

ERO External Evaluation

Our Lady Star of the Sea (Howick), Howick, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Our Lady Star of the Sea School (Howick) is a Catholic integrated, multicultural school located in Howick, east Auckland. The school provides education for students in Years 1 to 6 and has a current roll of 478. It continues to draw inspiration from the stated example of 'Mary, Our Lady Star of the Sea, who leads us to Jesus'. The school has a close relationship with Our Lady of the Sea parish and the charter is underpinned by the gospel values of service and justice.

The school's mission statement is to 'nurture faith, build community, strive for excellence, and promote service and justice'. The values of 'Justice (tika), resilience (ngāwari), courage (maia), respect (manaaki), and service (awhina) are well promoted.

The school's 2019 charter document contains four strategic goals that focus on the school's special character. These goals are centred on their Catholic faith, the child-centred curriculum, strengthening relationships, and maintaining wellbeing.

In 2019 teachers began professional development to raise achievement in mathematics and build capacity in digital technologies, curriculum design and leadership.

Leaders and teachers gather and report to the board schoolwide information about outcomes for students in the following areas:

- reading, writing and mathematics
- wellbeing.

The school is a member of the South East Christian Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is working towards achieving equity for all its students.

Almost all students achieved equitable and excellent outcomes in reading in 2018 and 2019, and most students in writing and mathematics. The school's data from 2017 to 2019 shows a consistent pattern of increased achievement for most students in reading, writing and mathematics.

Literacy achievement for Māori students has increased over time, however has decreased in mathematics. Māori and Pacific students achieved at comparable levels to their Pākehā peers in reading, writing and mathematics. The data also shows that girls and boys achieved at comparable levels in reading and mathematics, however girls outperformed boys in writing.

Students with additional learning needs are making progress against their individual learning and wellbeing goals.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is effectively accelerating learning for some Māori and other students who need this. The data for 2019 shows effective acceleration for Māori students in reading and writing but not in mathematics. The data also shows effective progress for Pākehā students who need this in writing and mathematics. A higher proportion of targeted learners made accelerated progress in writing and mathematics than in 2018.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school's special Catholic character underpins the inclusive culture for learning. Agreed values are modelled by leaders and are highly evident in the school community. The school is a diverse multicultural community with over 40 ethnicities. Their cultures are celebrated, and diversity is valued. Strong pastoral care systems support students with additional needs and English language learners to achieve success. Reciprocal relationships that are founded on mutual trust and respect support parents to actively engage as partners in their children's learning.

Collaborative and well-informed leadership is influencing school direction. Leaders set high expectations. They provide opportunities for teachers to build capability. Leaders have established effective education networks within the local Kāhui Ako and with external providers of professional learning. A particular focus has been to build data literacy with all teachers. Staff feel well supported both professionally and personally.

The school's curriculum review and development process is constant and collaborative. Professional development aligned to this process is enabling teachers to understand and have ownership of the shifts in approaches to teaching and learning. Leadership teams understand their respective roles and are working effectively to lead and manage the necessary changes to practice. A robust teacher appraisal system also facilitates ongoing teacher improvement. There are high levels of alignment between the strategic plan and school practices, such as appraisal and professional development.

Internal evaluation leads to improved outcomes for students. Teachers participate in annual inquiries, which are collaborative, reflective and future focused. These have led to improved teacher practice. Achievement data is well analysed and used to inform decision making in a variety of ways. Strong strategic thinking is a characteristic of both leaders and the board. The principal reports regularly on progress against the strategic and annual plans.

The quality of teaching practice is high. A range of strategies are used to support students' achievement, including teacher modelling and student-led projects, which provide challenges and authentic learning opportunities. Teachers promote opportunities for student leadership. Practices and procedures for planning and assessment ensure consistent approaches to teaching. There is a well-embedded culture of reflective practice.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Ongoing curriculum review and development that aligns with relevant professional learning for teachers is a priority in the school's strategic planning. Further consideration should now be given to:

- aligning current teacher practice with the new learner profile, and this will include strengthening the use of learning progressions
- strengthening the provision of Māori language, tikanga and knowledge, and continuing to build relationships with whanau Māori.

3 Other Matters

Provision for international students

The school is a signatory to the Education (*Pastoral Care of International Students*) Code of Practice 2016 (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this ERO review there were four international students attending the school.

The school has effective systems and processes to support the wellbeing and learning of international students. Students' cultures are valued through the inclusive learning environments. Transition and support for students and parents is well considered to promote their positive involvement in school activities. There are effective systems for identifying and responding to individual learning needs, including regular access to English language programmes.

4 Board Assurance on Legal Requirements

Before the review, the board 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
- finance
- 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 and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Our Lady Star of the Sea (Howick), Howick, Auckland's performance in achieving valued outcomes for its students is:

Strong

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.

6 Going forward

Key strengths of the school

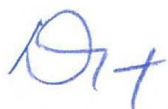
For sustained improvement and future learner success, the school can draw on existing strengths in:

- a learner-centred environment where relationships and values foster and promote equity and excellence for all students
- an empowering leadership model that supports and enables effective leadership of learning internal evaluation that is learner focused and prioritises continuous school improvement.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- curriculum design that enables the school to achieve its agreed vision for the learner
- empowering students to lead their own learning
- strengthening bicultural practice to further deepen all children's understanding of Aotearoa New Zealand's society.



Darcy Te Hau
Acting Director Review and Improvement Services Central
Central Region
16 March 2020

About the school

Location	Howick, Auckland
Ministry of Education profile number	1514
School type	Contributing (Years 1 to 6)
School roll	478
Gender composition	Boys 52% Girls 48%
Ethnic composition	Māori 9% NZ European/Pākehā 28% Asian 41% Other 6% Pacific 6%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	November 2019
Date of this report	16 March 2020
Most recent ERO report(s)	Education Review June 2014 Education Review June 2010 Education Review June 2007