

29 October 2010

To the Parents and Community of St Brigid's School

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

St Brigid's School is an integrated Catholic school that provides for the education of students from Years 1 to 6. At the time of the review, August 2010, the roll was 104, with Māori students making up 12% of the roll. The whole school community plays a role in the pastoral care of the students.

The school's vision is for students to be provided with an environment where gospel values are the heart of teaching and learning. Other aspects of the school's vision are for students to become confident, connected and actively involved life-long learners.

Students learn and play in a caring environment. ERO observed respectful relationships between students and teachers and among students. Students told ERO they enjoy the friendliness of other students. The board, senior staff and teachers have high expectations for learning and behaviour.

School leaders and teachers have made very good progress in developing their school's curriculum. They have clear ways to link their teaching and assessment practices with the National Standards. The school's curriculum reflects the:

- community's wish to see literacy and numeracy as priorities, and to develop students' information and communication technology skills;
- New Zealand Curriculum (NZC); and
- Gospel values.

Students benefit from very good quality teaching. All teachers carefully use assessment information to inform their teaching and choose from a range of effective teaching approaches. Teachers use an inquiry-learning approach in most learning areas. Although teachers have set a sound base for students to be aware of their learning, students could be provided with opportunities to be more actively involved in their learning. Students with identified learning needs are supported in their classes and through well-planned teacher-aide support.

Reports to the board show that students achieve at very good levels in literacy and numeracy. Parents are kept well informed about their child's progress and achievement through written reports, sample books and interviews. At the interviews parents and teachers set goals for the children. Parents are encouraged and supported to help their children achieve these goals.

Teachers work well together to provide effective and interesting learning and teaching programmes. There is a shared leadership approach and the principal sees the benefit of building the leadership capacity among all teachers.

The board is responsive to the learning needs of students and the requests of teachers. The school is well resourced. This is evident in the number of trained teacher aides that work in classes and with individual students. To enhance their governance the trustees need to make the school's strategic priorities clearer to all in the community and use these priorities to form their strategic and annual plans.

Future Action

ERO is likely to carry out the next review within 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 self-review 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.



Graham Randell
National Manager Review Services
Southern Region