

**Reignier Catholic School
Napier**

Education Review Office

External Evaluation

ERO External Evaluation

Reignier Catholic School

1 Context

Reignier Catholic School is a state integrated primary school in Napier, for students from Years 1 to 6. The school roll of 219, includes 32 students who identify as Māori and three international students.

The special Catholic character is upheld through the values of excellence, integrity, justice, community and respect. Manaakitanga and whanaungatanga promote positive relationships in the school and with whānau. Students are confident in who they are and have a strong sense of belonging.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children, are for an outstanding education achieved through virtue and knowledge in a Catholic community. This will be realised through students:

- participating fully in an active, supportive Catholic culture with many opportunities to live in the Catholic faith
- being recognised and celebrated as a successful learner
- succeeding through a culture of learning, empowerment and leadership
- participating in vibrant learning opportunities as active engaged learners
- being supported by excited committed teachers, peers and whānau
- being flexible, resilient learners, open to change and risk taking.

The school's achievement information shows that most students achieve at or above in relation to National Standards in reading, writing and mathematics. Māori students achieve slightly above that of their peers. Senior leaders have identified the need to focus on improving writing across the school and further supporting girls in mathematics.

There are strong moderation processes with a robust school wide understanding of assessment to form judgements against National Standards.

Since the previous ERO evaluation the school has been developing:

- depth and purpose in teaching as inquiry
- a school wide approach to sharing data about students with learning needs
- appraisal as a self-driven improvement focused approach, including the coaching model
- understanding of *Tātaiako: Cultural Competencies for Teachers of Māori Learners*.

3 Accelerating achievement

How effectively does this school respond to Māori children whose learning and achievement need acceleration?

The school effectively responds to Māori children whose learning needs acceleration. Leaders and teachers identify improvement targets at the end of the year, for the following year. A wide range of assessment tools are used to form appropriate judgements. Information supports programme planning, initiatives and interventions, both in class and out of class, to improve students' learning.

Data is shared across the school so leaders and teachers can regularly discuss strategies and ideas to best meet the needs of students. Individual achievement is monitored and tracked at class level. Students whose achievement levels signal that they are at risk of poor educational outcomes are identified on data walls. This information is used by staff to more closely monitor and intensively scrutinise progress, in school wide literacy and mathematics teams.

Te Whānau Tautoko o Reihana hui occurs annually with interested Māori parents and whānau. Data is shared and discussed. Opportunities, experiences and strategies for students are identified, reflected on, and planned.

School leaders have identified that developing this cultural approach, including continuing to seek external and whānau support, is a priority. Clearly identifying and articulating the intended outcomes for Māori students achieving success as Māori, should help to better evaluate the effectiveness and impact of activities. This should also help to further strengthen the approach across the curriculum.

How effectively does this school respond to other children whose learning and achievement need acceleration?

Teaching as inquiry is used well by leaders and teachers to recognise effective changes to practice. The process continues to strengthen as the understanding and consistency in application is embedded. Clearly articulating the expected results, in line with research, would strengthen the evaluative aspect and identify the direct impact on outcomes for students.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and targets for equity and excellence?

The trustees bring a wide range of expertise to their roles. They are community focused and plan strategically. Relationships between members of the board and the principal are based on trust, integrity and openness. Student achievement data is routinely shared with the board twice each year. Reporting should be further strengthened by sharpening the board's focus on target students. Setting and evaluating more robust targets should provide more useful information about the impact of resourcing on students most at risk.

Senior leaders are improvement focused. They have built a collaborative team across all staff. A coherent approach to professional learning and practice is highly evident. Leaders model expected practice through a unified approach. They focus on building capability and collective capacity in evaluation and inquiry for sustained improvement and innovation.

Parents, whānau and the community are well informed and highly supportive of events, celebrations and the spiritual foundations of the school. A well-considered transition process is highly evident to support students entering the school, moving through and on to further education.

The school focuses on strengthening learning centred relationships with families. The school has identified the need to further integrate te ao Māori across the curriculum. Whānau books are successful in articulating students' interests, needs and whakapapa. Sharing personal knowledge contributes to a community of learners in each class. Building on this approach to inform the wider school curriculum should support a more authentic integration of place-based teaching and learning.

Leaders and teachers have focused on building students' self-management skills. Consistent learning frameworks, based on the values of Reignier Catholic School, are highly evident. Students understand how well they are learning and their next steps for improvement.

Students participate and learn in a caring, collaborative and inclusive learning community. Holistic wellbeing and development is promoted, nurtured and given priority. Teacher aides support the learning process well.

Teachers' professional learning and development aligns with strategic direction to enhance outcomes for learners. There is a growth mindset for staff, emphasised through the well-considered approach to change. Appraisal has been reviewed and strengthened to be more improvement focused and driven by the individual teacher.

A comprehensive approach to evaluation is beginning to more robustly inform change. Extending and embedding this practice should further strengthen knowledge of impact, to sustain improvement and innovation.

5 Going forward

How well placed is the school to achieve and sustain equitable and excellent outcomes for all children?

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

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

6 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand down, suspensions, expulsions and exclusions
- attendance
- compliance with the provisions of the Vulnerable Children Act 2014
- provision for international students.

7 Recommendation

ERO recommends that trustees, leaders and teachers strengthen internal evaluation to sustain and enhance development.



Joyce Gebbie
Deputy Chief Review Officer Central

12 August 2016

About the school

Location	Napier	
Ministry of Education profile number	2663	
School type	Contributing (Years 1 to 6)	
School roll	219	
Number of international students	3	
Gender composition	Females 55%, Males 45%	
Ethnic composition	Māori	15%
	Pākehā	73%
	Asian	9%
	Other ethnic groups	3%
Review team on site	June 2016	
Date of this report	12 August 2016	
Most recent ERO report(s)	Education Review	September 2013
	Education Review	July 2010
	Education Review	March 2008