



## Progress Letter

**Date:** 6 December 2024

**School Name:** St Brigids School (Tainui)

**Profile Number:** 3820

Tēnā koutou Colin and Teenaka,

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawea, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

This letter has been written by the Education Review Office (ERO) to report on the progress and impact of actions taken to improve outcomes for learners.

## Context

St Brigid's School (Tainui) 's is a contributing Year 1-6 primary school located in Dunedin. The school's values of Respect, Care and Responsibility are taken from the Mercy values.

A new principal was appointed in July 2023. A Ministry of Education appointed Limited Statutory Manager was working with the school from June 2022. Due to the progress that had been made this intervention was removed in April 2024.

Concerns were identified in ERO's April 2023 report in relation to the quality and sustainability of leadership of learning. Specifically, the effective analysis, reporting and use of assessment information for improvement in teaching and learning. This progress report highlights the significant improvement that is evident across the school.

## Findings

### What did we ask?

Improvement was needed in leadership of learning and growing teacher capability.

### What did we find?

- A range of targeted professional learning and development (PLD) initiatives in curriculum and assessment have strengthened the capability of leaders and teachers.
- Teachers now have coherence and consistency in planning and a common understanding of assessment for learning across the school.
- The leaders have established school-wide assessment schedules and moderation processes, within the school and across the Kahui Ako.
- Leaders have set up and conduct termly reviews of the staff's professional growth cycle.



#### What did we ask?

Strengthening capability in analysis and use of data was needed to inform improvements to programmes for learning.

#### What did we find?

- Leaders and teachers positively engage in PLD with an external provider to build data literacy.
- Effective and appropriate internal systems have been set up to collect, collate, analyse and retrieve student achievement information.
- Leaders, teachers and the board are now better placed to be able to evaluate the sufficiency of students' progress and analyse trends and patterns over time, for individuals and groups of students.

#### What did we ask?

The Board of Trustees needed to ensure the new principal was aware of the immediate priorities of the school and on appointment given effective support to deal with these priorities.

#### What did we find?

- The principal is part of the beginning principal's programme and has received strong support from experienced principals in the Catholic Kāhui Ako.
- The board is effectively overseeing leadership performance processes.
- In a meeting with ERO, the staff confirmed the positive changes that have happened at the school since the new principal's arrival; they feel they are now working as a collective unit and the principal provides effective guidance and support.

#### What has improved as a result for learners?

- Schoolwide achievement information shows outcomes for learners have improved in reading, writing and mathematics.
- Teachers are beginning to work collectively to inquire into aspects of their teaching practice to support learner progress and achievement.
- Effective leadership provides clear guidance and expectations for improved outcomes for all learners.



## Improvement Priorities

ERO and the school have identified the following priorities:

- Teachers and leaders should continue to work with PLD providers to complete and embed recently developed systems and processes to target, record, analyse and report student achievement and progress.
- Teachers should continue to work to critically evaluate the aspects of their teaching practices that have been successful in accelerating the progress of learners who have made this progress.
- The board and staff should continue to work together to ensure learners have consistently high-quality teaching and learning and build on the gains achieved thus far.
- The board needs to be satisfied that the student achievement and progress information they receive as the board enables them to effectively carry out their role as stewards and inform future decision making.

ERO and the school look forward to sharing ongoing progress with you.

Nāku noa, nā

A handwritten signature in blue ink, reading "M. J. W. South". The signature is fluid and cursive, with the first letters of each name being capitalized.

**Murray South**

Review Officer / Evaluation Partner

**Education Review Office | Te Tari Arotake Mātauranga**

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