

St Patrick's School ERO Report 2011

The report answers 4 key questions about our school



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

What ERO had to say

A carefully considered and researched school curriculum provides a valuable framework to guide the provision of 'high quality education in a rich Catholic environment'. The school motto of 'care' encourages students to display compassion, integrity, respect and to aim for excellence. A number of recent initiatives, aimed at improving the quality of teaching, underpin on-going curriculum developments. Students participate positively in learning in many classrooms. Their holistic and individual well-being is recognised and valued by teachers.

How well are students learning, enjoying, progressing and achieving

What ERO had to say

There are clear and detailed expectations that teachers will collate and use assessment to improve learning. The identification of students' next steps for learning provides greater focus for teachers. Students are developing skills in setting learning goals each term and reflecting on their progress

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

What ERO had to say

St Patrick's School has a carefully developed curriculum that reflects the aspirations and Catholic values of its community. Teachers are becoming more actively involved in leading curriculum improvements. The inquiry model used for integrated teaching allows students to follow their interests. Teachers are expected to critically reflect on the effectiveness of their practices to better meet individual student's needs. Teachers receive increasingly appropriate support and guidance to grow their professional knowledge and practices. Consequently, team leaders and teachers demonstrate commitment and readiness to improve professional practices and knowledge.

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

What ERO had to say

School-wide self-review processes are being developed. An emphasis on growing leadership in teaching is evident. The senior leadership team and teachers express a shared sense of purpose and acknowledgment of the need to improve teaching and learning. Trustees have participated in, and plan to undertake, appropriate training to grow their governance capacity. They regularly receive reports on student achievement, based on a wide range of assessment tools in reading and mathematics. Trustees understand the importance of their role in supporting student achievement through specific resourcing decisions.



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What has happened since the Review?

We would like to share with our community what we are currently doing to improve teaching and learning and also address any recommendations that were made by ERO. For St Patrick's School ERO acknowledged in their report that a number of our initiatives were new and in the early stages of development.

The following gives a brief outline of the development and progress made since the review.

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

We have established a number of systems to ensure that effective and consistent teaching and learning occurs in all our class rooms.

This includes:

- Frequency of classroom observation and professional discussion
- A consistent approach to planning
- Targeted professional development

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

Students participate positively in learning in many classrooms.

Recent developments include:

- Tracking systems that enable us to better monitor student progress and achievement in terms of gender and ethnicity
- Setting of targets in Mathematics and Reading in relation to National Standards
- A greater focus by teachers in using assessment information to identify student's 'next steps' in learning



Areas Addressed by the Review

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

We have a carefully developed curriculum that reflects the aspirations and Catholic values of our community.

We have:

- Clearly articulated expectations to increase student led learning
- Greater teacher involvement in leading curriculum improvements
- A newly developed focus tool that enables teachers to reflect on the effectiveness of their practice to better meet individual student's needs
- Targeted professional development- currently in Numeracy, Literacy and Inquiry learning

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

To guide our future direction we have developed the following:

- An action plan to address behaviour management, learning environment, curriculum and teacher professional knowledge
- A school wide Self Review Plan 2011-2013 that links teaching, learning, appraisal and student achievement
- Student achievement improvement targets based on National Standards have been included in the school Charter