

Bishop Viard College
Porirua

Confirmed

Education Review Report:
Arotake Paerewa

Kumēa te paetawhiti kia tata
Whakamaua te paerewa kia tīna
Tukuna te paehiranga kia topa!

Education Review Report: Arotake Paerewa Bishop Viard College

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.

Findings

1 Context

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

Bishop Viard College is an integrated coeducational Catholic school located in Porirua. A diverse mix of Years 7 to 13 students attend, with 59% identifying as Pacific and 20% identifying as Māori. The college caters for a growing number of new immigrant and refugee students from Asia and South America.

The college philosophy and values are closely aligned to the Catholic character and gospel values. These ideals promote the intellectual, social and spiritual development of all students in a multi-cultural school community. Strong family connections and positive staff and student relationships maintain a caring and inclusive ethos.

Since the June 2010 ERO review, significant changes to staffing have occurred across the college. Three new senior leaders, including the principal, have been appointed. Several departmental leadership positions have also changed. While these and other staffing changes have impacted on development there has been progress in addressing some areas for development identified in the previous ERO report.

Senior leaders are in the process of reviewing and implementing changes to a range of school-wide practices, procedures and expectations for improved learning and achievement. The teaching staff is involved in regular professional learning and development (PLD) to support the implementation of these improvement initiatives. At the request of the college, the Ministry of Education provides student achievement support and a facilitator to assist with PLD to raise student achievement.

2 Learning

How well are students learning – engaging, progressing and achieving?

Students enjoy, and perform well in a range of curriculum activities. Many experience success in sports, performing arts and cultural events and competitions. Some students achieve well academically and gain endorsed qualifications.

Years 7-10

Students observed in Years 7 and 8 classes were generally well engaged in learning and have good relationships with peers and teachers. The 2011 school data shows average reading levels steadily improved across Years 7 to 9 with over half of the students in this group achieving at or above age appropriate expectations. Mathematics results are variable across Years 7 to 9 with some cohorts making minimal progress. Year 10 students' progress and achievement information in literacy and mathematics is not used consistently across the college for planning and teaching that responds to identified learners' needs.

In 2011 Years 7 and 8 student achievement was assessed in relation to National Standards in writing only. Senior managers are establishing systems and expectations for moderation and reporting twice a year to parents on students' achievement levels in relation to the Standards in reading, mathematics and writing.

Years 11-13

Students' engagement levels in senior classes observed by ERO were variable. Where clear expectations were set, shared and monitored, learners were more engaged in purposeful learning. Data is collated for National Certificates in Educational Achievement (NCEA) and University Entrance at Years 11, 12, and 13. Literacy and numeracy passes are below national averages at Year 11, which restricts achievement and progress beyond this level. There has been some improvement in rates of achievement since 2010 at Levels 2 and 3. However the percentages of students achieving NCEA is below that in similar types of schools and national averages at all levels.

Student achievement information is collected by gender and ethnicity and compared with similar groups by decile and nationally. Māori and Pacific students achieve well below their peers in similar decile schools at Years 11 and 12. The rates for Year 13 Māori students are comparable to peers in like decile schools.

Students are encouraged to remain at school to achieve qualifications over time. The rates of school leavers achieving Level 2 qualifications are similar to national expectations. A few students achieve endorsed awards and one gained a national scholarship pass in 2011.

Senior managers are reviewing and improving the range of strategies used to increase students' engagement and progress. Strategies include:

- sharing and maintaining high learning and behaviour expectations with students and their families
- strengthening analysis and response to student achievement, attitude and engagement information
- closer monitoring of students' goals and the use of feedback and feed forward to assist their learning.

3 Curriculum

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

The college provides a broad-based curriculum and pathways to cater for the diverse learning, training and career aspirations of students. In some classes teachers involve students in their learning through sharing and making explicit the purpose for learning and the expected outcomes.

Teachers of Years 7 and 8 classes are aware of the priority learners and use some strategies to cater for their needs. These groups include English language learners and those achieving below and well below National Standards expectations for literacy and mathematics. The effectiveness of interventions and classroom strategies to support priority learners is not evaluated and reported to trustees. Curriculum and level leaders should strengthen teacher inquiry and use of data to evaluate practices to improve literacy and numeracy achievement in Years 7 and 8.

Pacific students appreciate the opportunities to incorporate their cultures, knowledge and identities into learning contexts. In some programmes, especially at the junior levels, authentic perspectives related to students' needs, backgrounds and interests support their engagement and learning. A next step is for all curriculum programmes to be reviewed to ensure that content, learning experiences and teaching strategies are relevant and engaging for diverse groups of learners. ERO affirms the senior leadership commitment to increasing opportunities for students to take more ownership of their learning.

Senior leaders' initiatives to review and develop the senior students' curriculum and learning pathways should be given high priority. A recently appointed careers leader has led a timely review and subsequent development of the department vision, programmes and resourcing. This development should better support all learners to make well informed learning choices and course decisions. A vertical whānau grouping system is planned to improve academic and career mentoring for all students.

An increasing number of students participate with success in Gateway programmes for structured work-place experience and learning towards qualifications and careers opportunities. Managers identify that improvements are needed in school-wide systems for tracking and mentoring senior students to improve their engagement, achievement and completion rates in their courses of study.

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

The college has recently consulted with whānau to develop a collective vision and strategies for promoting Māori learners' success. Trustees and leaders are beginning to use this feedback to inform strategic priorities and targets. School leaders are aware of the need to extend provision of te reo me ngā tikanga Māori opportunities and programmes for this group of learners.

The college has variable information about individual iwi affiliations, language, culture and students' aspirations as Māori. Expectations and purposes for the collection, analysis and use of information about this group of students should be established by senior leaders and trustees. Some departments analyse student achievement information by ethnicity, but this is variable in detail and depth. A priority for all departments and teachers is to improve analysis of student achievement, attitudinal and engagement information. This should assist leaders to better identify needs and inform decisions about courses, programmes and pathways for this group and individuals. Teachers should review their classroom practices and programmes against the principles of *Ka Hikitia*, the Ministry of Education's strategy to promote success for Māori as Māori.

4 Sustainable Performance

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

College leaders, staff and trustees have close links and partnerships with the local community. They participate in a range of locally-based initiatives and events to improve student attendance, engagement, learning opportunities and success. Students are well supported through the pastoral care systems, with Year 9 students benefitting from the STARS mentoring and leadership development programme

The experienced and stable board is representative of its community. It has overseen significant changes in personnel from senior leaders to middle managers and teaching staff since the previous ERO review. The principal, appointed late in 2011, knows students well and is actively involved with them through classroom teaching, sports coaching and leading spiritual and cultural activities.

Trustees are closely involved in setting detailed charter goals, targets and related actions for improving the quality of teaching, learning and raising student achievement. The 2012 annual planning document is too complex and detailed. Reporting to the board on progress towards targets is limited in its depth of analysis and usefulness for self review, planning and decision making. The annual plan for 2013 should be closely linked to specified strategies for raising achievement of priority learners and target groups.

The next step to assist planning and self review is for trustees and college leaders to embed robust school-wide systems and processes to ensure:

- annual student achievement targets include accelerated progress for priority learners in Years 7 to 10
- priority learners' targets are identified by group or cohort and individuals are monitored in each class
- actions and strategies to improve or accelerate progress for these students are closely linked to identified and well analysed learning needs
- teachers closely monitor and report on the progress of these groups of target students to senior leaders throughout the year
- trustees are informed of progress towards targets during the year to better assist with resourcing and decision making.

Trustees and senior leaders have identified a range of critical PLD initiatives and programmes to improve the quality, effectiveness and consistency of teaching and learning across the school. ERO affirms the importance and need for these programmes to:

- develop learning leadership skills for selected staff to promote reflective practices across all departments
- extend the use of assessment information for responsive planning and to involve students more in their own learning
- strengthen culturally inclusive planning and cultural competencies for teachers of Māori learners.

Literacy and numeracy leaders should give urgency and priority to ongoing review and evaluation of the effectiveness of strategies and interventions for meeting students' needs in these learning areas across the school.

School improvement initiatives are supported by a developing and more robust performance appraisal process which is being modelled and monitored by an assistant principal. This process should better assist teachers to meet their PLD goals and align areas for performance improvement to school priorities, targets and student needs.

Departmental self-review procedures are variable in format, rigour and usefulness to improve learning and success for students. Increased use of evaluative questions, success indicators and a wider range of relevant information should improve capability. Recently introduced departmental development and reporting plan guidelines provide a useful framework to support self review. These documents and processes should assist heads of department to strengthen self review, better evaluate programme effectiveness and to act responsively to meet the needs of students.

Provision for international students

The college 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 number of students varies considerably each year. At the time of this review there were two international students attending the college.

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

Self-review and reporting to the board on how well international students are cared for, engaged in school and community life and make academic progress need more development. While the college reflects on its provision using the aspects of the Code, a more robust approach to review would be useful for reporting annually to the board.

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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

ERO found the following areas of non-compliance. In order to meet requirements, the board must ensure that the college:

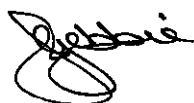
1. reports to students and their parents on the students' progress and achievement in relation to National Standards. Written reports to parents in plain language must be at least twice a year.
[National Administration Guidelines 2A(a)]
2. includes in the annual report the numbers of Year 7 and 8 students at, above, below and well below the National Standards in reading, writing and mathematics
[National Administrative Guidelines 2A(c)]
3. undertakes regular self review of the pastoral care provision for international students
[regulation S 28.3 of the Code of Practice for the Pastoral Care of International Students]

In order to improve current practice, the board of trustees should ensure that:

- principal appraisal is strengthened to ensure a robust and comprehensive process is in place for the current year, with goals and strategies to support the school leader in her new role.

When is ERO likely to review the school again?

ERO intends to carry out another review over the course of one-to-two years.



Joyce Gebbie
National Manager Review Services
Central Region (Acting)

8 October 2012

About the School

Location	Porirua	
Ministry of Education profile number	256	
School type	Secondary (Year 7 to 13)	
Decile ¹	2	
School roll	485	
Number of international students	2	
Gender composition	Male 52%, Female 48%	
Ethnic composition	Pacific	59%
	Māori	20%
	NZ European/Pākehā	10%
	Asian	8%
	Other ethnic groups	3%
Special features	State Integrated, Catholic	
Review team on site	July 2012	
Date of this report	8 October 2012	
Most recent ERO report(s)	Education Review	June 2010
	Education Review	May 2007
	Supplementary Review	February 2004

¹ School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic 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.