



## School Education Review Report (1-2 Year Review)

School Name	Our Lady Star of the Sea School (Christchurch)
Profile Number	3544

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

### Findings

#### Background and Context

##### What is the background and context for this school's review?

This report outlines Our Lady Star of the Sea School's progress in addressing the areas for review and development in ERO's 2020 Education Review report. The 2020 ERO report was based on the review that took place at the end of 2019.

There are 63 students at the school, 14% of the students identify as Māori.

The board has a mix of new and experienced trustees. A new principal started at the school in term 4, 2020. A relieving principal led the school for the previous two and a half terms. There have been no changes to the teaching team.

Trustees, leaders and teachers focused initially on rebuilding a culture of inclusive and welcoming relationships within the school community. The school was supported by a Limited Statutory Manager during 2020.

## Review and Development

### How effectively is the school addressing its areas for review and development?

#### *Priorities identified for review and development*

The 2020 ERO report identified that the school needed to strengthen the following areas:

- school community relationships
- governance
- curriculum development
- use of learning information by teachers, leaders and trustees.

Several areas of non-compliance required addressing. These were collating, analysing and reporting school-wide achievement and progress data; consultation with the Māori community; health education consultation; implementation of cybersafety practices; and clear and consistent implementation of risk management procedures for activities beyond the school.

#### *Progress*

The principal, teachers and trustees have made significant progress in addressing the areas identified in ERO's 2020 report.

At the time of the 2019 review the school was unable to demonstrate how well students were progressing and achieving at a school-wide level. The 2021 mid-year reports to the board of trustees show that most students were achieving at or above their expected levels in reading, writing and mathematics.

Relationships within the school community are greatly improved. The school community is now working in a culture of collaboration and respect, enacting the school's special character values. The principal is very visible and available to parents, students and parishioners. Effective and varied methods of communication are in place to help trustees, parents and staff be well informed of school activities, developments and progress, and for the school to seek information from parents and caregivers.

Board members have developed in-depth knowledge of their roles and responsibilities as trustees. They have undertaken relevant governance training. Trustees are confident and better placed to govern the school. They purposefully use the information they receive regarding student achievement and wellbeing in their decision making.

The start the principal and teachers have made on developing the curriculum provides a good foundation for a useful and effective curriculum framework. The curriculum is well based on the school values and its special character. It is appropriately linked to the New Zealand Curriculum. In 2021 teachers have been implementing a relevant conceptual curriculum that is making learning localised and enjoyable for the students. Expectations of practice are beginning to be documented which is leading to consistency and coherency of practice across the school.

The school has identified, and ERO agrees, that continuing to document teaching expectations for all learning areas and how it will meet the requirements of the Treaty of Waitangi National Education Learning Priorities (NELP) is a key next step.

Sound processes and practices are in place to guide the assessment of learning. Teachers moderate their judgements to help ensure they are consistent and reliable. Teachers effectively identify and track the progress of students at risk of making insufficient progress. School leaders provide useful and regular school-wide achievement reports to the board of trustees.

To further develop the reporting to the board, the principal and teachers need to extend reporting to include the extent of the progress students have made, and in particular, the sufficiency of progress of those students being targeted to make accelerated progress.

Over time ERO has observed students well engaged in their learning. Their learning tasks are relevant to their needs. Students are aware of what they are learning and why. Teaching is deliberate and focused, with teachers using a range of effective strategies.

The school has appropriately addressed the identified issues of:

- the collection, analysis, evaluation and reporting of good quality assessment information so leaders and teachers can evaluate the achievement of students and build a comprehensive picture of all groups of students' learning across the curriculum
- consulting with the school's Māori community to develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students
- consulting with the school community to adopt a statement on the delivery of the health curriculum
- the enactment of the school's cybersafety policy and procedures to ensure school resources are appropriately used.

The Education Outside the Classroom (EOTC) guidelines and risk management procedures are implemented well for identified high-risk activities, such as camps and ski trips, and most other EOTC activities. School leaders need to ensure that there is more consistent use of the school's set risk analysis forms for all trips beyond the school.

### **Sustainable Performance and Self Review**

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

The school implements effective processes and practices to sustain and continue to improve and review its performance.

The principal and teachers are improvement focused. Useful processes support them to reflect on and improve their teaching practices, class and school programmes.

#### ***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
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

### *Conclusion (Refer to the deskfile)*

Our Lady Star of the Sea School has effectively addressed its priorities for improvement. The principal is providing sound professional leadership. The trustees, principal and teachers are working together to ensure positive outcomes for students. Key school practices are successfully supporting an improvement focus. The school is establishing a foundation of leadership, relationships, authentic curriculum and useful evaluation for improvement practices likely to improve and sustain student progress and achievement.

The school has made sufficient progress to transition into ERO's Evaluation for Improvement process.

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation](#)

[Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.



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### **About the School**

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)