



# Te Ara Huarau | School Profile Report

---

**School Name:** St Peter's School (Beckenham)

**Profile Number:** 3542

---

## Background

This Profile Report was written within twelve months of the Education Review Office and St Peter's School (Beckenham) working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website. [www.ero.govt.nz](http://www.ero.govt.nz)

## Context

St Peter's School (Beckenham) is a Catholic primary school located in Christchurch and caters for students in Years 1-8.

St Peter's School (Beckenham)'s strategic priorities for improving outcomes for learners are to:

- enable students to access the New Zealand Curriculum and the New Zealand Religious Education Curriculum as evidenced by their progress and achievement in relation to their relevant curriculum levels
- strengthen and embed the Catholic/RNDM values within the school community and to nurture each student's faith journey so that they are confident in the practices of the Catholic Church
- develop a responsive and inclusive curriculum that supports all students to become confident, connected, actively involved, lifelong learners and which includes whānau involvement.

You can find a copy of the school's strategic and annual plan on St Peter's School (Beckenham) website.

ERO and the school are working together to evaluate to what extent changes in assessment practices at St Peters lead to improved excellence and equity in achievement outcomes for all students.

The rationale for selecting this evaluation is:

- teachers would like to refine and use assessment for learning to clearly establish next steps in learning for students and inform deliberate acts of teaching
- the school would like to further develop its use of the Student Management System to track and monitor assessment information
- teachers wish to build their capability around expectations for learning across curriculum levels 1-4, assessment, and moderation processes.

The school expects that enhanced teacher moderation of students' work against expected outcomes for learning and in-depth analysis of assessment information, will enhance teachers' capability to describe student achievement against curriculum levels and provide students with well-defined next steps for future learning.

## Strengths

The school can draw from the following strengths to support the school in its goal to achieve excellent and equitable achievement outcomes for all students:

- school leadership supports building teacher capacity to carry out evaluation and inquiry for sustained improvement related to the school's vision, goals and targets for equity and excellence
- school wide commitment to growing the capability of the staff to support and promote student achievement and engagement
- students' background, culture, strengths, knowledge, and interest are known, valued, and affirmed.

## Where to next?

Moving forward, the school will prioritise building teacher capability and capacity related to:

- curriculum content, levels, and progression
- assessment and moderation practice
- reporting against curriculum levels
- identifying next steps for learning
- developing robust systems for the analysis of achievement data and reporting.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Dr Lesley Patterson  
Director Review and Improvement Services (Southern)  
Southern Region | Te Tai Tini

25 July 2022

## About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)