

CONFIRMED
EDUCATION REVIEW
REPORT
ST MATTHEW'S COLLEGIATE SCHOOL
August 2005



EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA

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School Statement

Prior to the review ERO offers schools the opportunity to provide some background in the form of the school's location and context, significant achievements since the last review, and issues being considered by the Board of Trustees.

St Matthew's Collegiate School has not provided a school statement.

CONFIRMED EDUCATION REVIEW REPORT: ST MATTHEW'S COLLEGIATE SCHOOL

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

1 About the School

Location	Masterton, Wairarapa	
Ministry of Education profile number	246	
School type	Girls' Integrated Secondary (Years 7 to 13)	
Decile rating ¹	10	
Teaching staff:		
Roll generated entitlement	26.03	
Other	0.43	
Number of teachers	27	
School roll	334	
Number of foreign (fee-paying) students	9	
Gender composition	Girls 100%	
Ethnic composition	New Zealand European/Pākehā	84%
	Māori	10%
	Asian	3%
	Other ethnic groups	3%
Special Features	Boarding house (Responsibility of the Trinity Schools' Trust Board as proprietor)	
Review team on site	June 2005	
Date of this report	15 August 2005	

¹ Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.

Previous ERO reports	Special Review	December 2004
	Accountability Review	September 2000
	Effectiveness Review	June 1997
	Assurance Audit	November 1993

2 The Education Review Office (ERO) Evaluation

St Matthew's Collegiate is a state integrated school for girls from years 7 to 13. It is one of the three Anglican Trinity schools located in Masterton. Students have the option of attending as full or weekly boarders in the two boarding houses, or as day students. Facilities are situated in attractive, park-like grounds that include extensive gardens and provision for many sporting and recreational opportunities. The school's population is drawn from the Wairarapa region and beyond, and includes a number of students from overseas. Girls in years 12 and 13 participate in coeducational classes at the Rathkeale/St Matthew's Senior College, which is located at Rathkeale College, another of the Trinity Schools. St Matthew's students continue to see this aspect of their education as positive for their academic and social development.

Since the 2000 ERO review, a new deputy principal and chaplain have taken up their positions and some new members have joined the Board of Trustees. Dormitories, classrooms, the library/computer suite, and several sports facilities have been upgraded. New building developments include the technology block and a comprehensive facility for staff meetings, professional and administration activities.

An integral aspect of the school is the traditions and values of its special character to which trustees, senior managers, staff and students, spoken with during the review, are committed. All students participate in religious studies programmes and in chapel services. Prayers and other religious observances are part of school assemblies. A caring ethos and a focus on Christian values are evident. The school places an emphasis on fostering a sense of community through promoting shared academic, cultural, sporting and recreational activities between day girls and boarders.

Responsibility for governance of the college is shared between the St Matthew's Board of Trustees and the Trinity School's Trust Board as proprietors, in accordance with the integration agreement. The board includes a mix of longer-serving and more recently elected parent trustees and proprietor's representatives. As part of their commitment to development, trustees have sought training opportunities to further their capacity in governance roles and processes. An outcome of recent training is the establishment of an audit committee. Trustee members of this group have prioritised the systematic review of board policies and procedures as their current focus.

The principal and senior managers work collaboratively to support the school's mission statement, "to provide an education that encourages young women to seek excellence in every aspect of their lives." Together with teachers and support staff, they work hard and demonstrate clear support for the St Matthew's special character. Staff are engaged in a professional development focus on provision for gifted and talented students.

St Matthew's Collegiate School adopts a holistic approach to supporting students' development and learning. Students achieve success locally, regionally and nationally in a wide range of academic, cultural and sporting activities. Success is celebrated within the school and wider community. Students are friendly, confident and articulate. They demonstrate a strong sense of responsibility, respect for others and identity as a group. Pride in their school and appreciation of the many opportunities made available in academic, cultural, sporting, service and leadership endeavours, were evident in discussions between students and reviewers. Staff are actively involved in all aspects of girls' school life.

Students are expected to succeed. Teachers take a genuine interest in their well-being, set high expectations for learning and behaviour, and implement a range of sound teaching practices to engage and support students. Positive and respectful interactions between students and teachers are a notable feature of the school's learning culture.

Achievement of St Matthew's Collegiate School students in the National Certificate of Educational Achievement (NCEA) Level 1 is well above national levels and for single sex girls' schools of the same decile nationally. In 2003 and 2004, almost all year 11 students gained the Level 1 qualification, including the literacy and numeracy requirement. Figures from the Rathkeale/St Matthew's Senior College's analysis indicate that St Matthew's girls, at NCEA Levels 2 and 3, achieve well above overall national levels for students in schools of similar decile.

This review includes an evaluation of the quality of teaching and learning for improved student achievement. Measures to promote improved Māori student achievement and provision for the pastoral care of international students were also investigated. In addition, ERO evaluated the extent to which *Health and Physical Education in the New Zealand Curriculum* is being implemented throughout the school so that the aims of the curriculum are met. The school's compliance with legal requirements for student safety was verified. No concerns are evident. The provision of a safe physical and emotional environment for students accommodated in the boarding hostels was investigated in ERO's 2004 Special Review. As the school's overall management of the hostels was found to provide a safe and supportive environment, a further review of the hostels was not included in this Education Review.

Next steps for the school's development relate to aspects of: strategic, annual and departmental planning, including provision for the annual planning and review of student achievement targets; assessment policy rationalisation; analysis and use of achievement data; and professional leadership for curriculum and teaching practice. The board and ERO have agreed recommendations to assist the college's continuous improvement.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

Therefore ERO will review the school again as part of the regular review cycle.

3 School Specific Priorities

The Focus of the Review

Before the review, the board of St Matthew's Collegiate School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and self-review information) and the extent to which potential issues for review contributed to the achievement of the students at St Matthew's Collegiate School.

ERO and the board have agreed on the following focus area for the review:

- the quality of teaching and learning for improved student achievement.

ERO's findings in this area are set out below.

The Quality of Teaching and Learning for Improved Student Achievement

Background

During preparations for the review, the board and principal requested that ERO evaluate the impact on school operations and student achievement of changes made to aspects of governance and to a key senior management roles. In addition, trustees were interested in feedback about the impact of a number of initiatives to support literacy and numeracy progress and achievement for students in years 7 to 10, and reporting to parents. In further discussion with trustees and the principal, it was agreed that this review would focus on the quality of teaching and learning and support for student engagement across all year levels, including within the National Qualifications Framework (NQF), with emphasis on provision for literacy and mathematics.

The National Certificates of Educational Achievement (NCEA) are New Zealand's official national qualification for secondary school students and are part of the NQF. ERO evaluates the progress made to implement the qualifications framework in schools, the use made of student achievement information available from those qualifications, and actual student achievement within the framework.

In order to gather evidence to inform the evaluative judgements which follow, reviewers read relevant school documentation, observed in a wide sample of classroom programmes, and spoke extensively with senior managers, teachers and students.

Areas of good performance

- 2003 and 2004 results for St Matthew's year 11 students show very high levels of achievement in NCEA Level 1. Almost all students enrolled in their third year of secondary education gained the Level 1 qualification, including the literacy and numeracy requirements. This is well above overall Level 1 achievement rates nationally and for single sex girls' schools of the same decile.
- Assessment for the NQF is well managed. Clear procedural guidelines for most aspects of operation are well documented as part of the school's quality management system, in a staff handbook and as part of departmental management documents. Appropriate practices for moderation and assurance of teachers' assessment judgements are evident. Departments have planned programmes of assessment, which offer good opportunities for students, particularly in year 11 for NCEA Level 1, to demonstrate success. Some year 10 students are able to gain credits on the NQF in mathematics. Year 12 and 13 students enter for NCEA Levels 2 and 3 through the Rathkeale/St Matthew's Senior College.
- A number of initiatives are being undertaken to promote consistency of practices across the school. These include:
 - a board review of its policies and procedures, including their alignment to the National Administration Guidelines (NAGs);
 - ongoing revision of the performance management system, which is intended to take account of each teacher's full delegation of responsibilities and increase the level of constructive feedback about performance;
 - the introduction of a common format for teacher unit planning and evaluation that sets out key expectations for identifying learning outcomes derived from national achievement objectives (NAOs) and a sequence of teaching strategies including formative assessment practices. The format requires teachers to comment on the effectiveness of their assessment approach and the progress of identified groups within the class; and
 - a whole-school professional development focus on provision for gifted and talented students.
- Teaching across the school is generally sound, with some high quality practice evident. Examples of good practice observed during the review include:
 - maintaining well-structured routines to support high expectations for learning and behaviour;
 - sharing the aim of the lesson so that students know the purpose of activities;
 - recapping on previous learning to ensure shared readiness for new learning;

- maximising learning time by adjusting the pace of the lesson particularly in response to emerging student needs, and ensuring smooth transitions between activities;
- questioning and facilitating discussion to extend thinking and knowledge;
- using innovative approaches, including games, to reinforce knowledge and skills;
- building subject-related vocabulary;
- provision of high quality, constructive written feedback including direction for next learning steps; and
- integrating a range of resources, including information and communications technologies, into activities.

Respectful, supportive and co-operative relationships between teachers and students, and amongst students, are a notable feature of most classrooms. Interactions are often characterised by a sense of fun and enjoyment of each other's company. Classrooms are very settled, purposeful and productive. Students spoken with during the review expressed strong satisfaction with their learning environment.

Areas for improvement

- A coherent, strategic approach to future development of the curriculum needs further consideration. Strategic annual plans do not specify long and shorter-term goals and annual targets that can be measured in terms of improved student achievement outcomes. Departmental annual goals are generally not well aligned to stated school-wide goals and are expressed mostly in terms of what tasks teachers will do, rather than what will be the outcomes for students. Board annual reports do not explicitly give measures of progress towards annual plan objectives. There has been no analysis of variance in terms of Ministry of Education planning and reporting requirements.
- While a range of effective teaching practices is evident in a number of classrooms, a cohesive, planned approach to developing a shared understanding of what constitutes high quality teaching and learning from years 7 to 11 is yet to be established. Further whole-staff discussion is needed to support review of how well the school provides a seamless education for students as they move through the school.
- There are clear and comprehensive statements of policy and procedures for assessment in the school's quality management systems document. However, there is no overarching assessment policy to state the school's philosophy of assessment at all levels, and define where student participation in NCEA is expected to fit within that as part of the whole-school picture of achievement. In addition, there are inconsistencies between statements of policy regarding reassessment opportunities for students in NCEA in various school-wide and

departmental documents. No statement regarding reassessment is evident in the student NCEA handbook. Current statements of policy are open to different interpretations and could, without careful monitoring and management, lead to inequities in terms of reassessment opportunities for students.

- There is some analysis of NCEA Level 1 results in annual departmental achievement statements presented to the board. However, this varies in quality and, overall, is limited. In addition, there is no comprehensive school-wide analysis of NCEA achievement, or of that for years 7 to 10 students, in curriculum programmes, to identify trends and patterns over time for all students, cohorts or other significant groups.
- The school's ability to carry out such analysis is partly impeded by difficulties in accessing data about the performance of year 12 and 13 students in NCEA Levels 2 and 3 at the Rathkeale/St Matthew's Senior College. Entering students for Levels 2 and 3 through St Matthew's should assist in addressing these difficulties, and enable separate reporting on girls' achievement.
- ERO considers that it is timely for priority to be placed on effective school-wide, departmental and classroom analysis and use of assessment data, including professional development for staff to build capacity and understanding in these areas. Such analysis should better inform classroom practice, assist the development of measures of value added for students over the time they are enrolled at St Matthew's, and form the basis for self review of programme and school effectiveness to support strategic decision making.

4 Areas of Specific Government Interest

Overview

ERO provides information about the education system as a whole to the Government. This information will be used as the basis for long term and systemic educational improvement.

ERO collected information about St Matthew's Collegiate School. These findings are included in this report to ensure that information about the school is transparent and widely available.

Current Areas of Specific Government Interest

ERO is currently collecting information for reports to the Government on:

- implementation of the health and physical education curriculum statement;
- provision for international students: compliance with the *Code of Practice for the Pastoral Care of International Students*; and
- improving Māori student achievement.

Implementation of the Health and Physical Education Curriculum Statement

Background

Health and Physical Education in the New Zealand Curriculum has been a requirement in schools since December 2001 and is compulsory for students to Year 10.

During the review ERO investigated the extent to which *Health and Physical Education in the New Zealand Curriculum* is being implemented throughout the school so that aims of the curriculum are met.

Areas of good performance

The board is aware of its legislative obligation to consult regularly with parents about the health programme. The heads of health and physical education undertake annual consultation with parents to ensure that the school's approach to the delivery of health programmes meets community expectations. Records indicate that a number of parents take advantage of the opportunity to discuss aspects of this with specialist staff. This provides a useful basis for feedback.

The principal has appointed curriculum leaders for health and physical education. They work collaboratively to plan for the implementation of the *Health and Physical Education in the New Zealand Curriculum* statement. A strong collegial approach to developing well-integrated programmes is a feature of their professional practice. This is resulting in a well-coordinated programme that meets the national requirements and extends beyond the compulsory years of the curriculum to year 11.

Provision for physical education programmes includes effective links with *The Arts in the New Zealand Curriculum* (AiNZC). Teachers plan for the inclusion of NAOs from the dance strand of AiNZC in physical education programmes.

A feature of the school is the priority given to physical activity. Students have access to a wide range of physical education opportunities. The board's provision of resources to support this access includes additional staffing. The facilities, maintenance/upgrade plan and compulsory nature of winter sport ensures all students are well supported to participate in good quality programmes. The roles of the heads of physical education and sport are combined. This dual role supports effective links between curriculum programmes timetabled during the school day and coordination of planned activities for over thirty sports teams at various times throughout the year. The extent of student involvement in a wide range of sports supports the board in meeting the terms of the National Administration Guideline to "give priority to regular physical activity that develops movement skills for all students."

Students enthusiastically engage in their health and physical education lessons. Teachers gather feedback from students and reflect on identified needs to inform future programme planning.

Areas for improvement

While assessment is a regular part of students' learning in this curriculum area, there is an over reliance on formative assessment in health programmes. Formal summative assessment against planned learning outcomes would provide further opportunities for students to be recognised for the skill and understanding they have developed. This would also ensure that assessment is matched to the appropriate curriculum level for each student.

Provision for International Students: Compliance with the *Code of Practice for the Pastoral Care of International Students*

Background

St Matthew's Collegiate School is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989. This is a requirement of all schools that enrol international students in terms of the Act. As part of this education review, ERO has evaluated the extent to which the school has implemented the Code and in particular its compliance with the sections relating to student welfare and accommodation.

Areas of good performance

The school meets requirements of the sections of the Code that relate to welfare. Support services are effectively tailored to meet student needs. Procedures for reporting ill treatment, harm, abuse and neglect are in place. All appropriate procedures are used to monitor attendance to ensure student welfare. Systems for first language support, counselling and initial orientation are arranged.

All information relating to international students is current. Communication strategies have been established for both regular and emergency contact between the school and parents. Staff encourage students to communicate regularly with their families and facilitate and monitor the various forms of contact.

The developmental and pastoral needs of international students enrolled in years 7 and 8 are well met. Intermediate aged students live in the boarding house and report feeling very settled in this accommodation and in the school. Procedures are established to support any student who is identified as having additional needs. Student progress is closely monitored and individual assistance provided when appropriate. Overall, students interviewed feel very well supported in the school.

The school meets most of the requirements of the sections of the Code that relate to accommodation. While the majority of students live in the boarding house, four live with their parents in Masterton. Provision for students in the school hostel was reviewed in June 2004. The school's overall management of the facility was found to provide a safe and supportive environment.

All students interviewed, feel very safe, both, in their accommodation and in New Zealand. They have access to, and understand procedures for, dealing with grievances. As well as maintaining close interactive relationships, the school surveys students to assist them in articulating concerns and difficulties.

Areas for improvement

While students are supported in all aspects of their accommodation provisions, arrangements need to be made for additional assurance in the following circumstances where students take leave from the boarding houses:

- at weekends or holidays to stay in temporary accommodation arranged by their parents. In these cases, the homes concerned need to be assessed according to Section 21 of the *Guidelines to Support the Code of Practice for the Pastoral Care of International Students*; and
- to visit the homes of St Matthew's students and staff for short periods. Provision for this eventuality needs to be included in the enrolment documentation as a means of informing parents and gaining their consent.

Subsequent to the on-site review, the board has amended its policy to guide appropriate provision in these circumstances.

Improving Māori Student Achievement

Background

During the review ERO evaluated the extent to which the school has knowledge of, and strategies for promoting, the achievement of Māori students. Ten percent of students, 31 in total, identify as Māori.

Areas of good performance

- Māori students achieve well at St Matthew's Collegiate. Results from Progressive Achievement Tests (PATs) are collated for students from different ethnic groups including Māori and ERO's analysis of the results from year 7 to year 10 show that these students maintain their high entry levels and some improve their scores over time. All students in Year 11 achieved NCEA level one in 2004. A significant number of Māori students are represented in sporting and cultural achievements.
- A range of assessment strategies, including teacher observations and students' peer and self assessments, is used as part of the teaching process. A new planning template that requires teachers to evaluate Māori students' learning at the end of a unit has been developed.

- Observations of classroom programmes by ERO indicate that there is a high level of student engagement in learning. A sample of Māori students who met with ERO, indicated that teachers have high academic and behavioural expectations of them.
- Positive relationships exist between students and their teachers in general. The pastoral care network provides good support for Māori students when necessary. In 2005, the principal, deputy principal and several members of staff attended a workshop on how to develop culturally principled classroom management (the Hikairo Rationale). Some staff meetings have been held to discuss this approach and the school's policy on the well-being of Māori and Pacific students.

Areas for improvement

- While the school collects some Māori student achievement data there is no analysis of the data to identify trends and patterns and monitor progress over time. There is little evidence that teachers are using classroom assessment information to monitor individual progress of Māori students.
- A number of Māori students are studying te reo Māori through The Correspondence School. Support for these students who are working towards NCEA at Levels 1 and 2 is limited.
- The policy for the well-being of Māori and Pacific students is new and training in the development of culturally relevant approaches to teaching and learning is at a very early stage. It is unclear how the board will review progress towards achieving the stated goals in this initiative.

5 Board Assurance on Compliance Areas

Overview

Before the review, the board of trustees and principal of St Matthew's Collegiate School completed an ERO *Board Assurance Statement* and *Self-Audit Checklist*. 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; and
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

ERO's investigations did not identify any areas of concern.

6 Recommendations

ERO and the board of trustees agree that:

- 6.1 The board, in partnership with senior managers and staff, will further develop strategic planning for curriculum to include annual student achievement targets and associated departmental goals and action plans to guide reporting and self review.
- 6.2 Senior managers and staff will develop an assessment policy that outlines the school's expectations for assessment at the school-wide, departmental and classroom levels including guidance for consistency of practice, analysis and use of achievement information.
- 6.3 Senior managers and staff will review curriculum implementation and assessment practice to identify characteristics of high quality teaching across the school through professional discussion and the appraisal process.

7 Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

Therefore ERO will review the school again as part of the regular review cycle.

SIGNED

Lane Mohi
Area Manager
for Chief Review Officer

15 August 2005

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To the Parents and Community of St Matthew's Collegiate School

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

St Matthew's Collegiate is a state integrated school for girls from years 7 to 13. It is one of the three Anglican Trinity schools located in Masterton. Students have the option of attending as full or weekly boarders in the two boarding houses, or as day students. Facilities are situated in attractive, park-like grounds that include extensive gardens and provision for many sporting and recreational opportunities. The school's population is drawn from the Wairarapa region and beyond, and includes a number of students from overseas. Girls in years 12 and 13 participate in coeducational classes at the Rathkeale/St Matthew's Senior College, which is located at Rathkeale College, another of the Trinity Schools. St Matthew's students continue to see this aspect of their education as positive for their academic and social development.

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Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

SIGNED

Lane Mohi
Area Manager
for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- **School Specific Priorities** – the quality of education and the impact of school policies and practices on student achievement.
- **Areas of Specific Government Interest** – information about how Government policies are working in schools.
- **Compliance with Legal Requirements** – assurance that this school has taken all reasonable steps to meet legal requirements.

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Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.