



**New Brighton Catholic School (CHCH)  
Christchurch**

**Confirmed**

**Education Review Report**

# Education Review Report

## New Brighton Catholic School (CHCH)

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. The report answers four key questions about the school.

## Findings

### 1 Context

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

New Brighton Catholic School Christchurch is a small integrated primary school. The school is parish based and provides for students in Years 1 to 8. Many of these students come from diverse backgrounds.

The school's special character is clearly reflected in the inclusive, friendly and family-like culture.

Since the 2012 ERO review, there have been some changes in staffing and board membership. School leaders and teachers have successfully retained and built on the strengths and recommendations that emerged at that time. They have reviewed the core learning areas and have developed extensive guidelines outlining expectations of how the curriculum is to be taught. The board has developed a set of useful guidelines to support new trustees and has detailed plans to guide board operations.

### 2 Learning

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

The school uses student achievement information very effectively to make positive changes to learners' engagement and achievement.

School data shows that most students achieve at and above the National Standards in literacy and mathematics. Students that do not meet the National Standards are very well supported within classes, with extra resources and in special programmes.

Teachers regularly evaluate their teaching practice and implement new programmes to accelerate students who need extra support to succeed in mathematics. Senior leaders and teachers agree they need to further refine student achievement targets.

Senior leaders have developed clear and detailed guidelines for teaching and learning. These expectations support consistent practices throughout the school.

Teachers successfully engage students and actively support them to set goals and assess their own learning. Leaders and teachers reflect on their teaching and how students are achieving. They adjust their programme and practices to meet students' diverse needs.

A successful school-wide buddy system between older and younger students (tuakana/teina) supports students to learn together.

### **3 Curriculum**

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

The school's curriculum effectively supports and extends students' learning. The special character and values are central to the way students learn, the positive student/teacher relationships and the inclusive culture of the school.

The curriculum effectively integrates all the learning areas of the New Zealand Curriculum and the Catholic schools' religious education programme. The curriculum helps students to extend their thinking and problem solving skills.

Students have a wide range of learning opportunities within and out of the classroom. They use a range of resources and have access to digital technology to support and extend their learning. Senior students like the friendly family-like culture and the choices within the curriculum.

Students have a variety of meaningful leadership opportunities. The students' council successfully organises a range of school events. The council's ideas are often actioned by the teachers and principal.

Parents are welcomed in the school and are well informed of school programmes and expectations. They have strong partnerships with teachers about their children's learning and have regular updates about progress and achievement.

Teachers are making good progress in using practices that promote student-led learning. The senior leaders are developing a carefully planned approach to further develop the innovative use of learning spaces and practices.

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

The school very effectively promotes educational success for Māori as Māori. Te aō Māori is an integral part of the school curriculum, values and special character.

The school has a well-planned bicultural programme. This includes an overview of Māori in the curriculum and an annual action plan. The action plan includes regular contact with whānau, professional learning, curriculum initiatives including kapa haka and te reo Māori class electives, and whānau social celebrations.

School leaders have strong partnerships with parents of Māori students and Māori in the community. The school whānau group provides school leaders with useful feedback to strengthen learning outcomes for students. This includes the effective use of the skills and knowledge of the community in the school's programmes. The school leader of Māori has also provided parents with opportunities to learn te reo Māori at school.

## **How effectively does the school promote educational success for Pacific, as Pacific?**

Pacific students are well supported to achieve educational success as Pacific. Well-established practices and the school values ensure Pacific families are well included and supported in the life of the school.

## **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, school leaders and teachers know students and families well. They regularly seek parent and student feedback to ensure students' wellbeing and learning needs are met.

The principal has been proactive and provided strong leadership to develop close and supportive community links and partnerships.

Well targeted pastoral care has ensured students and families are continually supported in the school and community, as it rebuilds and reconnects, after the earthquake and major changes experienced in the community.

The school is well managed with effective systems and good communication. School leaders make good use of staff strengths and knowledge to support student needs, interests and strengths.

Leaders have developed a robust teacher appraisal system that is well linked to the school's strategic direction, improved teacher practice and has a strong focus on improving student achievement.

Leaders and teachers have developed a culture of ongoing reflection for improvement to ensure improved outcomes for students. Regular self review supports improvement. The board and senior leaders have acknowledged the next step is to further refine and establish consistent processes for self review.

The board manages its governance and special character obligations effectively. There are strong relationships at all levels of the school. The board and school leaders use trustees' skills and knowledge, and parent and community input.

### **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.

## **Conclusion**

The school's special character is clearly reflected in the family-like culture. Most students achieve at and above the National Standards in literacy and mathematics. Students that do not meet the National Standards are very well supported. Well-targeted pastoral care ensures students and families are continually supported in the school and community, as it rebuilds and reconnects, after the earthquake. The board manages its governance and special character obligations effectively.

ERO is likely to carry out the next review in four-to-five years.



Chris Rowe  
Deputy Chief Review Officer Southern

29 October 2015

## About the School

Location	Christchurch	
Ministry of Education profile number	3445	
School type	Full Primary (Years 1 to 8)	
School roll	155	
Gender composition	Girls 54%; Boys 46%	
Ethnic composition	Pākehā	65%
	Māori	24%
	Cook Island	3%
	Samoaan	4%
	Asian	1%
	Other ethnicities	3%
Special Features	Integrated Catholic school	
Review team on site	August 2015	
Date of this report	29 October 2015	
Most recent ERO reports	Education Review	September 2012
	Education Review	June 2008
	Education Review	March 2005