

St Heliers School Education Review

- 1 The Education Review Office (ERO) Evaluation
- 2 St Heliers School's Curriculum
- 3 Agreed Priorities
- 4 Provision for International Students
- 5 Board Assurance on Legal Requirements
- 6 Future Action
- About The School
- Community Page

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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: St Heliers School

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

St Heliers School is located in an Eastern suburb of Auckland and caters for students in Years 1 to 8. The school has maintained the high standard of education identified in the 2004 and 2007 ERO reports. The board of trustees and senior managers maintain a close partnership with the community and remain committed to school improvement. Trustees have managed roll growth successfully and are continuing to implement a substantial building programme to meet the needs of the students.

Students continue to experience high levels of success in academic, cultural and sporting pursuits. Māori and Pacific students achieve at levels that are similar to those of other students in writing, reading and numeracy. The school has begun to develop ways of reporting to the community on student achievement against the National Standards, using a selection of national and school-based assessment tools. Students who are at risk of not reaching their potential are well supported. To enhance these good practices, teachers and senior leaders could consider ways for all students to take greater responsibility for their own progress in learning.

High quality teaching and learning programmes, designed to meet students' interests and skills, are provided in stimulating and attractive classroom environments. Teachers know their students well and value the prior knowledge and cultures that they bring with them. Staff have sustained the good practice of using targeted professional development on the teaching of literacy and numeracy to reflect on, and embed, effective approaches to teaching. Teachers and senior leaders are well placed to use this model of targeted professional development to further develop high quality approaches to teaching across the curriculum.

Students are confident, articulate and engaged in their learning. They are respectful of their teachers and each other and classrooms have a purposeful tone. Older students have many opportunities for leadership. They support, and act as good role models for, younger students. They have many opportunities to participate in a wide variety of extra-curricular activities that are supported and led by members of the school community. Students have a strong sense of belonging to the school.

The principal models high quality professional leadership. He is capably supported by senior leaders, who have delegated responsibilities for pastoral care and curriculum delivery. The leadership team has a respectful and reciprocal relationship with the community. Senior

leaders have continued to maintain useful external professional networks that are used to assist with school improvement.

The board and the principal have high expectations for student achievement and are focused on ensuring continued improvements in student learning. Good quality systems enable trustees to be assured about the emotional and physical safety of the students and staff. ERO and trustees agree that the board is well placed to further develop its self-review processes so that the board can evaluate, and be assured of, the effectiveness of all school initiatives and operations.

Future Action

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

2 St Heliers School's Curriculum

How effectively does the curriculum of St Heliers School promote student learning - engagement, progress and achievement?

School context and self review

Since the 2007 ERO review, the school has undergone significant roll growth, which has resulted in a major building programme. A new classroom block, including a new library, drama, science and ICT room, has been completed. Renovation of the administration area is underway. All new enrolments since the 2007 ERO review have been from within the school's zone. The school has changed from a decile 6 to a decile 8 rating.

The board has recently reviewed its vision and values in consultation with the community and these remain at the fore during decision-making by trustees, senior leaders and teachers. Positive relationships are evident at all levels of the school and parents report that they feel valued and are welcome to support their children with their learning in the school environment.

Areas of strength

Student achievement. A high priority for the school is the continued close monitoring of student achievement and progress and, as a result, students achieve well in reading, writing and numeracy. Teachers use a range of reliable nationally normed and school-based assessment tools to monitor students' progress over the year. Senior leaders and teachers are developing ways of reporting student achievement against the National Standards. Information shows that most students are achieving results that are at or above national expectations. Māori and Pacific students achieve results that are similar to those of their peers. Close analysis of achievement information identifies students who require extra assistance. Effective strategies to meet their needs and the needs of ESOL students (English for speakers of other languages) include:

- maintaining and closely monitoring the progress of targeted students;
- implementing in-class and withdrawal support by teacher aides;
- making good use of external support systems and programmes; and
- developing a multicultural staff that reflects the ethnicities of the student population.

Student engagement with learning. Students show high levels of interest and motivation in their lessons. Lessons are well paced and teachers use flexible and responsive teaching practices. Learning activities are appropriately challenging, both when students are with a teacher and when working independently. A review of the Year 7 and 8 area has resulted in

the implementation of further teaching and learning strategies that meet the older students' particular needs and interests. Students have many opportunities to develop leadership skills and to participate in extracurricular activities.

Leading and managing the school. The principal continues to model high quality professional leadership and manages an effective senior leadership team through thoughtful delegation of responsibilities. Good systems that focus on improving school operations are in place. The senior leadership team is responsive to community aspirations and interests and maintains a focus on open, two-way communication and regular consultation. The well informed board of trustees takes an active part in the school and has a good understanding of the roles and responsibilities of governing and managing the school.

An inclusive environment. The school has an inclusive culture. Students who identify as Māori or Pacific, report that they feel comfortable about contributing to school life. They are active participants in the school. International students receive high quality education and pastoral care.

Areas for development and review

During the review, school leaders and trustees acknowledged, and ERO agrees, that in order to build on the good teaching practices already evident, the next steps for development are for the board to:

- use the good models of self review already in place and extend them into all areas of school operation;
- consider further developing a school-wide pedagogical approach to teaching and learning in line with the vision, values and principles of the New Zealand Curriculum;
- track the achievement of cohorts of students over their time at school, as suggested in the 2007 ERO report, and report to the board on trends and patterns in achievement and on the implications of these for ongoing planning and resourcing; and
- promote a shared understanding of student engagement, and support the implementation of strategies to increase student-led learning.

3 Agreed Priorities

ERO and the board of trustees agree that the board is well placed to further develop its self-review processes so that trustees can evaluate, and be assured of, the effectiveness of all school initiatives and operations.

4 Provision for International Students

St Heliers School is providing its international students with high quality education and pastoral care. Well developed teaching programmes ensure that students achieve their academic goals. International students are well integrated into the school's inclusive community and enjoy opportunities to participate in a variety of sporting, cultural and classroom activities.

Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

St Heliers School is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989.

The school has attested that it complies with all aspects of the Code.

ERO's investigations confirmed that the school's self-review process for international students is thorough.

5 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of St Heliers School completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

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

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

6 Future Action

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

Richard Thornton
National Manager Review Services
Northern Region

18 February 2011

About The School

Location	St Heliers, Auckland
Ministry of Education profile number	1489
School type	Full Primary (Years 1 to 8)
Decile[1]	8
School roll	664
Number of international students	8
Gender composition	Girls 51% Boys 49%
Ethnic composition	NZ European/Pākehā 57% Māori 6% British/Irish 4% Chinese 4% African 2% Burmese 2% Filipino 3% Indian 2% other European 6% other ethnicities 14%
Review team on site	November 2010
Date of this report	18 February 2011
Previous three ERO reports	Education Review, May 2007 Education Review, June 2004 Education Review, December 2002

[1] School deciles range from one to ten. Decile one schools draw their students from low socioeconomic 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.

Community Page

18 February 2011

To the Parents and Community of St Heliers School

These are the findings of the Education Review Office's latest report on St Heliers School.

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leaders, who have delegated responsibilities for pastoral care and curriculum delivery. The leadership team has a respectful and reciprocal relationship with the community. Senior leaders have continued to maintain useful external professional networks that are used to assist with school improvement.

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Future Action

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

Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, www.ero.govt.nz.

Richard Thornton
National Manager Review Services
Northern Region

General Information about Reviews

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and

early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- the Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.