the school forward.

2 Learning

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

National Certificate of Educational Achievement (NCEA) results have progressed favourably. Results obtained by the school have compared well with achievement in schools of similar deciles, and with national trends. This positive trend continued during 2011 for Year 12 students achieving NCEA level 2 qualifications. It was not maintained, however, at other year levels and the 2011 NCEA results were lower for Year 11 students, and for Year 13 students attempting level 3 qualifications.

In Years 9 and 10, focus was placed on the literacy and numeracy progress of a group of identified students during 2011. Many of these students began the year well below the national expectation for their year level. During the year they made some progress towards meeting national expectations and school targets.

Students have high levels of attendance and are actively engaged in extra curricula activities. However, the school's high number of stand downs and suspensions are of concern, and the board should monitor these more effectively.

The school has recently engaged in the Positive Behaviour 4 Learning programme. The principal has identified this strategy as one way of addressing some of the behavioural concerns ERO observed involving a small group of students.

Students with moderate to high needs are being well provided for, as are students with specific physical and emotional needs.

Most students are aware of how well they achieve. They are aware of whom their most supportive and most effective teachers are, and have high expectations of achieving well while at Hato Petera College. They are hugely proud of their school.

To support student achievement the senior management team has further developed specific homework study for all students on most evenings during the week at school. This study will be reinforced by hostel staff (mātua atawhai) to ensure students are using the time purposefully.

Senior managers need to improve their analysis of data across all year levels. Data should include information on the targeted groups of students and on the progress of all students are making from the beginning to the end of the year. Student achievement should be monitored more regularly to ensure progress is occurring.

Senior managers also need to continue thinking about further implementing effective strategies to raise the literacy and numeracy levels of Year 9 and 10 students, so that more successful outcomes can be achieved in their senior years.

3 Curriculum

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

School curriculum development is in its early stages of providing more diverse career pathways for students. At present the curriculum provides a range of core subjects and a small number of option subjects. Star and Gateway initiatives, including Te Umanga Oranga (a new health science academy), require further development to align with the curriculum and effectively promote student learning.

A new food technology building has been renovated and other classrooms have also been modified to improve student learning environments.

Students at Year 13 use personal computers to enhance their learning. This e-learning initiative now requires a more strategic approach so that students at all levels will eventually benefit from the use of information technologies. Further work is also needed to ensure students receive an effective hard materials programme as part of their wider technology studies.

Professional development is required to support senior managers and teachers develop a curriculum that better aligns to student aspirations and to further explore how the curriculum can better serve students career and future aspirations.

Many students engage well in their learning. Relationships between students and teachers are generally positive but teaching practice remains variable. In some lessons observed, teachers made use of the small class sizes to focus specifically on student learning. These teachers engaged students purposefully in their learning. They maintained positive relationships, and used interactive, formative teaching approaches to promote progress and achievement.

The above good teaching practices were not evident in many classrooms. There is a need for the senior leaders to:

- work alongside staff to develop and document agreed expectations for effective teaching practice
- develop more robust processes and systems for monitoring and improving the quality and consistency of teaching practice across the school.

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

The school has a roll that is 100% Māori. Its vision, mission and values include those of striving for excellence, developing leaders for today and tomorrow and being the Māori Catholic College of first choice. It aims to embed values that will enable students to set the foundations for success and achievement both at school and for all the years beyond school. Many students succeed, display leadership and are well prepared for their future lives.

Next steps for school development include setting high expectations for teaching and learning to further raise student achievement and promote success as Māori.

4 Sustainable Performance

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

The strong sense of tradition, history and commitment to providing education for Māori students, and special character dimensions continue to be strengths of the school. The positive impact of the new principal's leadership is beginning to give stability across the school community.

The board has worked together to prepare a long-term vision for the future of the school, including an informed strategic plan, annual goals and achievement targets. Trustees are also aware of the responsibilities that they have as board trustees and trust members to develop a governance model that benefits students and the school. They are also aware of staffing and financial challenges posed by lower roll numbers.

This report identifies important factors that impact negatively on the sustainable performance of school and the achievement of students. The following should be priority areas for school development. The board and principal should:

- strengthen governance to develop a cohesive and united approach
- address the school's financial concerns
- strengthen self review across all levels of governance and school operations
- improve the quality of assessment and analysis to identify trends and patterns of student progress and to inform teaching and learning
- develop an innovative curriculum that reflects the vision and future aspirations of its students, and to align better to career pathways for students
- continue to improve the quality of teaching, learning and student achievement
- establish a robust and rigorous performance management system.

ERO recommends that the board of trustees seek external support to address the concerns identified in this report, particularly those relating to improving governance, student achievement and the sustainability of the school.

Provision for students in the school hostel

The school has four separate hostels or kainga which accommodate 80 students; 80% of the school roll. It is governed and operated by Te Whanau o Hato Petera Trust and has been licensed by the Ministry of Education. Recently the trust appointed under contract a new operations manager who has, through the principal, overall responsibility for managing all hostel operations and staff.

Relationships within the hostel and between the hostel and school promote a safe emotional environment that supports learning for students who are boarders. The special Catholic character of the school is an important part of everyday life of boarders.

Hostel procedures to manage and support boarding students are appropriate and effective. The kainga are homely and whanau-oriented. They are managed by mātua atawhai who live in each of the kainga and are responsible for all students. Relationships between hostel staff and students are positive and supportive. Recently there has been a special emphasis on hostel staff becoming more involved in the learning and study of students.

The trust is complying with all legislative requirements for hostels. There are some aspects of hostel operations that could be further developed or strengthened. ERO has discussed these matters with the operations manager and Whanau trust representatives. These matters relate mainly to ensuring that operational policies and procedures are up to date and that there is regular accountability reporting about hostel operations to the Trust and where appropriate, to the board of trustees.

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.

Recommendations to other agencies

ERO recommends that the Secretary of Education consider providing support through the Student Achievement Function to help bring about improvements that raise student achievement.

When is ERO likely to review the school again?

ERO intends to carry out another review over the course of one-to-two years.



Makere Smith
National Manager Review Services
Northern Region (Acting)

8 August 2012

About the School

Location	Northcote, Auckland	
Ministry of Education profile number	33	
School type	Secondary (Years 9 to 15)	
Decile ¹	2	
School roll	99	
Gender composition	Boys 72 Girls 27	
Ethnic composition	Māori	99
Special Features	Special Character Roman Catholic Māori	
Review team on site	May 2012	
Date of this report	8 August 2012	
Most recent ERO report(s)	Supplementary Review Supplementary Review Supplementary Review	April 2010 January 2009 September 2007

¹ School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides