



**Education Review Office**  
Te Tari Arotake Mātauranga

**Pompallier Catholic School**  
**Kaitaia**

**Education Review Office**

**External Evaluation**

# ERO External Evaluation

## Pompallier Catholic School

### 1 Context

Pompallier Catholic School is a small state integrated school that provides high quality education for children from Years 1 to 8 from Kaitaia township and surrounding areas. The school is an integral part of Saint Joseph's parish and enjoys close relationships and connections with the church and local community. Over half of the children attending Pompallier have Māori heritage and the school roll reflects the ethnically diverse community that the school and the local Catholic parish serve.

Recently a new deputy principal has been appointed to the senior management team. Pompallier Catholic School is a member of the Far North Community of Learning (CoL).

### 2 Equity and excellence

The vision and valued outcomes defined by the school for all children are Aroha (Love), Tika (Integrity), Pono (Truth) and Atawhai (Mercy). These values reveal the Catholic Character of the school and reflect the values and charism of the founding, 'Mercy Order'. They also encompass the intent of *The New Zealand Curriculum* and underpin the school charter. These values are encouraged and modelled with the children and are an integral part of the school's curriculum, teaching and learning approach.

The school's achievement information shows that students leaving at the end of Year 8 in 2016, achieved at and above the National Standard expectation of 85%. Year 8 at and above achievement was; reading 89%, writing 90% and mathematics 94%. 2016 mid-point data shows that students across the school are continuing to make improved progress. The school is well placed to meet the government target of 85% at or above in 2017.

Longitudinal data shows Māori students have achieved less well than non-Māori. Current Māori student data shows that this disparity between Māori and non-Māori is reducing. This indicates that school strategies to progress those Māori students whose achievement needed acceleration are effective.

Since the last ERO evaluation the school has continued to use good moderation practices to inform overall teacher judgements of students' achievement. Teachers have continued to develop and embed assessment practices. They have participated in comprehensive professional learning and development contracts with the Ministry of Education, in particular Accelerating Literacy Learning (ALL), Literacy with Digital Technologies (LWDT), and Leadership and Assessment professional learning and development.

Leaders and teachers participate in rigorous internal and external moderation of practice and continually refine their teaching practice to improve learning outcomes for students. They know and care for children and their families and provide appropriate levels of intervention and individual support for each learner.

### **3 Accelerating achievement**

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

The school is responding effectively to Māori students whose learning and progress need to be accelerated. Culturally responsive teacher practice supports and promotes student learning. The school's revised curriculum is culturally responsive and children identify enthusiastically with the areas of curriculum inquiry and learning. Māori students feel they are able to express their Māori identity, culture and heritage through the curriculum and with pride at school; they see themselves as capable and competent learners.

The board, senior leaders and teachers are committed to the principles of Te Tiriti o Waitangi. This commitment supports Māori students to realise their potential. The school is highly responsive in the way it engages students, for example Nga Taonga Toi group, (māori carving), kapa haka and karanga (for girls). These initiatives, led by whānau, parents and the parish community, are enabling Māori children in the school to feel proud of their cultural heritage.

The school communicates well with whānau, using a range of technologies that suit parents and whānau, ensuring everyone in the wider community has a place in the school and feels welcomed into the school. Very good whānau engagement is supported by school and community collaborations that enrich opportunities for students to become confident, connected and successful learners. A united approach to student learning is actively fostered by the board, senior leaders and teachers who work together to improve teaching and learning.

Good school wide systems to track Māori students at risk of not achieving are having a positive impact on student achievement. Planned and strategic approaches at school, team and classroom levels ensure all Māori students are supported to achieve good outcomes. Teachers regularly scrutinise the effectiveness of these plans in relation to students' progress. There is now good evidence to show a significant number of Māori students are beginning to make accelerated progress.

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

The school is effective at responding to children whose learning and achievement needs acceleration. The school uses a Target Student Register strategy where the learning of each individual child is scrutinised, measured and next steps actioned with urgency. Teachers use the school professional learning community meetings to develop strong learning partnerships.

All children are benefitting from the robustness of systems and teaching practice that are promoting learning for Māori children. The principal, board and teachers are implementing strategies to accelerate achievement outcomes for students whose learning requires acceleration. The principal has 'opened up' student achievement as a key issue for school improvement. Through teachers' deeper analysis of data and good internal evaluation, the improvement in student progress and achievement is evident across the school.

In all areas of the school there is a high level of responsiveness by senior leaders and teachers to children's needs. Leaders always put children first and support adults to adapt, so as to enable and encourage children's continued progress.

## 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 school is very effective in enacting its values, goals and priorities for equity and excellence in alignment with the school's vision and mission statement and mercy charism. Pastoral care has a high presence in the school. Children are happy, kind and caring of each other.

There is clear understanding and knowledge of the school's strategic goals and priorities and their links to operational practices. This alignment is promoting the improvement in student outcomes. Organisational practices and processes are having a positive impact on supporting equity and excellence across the school.

Senior leaders' decisions are evidenced based with reference to current research. School leaders consult widely with regard to new initiatives. This process has supported and strengthened change processes and established powerful connections with parents, whānau and the community.

Leaders engage the board, whānau, teachers and children in the development of the new curriculum and all dimensions of teaching and learning. High quality teaching and learning is evident in classrooms and children learn in purposeful learning environments. Inquiry based learning is well integrated and students have a good understanding of their next steps to support their learning goals.

Teachers and children are increasingly digitally literate with all classrooms having good access to current digital technology. Teachers have participated in quality professional learning and this ensures they are all able to make effective use of the tools available to support and enhance children's learning.

Children have high expectations of their capacity to learn and achieve. They are capable and confident learners who reflect a strong sense of belonging and pride in their school. They embrace challenge and have a deep commitment to learning and a desire to participate fully in the opportunities provided by the school. Inclusiveness is highly valued in the school and differences are regarded as strengths and widely accepted by children and staff.

The trustees see themselves as guardians of the school's unique culture and identity. They are future focused and seek external training to support their governance role. Trustees demonstrate a strong commitment to student achievement. They seek the best outcomes for children and resource the school appropriately.

The principal's leadership has very effectively underpinned improvement across key areas of the school. Senior leaders demonstrate professional capability and work alongside teachers to develop individual and collective professional capacity. The high level of inquiry and development of teachers' practice, curriculum review and digital technology has had a positive impact on students' learning outcomes.

The school continues to develop equitable and excellent outcomes for all learners. The strong collaborative and consultative leadership of the board and leadership team have ensured children, staff and whānau are reflected and honoured in all decisions.

## 5 Going forward

### How well placed is the school to accelerate the achievement of all children who need it?

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.

School leaders, the board and ERO agree that, to continue to build the school's capacity to achieve and sustain equitable outcomes for all students, senior leaders should now:

- consider more aspirational target setting of National Standard goals, so excellence and equity is further enacted
- continue to review and refine teacher appraisal processes
- evaluate the impact of digital technology on the curriculum and extend current systems to further support learning.

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*.

## 7 Recommendation

ERO recommends that the school continues to build on its systems of robust internal evaluation and research based evidence to inform good practice and continue to develop equity and excellence to further promote positive outcomes for all children.



Graham Randell  
Deputy Chief Review Officer Northern

9 December 2016

## About the school

Location	Kaitaia	
Ministry of Education profile number	1082	
School type	Full Primary (Years 1 to 8)	
School roll	134	
Gender composition	Boys 51%	Girls 49%
Ethnic composition	Māori Pākehā other Ethnicities	54% 38% 6%
Review team on site	October 2016	
Date of this report	9 December 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	December 2013 January 2010 September 2007