

St Patrick's College (Kilbirnie) Education Review

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About the School

Location	Kilbirnie	
Ministry of Education profile number	276	
School type	State Integrated Catholic Boys' Secondary (Years 9 to 15)	
Decile [1]	8	
School roll	794	
Number of international students	10	
Gender composition	Male 100%	
Ethnic composition	NZ European/Pākehā	46%
	Pacific	18%
	Asian	13%
	Māori	11%
	Other ethnic groups	12%
Review team on site	August 2011	
Date of this report	27 October 2011	
Most recent ERO report(s)	Education Review	September 2008
	Education Review	May 2005
	Accountability Review	December 2001

The Purpose of an ERO Report

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.

[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.

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1 Context

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

St Patrick's College is a state integrated Catholic secondary school for boys. Its Catholic and Marist ethos are strongly evident in school practices. The St Patrick's College board of proprietors owns and oversees the property and has particular involvement in the special character dimension.

At the time of this review in August 2011 there were 794 students from diverse cultural backgrounds. The multi-cultural nature of the student roll is recognised, celebrated and regularly reflected in the school culture.

School values and traditions contribute to a culture of pride, respect, caring and brotherhood. Many opportunities are provided to develop camaraderie and a sense of belonging. Students develop the self confidence to participate, succeed and lead.

The positive tone supports learning. A strong focus on the holistic development of students is encouraged by high quality pastoral care. Opportunities to develop and demonstrate leadership are regularly provided.

Students participate in a wide range of cultural and sporting activities and frequently receive recognition at regional and national level. Assisting others, as part of range of community service organisations within the college is enthusiastically supported. Student success is shared and celebrated.

The school is improvement focused. A wide range of actions is implemented as a result of self review. Improved leaver data for Māori and Pacific students, since the 2008 ERO review, is an example of the impact of responding to review.

Well-developed links with parents, whānau and the wider community enhance involvement.

2 Learning

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

School-collected assessment information indicates students achieve well and generally make good progress.

Results from nationally norm-referenced tests in reading and mathematics are used to assist junior class placement and diagnose learning needs. Using assessment information to monitor the impact of strategies to support the learning of individuals and groups should be a priority as analysis of data develops further.

National Certificates of Educational Achievement (NCEA) results are usually at least similar to comparative schools (decile 8 to 10, boys' schools) and above national figures. In the last three years, there has been improvement at Level 2 and 3. Merit and excellence endorsements gained are at a similar level to comparative schools at Level 1 and 2, but below at Level 3. The college has identified as a priority improving the quality of certificates gained by increasing endorsements. Each year there is success in New Zealand Scholarship across a range of subjects.

Māori students' NCEA achievement is below that of their peers, but above comparative schools at Level 1 and 2 and similar at Level 3. Results have improved since 2008. Pacific achievement is below peers and comparative schools at Level 1 and 3, but results have improved significantly since the previous ERO review. Mentoring programmes at Years 12 and 13 and teacher professional learning related to supporting success for Māori and Pacific students have contributed to the improved results.

In 2010 the qualifications of those leaving school were, overall, well above comparative schools. Virtually all students leaving school achieved at least NCEA Level 2.

Detailed collation and analysis of schoolwide NCEA data informs decision making. Curriculum area reports include analysis of NCEA data and implications for programmes. There is limited Year 9 and 10 subject data collation and analysis. Evaluating the effectiveness of junior programmes and teaching is an appropriate next step.

A well-coordinated, structured learning extension programme involves students of a range of abilities across all years. The programme is linked closely to classroom needs and includes effective use of teacher aides.

Mentoring by tutor teachers and progress interviews support students to develop strategies

for success. Parents are well informed about ongoing achievement and progress and are provided with regular opportunities to be involved in their sons' learning.

How well does the school promote Māori student success and success as Māori?

St Patrick's College effectively supports high levels of Māori student engagement and their achievement.

Strategic decisions and introduced initiatives supporting Māori students are well considered. Te Whānau O Hāto Pātāriki ki Poneke successfully engages whānau. Parents involved in hui state that academic achievement for their children is paramount. Staff provide mentoring and homework programmes to promote Māori students' learning. Cultural expertise, community, teacher and student leadership and positive organisational structures encourage ongoing improvement.

Teachers develop their understanding, and use, of teaching practices that support Māori students' success. Te reo me ngā tikanga Māori continue to be encouraged in classroom programmes and school events. Māori students achieve success in a variety of academic, sporting, performance and cultural experiences. Their achievements are recognised and celebrated, reinforcing Māori succeeding as Māori.

How well are Pacific students learning - engagement, progress and achievement?

A number of positive initiatives are successfully raising the achievement of Pacific students.

A professional development focus group of teachers meets regularly. These meetings have an impact on their planning and programme delivery. An effective home-school partnership, focused on learning, is developing through monthly parent meetings. A mentoring programme, to provide extra support for students from Year 11 onwards, is showing encouraging achievement outcomes.

Pacific students' achievements are recognised and celebrated.

3 Curriculum

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

The St Patrick's College curriculum effectively promotes student learning.

The intent of The New Zealand Curriculum and associated learning area achievement objectives are strongly reflected in teaching programmes. Key competencies are very apparent in department planning.

The curriculum successfully responds to a range of interests and abilities. Varied pathways assist students to develop in their areas of interest and achieve academic qualifications relevant to their future aspirations. At senior level some sharing of classes with girls from nearby St Catherine's College adds to the range of subjects available. Appropriate information is provided to students to support informed subject choices leading to tertiary education options.

Recent developments in programmes and timetable structure are effective responses to issues identified through self review and support the diverse needs of students.

In most situations teacher actions effectively promote learning. In these instances:

- high expectations for sustained involvement and achievement are apparent
- assessment data is well used to inform planning
- student learning activities and content are relevant, authentic and interesting
- learning is carefully sequenced to build on prior knowledge
- open-ended questions promote thinking and learning
- lessons are well paced and purposeful
- students regularly work positively with peers and participate fully in the lesson
- regular, specific and constructive oral feedback by teachers contributes to the next stage of learning.

Teaching that is targeted to students' learning needs promotes engagement and progress. The school has identified the need to continue to build consistent use of effective strategies to support a range of learners. Teacher development should continue to focus on:

- developing greater understanding of individual learning needs and how to meet these

through teaching

- building literacy practice across the curriculum
- extending an inquiry-learning approach to increase the level of student engagement in learning.

Teachers are respectful and affirming in their relationships with students. Students are supportive of each other and act courteously towards adults. They appreciate the positive and caring relationships they generally have with teachers. Classroom physical environments are well maintained and resourced, but could be enhanced for learning by further displaying examples of student success. The history and values of the college are strongly reflected in communal areas.

Teachers know students well. Tutor teachers within the house system effectively monitor and support individual progress. Relationships that support achievement are established between students, parents and tutor teachers.

4 Sustainable Performance

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

Self-review processes are well understood, effectively used and promoted by school leadership to inform decision making and improve outcomes for students.

Professional leaders articulate high expectations for student learning and achievement and for teachers as professionals. Strategies to achieve sustainable practices and progress are clearly documented and regularly reviewed. Leaders establish effective professional learning opportunities where decisions are based on evidence about student achievement.

The senior leadership team is supportive of students and staff and focused on continuing improvement. Regular opportunities are provided for others to share in leadership roles.

A wide range of whole-staff and individual professional learning opportunities contribute to improving student outcomes. A series of cross-curricular focus groups, established as a result of self review, provide the opportunity for teachers to collaboratively work with colleagues to share good practice.

The performance management process supports teachers to reflect on their practice and set relevant development goals. Student voice is an integral part of the appraisal process. More robustly identifying areas for individual teachers to further develop their classroom practice should increase the effectiveness of the process.

Board decision making focuses on improving student outcomes by providing resources to enhance teaching and learning. Trustees are well informed and questioning. Community involvement is valued. The board is very supportive of the holistic focus strongly reflected in the college. Regular self review informs strategic planning and decision making.

Provision for international students

The school is a signatory to the Code of Conduct of Pastoral Care of International Students (the code) established under section 238F of the Education Act 1989. At the time of this review there are ten international students attending the College.

The college has attested that it complies with all aspects of the code. Self-review and monitoring processes are thorough.

International students receive high quality pastoral care that includes effective orientation, learning support, as well as accommodation support and monitoring. They are well supported

to integrate into the school and local community. The students indicate they receive willing support from teachers and other students. The programme, English for Speakers of Other Languages, supports students' competency in literacy and class work. International students make good progress in their academic studies.

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.

When is ERO likely to review the school again?

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

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