

# Stella Maris Primary School Education Review

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## About the School

Location	Silverdale, Auckland	
Ministry of Education profile number	1663	
School type	Full Primary (Years 1 to 8)	
School roll	316	
Number of international students	0	
Gender composition	Girls 54% Boys 46%	
Ethnic composition	NZ European/Pākehā	78%
	Māori	7%
	Chinese	1%
	Pacific	1%
	Other European	12%
	Other	1%
Review team on site	May 2013	
Date of this report	26 June 2013	
Most recent ERO report(s)	Education Review	June 2010
	Education Review	May 2007

## 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.

### Disclaimer

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# 1 Context

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

Stella Maris is a state-integrated Catholic school in Silverdale, north of Auckland. It provides education for students from Years 1 to Year 8. A new principal started at the school in 2011. The special character of the school is reflected in all aspects of school life.

Teachers and students work in classrooms located around central atriums. Most classes include children from two year levels. A significant number of children with special needs attend the school.

The school is set in expansive grounds. A new library was opened recently and has improved the range of learning spaces available to students and teachers.

The school is supported by a strong and active parent group known as the Parent, Teacher and Friends Association.

The previous ERO report in 2010 found an inclusive school culture and students well engaged with their learning tasks. These characteristics continue to be evident in the school. At the time of the last review the school planned to make greater use of student voice to promote student ownership of learning. Some progress has been made in this area.

## 2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school is developing its capacity to use achievement information more fully to make positive changes to learners' engagement, progress and achievement.

Senior leaders use data to monitor student achievement in relation to National Standards in reading, writing and mathematics. They also use this information to identify students who need to be supported to make better progress. Some students are involved in additional learning programmes to help improve their achievement in reading and mathematics.

Teachers use the achievement information to identify students' levels of achievement, to group students for learning, and to track their learning needs in mathematics. They now discuss student achievement at team meetings. Teachers have also begun to use a new recording and planning format to help make greater connections between what they know about students and what they plan to teach.

Parents receive written reports twice a year about their children's achievement and progress in relation to the National Standards. They meet with their children and teachers at 'triadic interviews' to set learning goals.

School achievement data indicates that students generally achieve better in reading and writing than in mathematics. Senior leaders have identified that teachers need to better understand how they can accelerate progress for students, in particular, for those Māori students who are not achieving as well as non Māori students.

Students with special needs are well included within the school community. Teachers lead the process of developing individual education plans for these students. They share information about these students well as they transition within the school. Teacher aides participate in professional development to learn ways to support student's particular learning needs.

Examples of good teaching practice are evident across the school. Some examples of this good practice include instances where teachers:

- provide students with specific feedback about their work and share ideas about their next steps so they can improve their learning and achievement
- promote student use of self and peer assessment strategies
- use student achievement information to inform programmes and planning

- reflect on the impact of their teaching on student engagement and learning.

These good teaching practices could be used to promote greater consistency of practice throughout the school to help students make further progress in their learning.

### 3 Curriculum

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

The school is developing its capacity to promote and support student learning through the curriculum. School leaders have yet to develop and implement a school curriculum that fully reflects The New Zealand Curriculum.

Teachers facilitate the school's religious education curriculum that follows the national guidelines for Catholic schools. They find opportunities to integrate aspects of other learning areas into the religious education curriculum.

Literacy and numeracy are appropriately emphasised. Teachers cover science, social studies and technology through an integrated approach called 'concept'. Students inquire into these concepts mainly through teacher-led approaches. Teams of teachers review each concept at its conclusion to evaluate the merits of the unit.

Students benefit from regular art, music and te reo Māori lessons taken by lead teachers. Years 7 and 8 students have opportunities to experience technology at a school with specialist teachers. Senior students contribute to the school community through their representation on councils. As a result students have an increased input into school operations.

Students are encouraged to complete independent projects in the areas of gospel, community, sports, academic and the arts. Teachers lead lunchtime interest clubs that provide extra opportunities for students.

In order to implement school-wide expectations for teachers, senior leaders should:

- consult with teachers, parents and students, and consider research, to establish what is important in a Stella Maris curriculum
- develop a curriculum that fully reflects the intentions of The New Zealand Curriculum
- provide clear guidance for teachers to fully implement the curriculum.

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

Māori students proudly identify as Māori and hold high expectations for themselves. They are aware of the type of education required to help them achieve their aspirations. Religious education provides opportunities for students to recite karakia in te reo Māori. Concepts and lessons are also linked to te reo Māori.

A lead teacher supports senior students to participate in the school's kapa haka group. A teacher takes a sequential programme of te reo Māori in all classes. Language acquisition could be further supported by classroom teachers reinforcing and building on these lessons.

The board of trustees has implemented some of the suggestions raised during consultation with whānau.

## 4 Sustainable Performance

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

The school is well placed to sustain and improve its performance.

The board provides effective governance of the school under an experienced board chair. Trustees contribute a range of skills and experience that are valuable to the board. They have undertaken training and are confident in their governance roles. The board operates in sub committees and decisions result from robust discussions. Succession planning for sustainability has been considered.

School leaders have developed the strategic plan in response to student achievement data and parent perspectives. The board receives regular curriculum reports that they find useful for informing their decisions.

Senior leaders are experienced and work together cohesively. They have the collective knowledge and capacity to move the school ahead in areas identified for improvement. Leadership is distributed among teachers throughout the school.

Teachers work together to improve their practice through a coaching programme. They focus on religious education, school and individual goals and use classroom walkthroughs to gather evidence to support the programme. Senior leaders could build on these mechanisms to ensure school expectations are being implemented.

Self review is characterised by a planned review cycle for policies and in-depth curriculum reviews. A community survey provides important feedback from a parent perspective. An active parent body ensures concerns are brought to the school's attention. Senior leaders facilitate well-attended forums for parents to discuss education matters. They should continue to find ways to be responsive to the parent community.

### Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

### 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.

When is ERO likely to review the school again?

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

Dale Bailey  
National Manager Review Services  
Northern Region

26 June 2013



# **Curriculum Action Plan 2013**

Based on Next Steps as Identified in 2013 ERO Report

### Curriculum Action Plan

Next Steps as identified in ERO Report 2013	Action	Who will action?	Date	Completed
<p><b>2. Learning</b> Examples of good practice include instances where teachers:</p> <ul style="list-style-type: none"> <li>• Provide students with specific feedback about their work and share ideas about their next steps so they can improve their learning and achievement.</li> <li>• Promote student use of self and peer assessment strategies</li> <li>• Use student achievement information to inform programmes and planning.</li> <li>• Reflect on the impact of their teaching on student engagement and learning.</li> </ul> <p><i>These good teaching practices could be used to promote greater consistency of practice throughout the school to help students make further progress in their learning.</i></p> <p><b>3. Curriculum</b> The school is developing its capacity to promote and support student learning through the curriculum. <i>School leaders have yet to develop and implement a school curriculum that fully reflects the New Zealand Curriculum (NZC).</i></p> <p>Literacy and numeracy are appropriately emphasised. Teacher cover science, social studies and technology through an integrated approach called 'concept'. <i>In order to implement school-wide expectations for teachers, senior leaders</i></p>	<p>Develop a Curriculum Plan and Curriculum Guidelines that will:</p> <ul style="list-style-type: none"> <li>• outline how Stella Maris Mapping reflects the NZC,</li> <li>• promote greater consistency of good teaching practices</li> <li>• provide guidelines for teachers to fully implement the NZC through Stella Maris Mapping</li> <li>• inform Teacher Coaching and Appraisal processes.</li> </ul> <p><b>The Curriculum Plan</b> will identify what learning looks like at Stella Maris and the big picture goals for each curriculum area.</p> <p>Step 1: Survey students from Y4-8 about learning at Stella Maris, and the big picture goals for each curriculum area.</p> <p>Step 2: Parent and Staff evening to gather information from them about learning at Stella Maris, and the big picture goals for each curriculum area.</p> <p>Step 3: SLT to collate the information from the students, staff and parents and create the draft Curriculum Plan</p> <p>Step 4: Present to staff and students for feedback.</p>	<p>Alan Watts, Catherine Cyprian and Tracey Law</p> <p>SLT – all staff to attend</p> <p>SLT</p> <p>SLT</p>	<p>Week 2, Term 3</p> <p>Week 6, Term 3 (Thurs Sept 5)</p> <p>Week 7, Term 3</p> <p>Week 8, Term 3</p>	<p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p>

<p><i>should:</i></p> <ul style="list-style-type: none"> <li>• Consult with teachers, parents and students, and consider research, to establish what is important in a Stella Maris Curriculum.</li> <li>• Develop a curriculum that fully reflects the intentions of the NZC.</li> <li>• Provide clear guidelines for teachers to fully implement the curriculum.</li> </ul> <p><b>4. Sustainable Performance</b>  Teachers work together to improve their practice through a coaching programme. They focus on religious education, school and individual goals and use classroom walk throughs to gather evidence to support the programme. <i>Senior leaders could build on these mechanisms to ensure the school expectations are being implemented.</i></p>	<p>Step 5: Present to BOT</p> <p><b>The Curriculum Guidelines</b> will outline expectations for each of the curriculum areas</p> <ul style="list-style-type: none"> <li>• They will reference the NZC essence statements for each curriculum area (big picture goals)</li> <li>• Outline what needs to be consider for teaching and learning, including time allocations</li> <li>• Outline assessment expectations</li> <li>• Resources</li> <li>• Will be used to inform Teacher Coaching and Appraisal processes.</li> </ul> <p>Maths Guidelines</p> <p>Literacy – Reading and Writing</p> <p>Literacy – Oral Language, and Presenting and Viewing</p>	<p>Alan Watts and Catherine Cyprian</p> <p>Maths Lead Teachers – Tracey Law and Olwyn Hobman, with Helen Walters (Advisor) and Alan Watts</p> <p>- Literacy Team to lead whole staff meeting  - Literacy Team to collate and create draft  - Present draft to staff</p> <p>- Literacy Team to lead whole staff meeting  - Literacy Team to collate and create draft  - Present draft to staff</p>	<p>Week 9, Term 3</p> <p>Term 2, Present to staff 28 June.</p> <p>Term 3, Wk 2, 5 Aug.  Term 3, Wk 3-4  Term 3, Wk 5, 26 Aug.</p> <p>Term 3, Wk 7, 9 Sept</p> <p>Term 4, 14 October</p>	<p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p>
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<p>Senior Leaders facilitate well-attended forums for parents to discuss education matters. <i>They should continue to find ways to be responsive to the parent community</i></p>	<p>Curriculum Mapping Guidelines</p> <p>Health and PE Technology Science Social Sciences The Arts</p> <p>- Communicate the relevant information about curriculum developments as they are completed. - Carry out the community survey in term 3</p>	<p>Curriculum Mapping Team</p> <p>Curriculum Teams with Staff at staff meetings in term 4, 2014.</p> <p>SLT</p> <p>BOT and SLT</p>	<p>Term 3, present draft to staff Wk 7, 9 Sept.</p> <p>Term 4, TBC as staff meeting schedule developed.</p>	<p><b>Completed</b></p> <p><b>Draft Completed</b></p> <p><b>Ongoing</b></p> <p><b>Completed</b></p>
<p><b>4. Sustainable Performance</b> Senior leaders are experienced and work together cohesively. They have the collective knowledge and capacity to move the school ahead in areas identified for improvement.</p>				<p><b>Ongoing</b></p>