

**St Therese School (Three Kings)
Three Kings, Auckland**

Confirmed

Education Review Report

Education Review Report

St Therese School (Three Kings)

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

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

St Therese School in central Auckland is a small Catholic integrated school. It has a multicultural roll that includes forty-six percent Tongan and twenty-five percent Samoan students. The school provides high quality education for students from Years 1 to 8. The Catholic character of the school is inspired by 'Saint Therese, the little flower who inspires an ethos of love and care, and to do the little things well.' The school goals of faith, knowledge, growth and community underpin the school charter.

The school is inclusive and welcoming. It benefits from strong partnership with the parish, parents and the wider community. A significant feature of the school is the close relationship it has with a number of Catholic colleges and universities. Staff and students say that they value the diversity and inclusive nature of the school.

There is a strong sense of the school operating as a community of learners. Responsibility for holistic student learning is shared. There are good external learning opportunities and high expectations for all. This contributes to students having a strong sense of belonging and high levels of achievement.

The school is led by an experienced principal. High quality professional leadership is underpinned by a strong research base. Senior leaders, teachers and trustees have a shared educational vision. This supports the provision of a high quality learning environment for both students and staff. The school's experienced board of trustees have a good understanding of governance. The 2010 ERO report identified many good practices which have been successfully sustained and further developed.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school uses achievement information very well to make positive changes to learners' engagement, progress and achievement. There is an unrelenting focus on promoting student progress and achievement. The school's achievement in the National Standards for reading, writing

and mathematics compares favourably with that of other schools locally and nationally. High levels of student achievement in relation to the National Standards are evident.

The school places a high importance on inclusion, equity and social justice. There is a shared staff responsibility to ensure that teachers know all students well and all learners make progress and achieve. A school-wide focus on oral and written language has strengthened students' skills and knowledge. Students receive high quality, individualised learning support through very effective teaching and learning strategies.

Students' engagement in learning is underpinned by respectful relationships and the high expectations set for all students. Students are focused and highly engaged in learning conversations. They have a good understanding of their learning and can articulate this well. In addition, students benefit from opportunities to work with others in a variety of ways throughout and beyond the school environment. These opportunities empower students to grow as leaders and to learn from one another. As a result, students are confident learners and are growing a strong sense of self worth.

Senior leaders and teachers use achievement information very well to identify student learning needs. Their analysis of achievement information is detailed, informs planning and teaching approaches, and is shared across all levels. Robust moderation practices are part of the effective strategies being used to raise student achievement. Senior leaders and teachers have indicated that they plan to continue strengthening their moderation of writing assessments.

Parents are valued as partners in their children's learning. They have a variety of opportunities to discuss their children's learning and achievement in relation to the National Standards. Student reports and Taonga, a record of learning and progress over time, give students and parents a clear and comprehensive indication of how well students are achieving.

3 Curriculum

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

The school provides a broad, rich and highly effective curriculum. It fosters students' creativity, expression, self confidence and awareness. The curriculum caters very well for all students including diverse groups of students. It aligns well with *The New Zealand Curriculum* (NZC) principles and school goals. An emphasis on social responsibility and global citizenship is integrated throughout the curriculum.

Students benefit from the many external learning opportunities that the school provides. Students appreciate the chance to be involved in a broad range of authentic learning opportunities. The curriculum supports student spontaneity and encourages students to take some learning risks. These "real life" experiences and challenges strengthen students' achievement aspirations and help them to become confident about directing their own learning.

Career opportunities for Year 7 and 8 students are well integrated into the curriculum. Students benefit from the many motivational speakers that visit the school and the school's strong links with universities. These opportunities support and enhance the high expectations that are integral to the school's learning culture. Students' transitions into and out of the school are designed to support parent partnership and encourage students to become increasingly confident and self regulated learners. Senior leaders plan to further strengthen transition arrangements by setting up preschool orientation sessions. They also plan to enhance the mentoring programme in which past pupils mentor Year 8 students.

Teachers provide high quality and authentic learning opportunities. Effective use of digital tools, print rich learning environments and good quality resources are strategically developed and widely used. Teachers increasingly provide students with critical thinking challenges and the guidance needed to lead school initiatives.

Pacific students are very well supported in their learning. They have a strong sense of identity, are highly articulate and have high levels of achievement. Pacific students are represented in many areas of school leadership. Well established partnerships between the family, school and student are very evident. The Pasifika Fono provides opportunities for families and students to be involved in the student's learning. On-going support from the Ministry of Education has helped the school to embed the *Pasifika Education Plan* (PEP) into their school-wide planning and practices.

How effectively does the school promote educational success for Māori, as Māori?

The school has 7 students who identify as Māori. Māori students have a strong sense of identity. They are confident and have high aspirations to succeed. Māori students achieve very well across all areas of the curriculum. They benefit from respectful relationships and the inclusive school culture where te reo Māori is now a more regular feature within the curriculum. Māori students are represented in all leadership roles across the school. The school community enjoys the participation of all students in kapa haka and have established links with a local marae.

The board and senior leaders have a strong commitment to continue to support Māori success. The Te Ao Māori programme is valued and promoted across the curriculum. Tuakana-teina approaches are evident in school programmes. Māori whānau hui take place each term and provide opportunities for regular consultation. The Ministry of Education resources, *Ka Hikitia - Accelerating Success 2013-2017* is embedded in the school strategic plan. To further strengthen their strategic direction for promoting Māori success senior leaders acknowledge the need to incorporate the Ministry of Education resource *Tātaiako - Cultural Competencies for Teachers of Māori Learners* into teacher appraisals.

4 Sustainable Performance

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

St Therese School is very well placed to sustain and further improve its performance.

The school is very well led. The principal provides strong professional leadership informed by sound research. She is well supported by experienced and competent staff who share the school's educational vision. Collaborative approaches provide opportunities for teachers to build their leadership capability. All staff value the reciprocal relationships that have been established across networks, agencies and school clusters. Meaningful professional development is on-going and enhances this collaborative approach.

A strong reflective school culture informs ongoing initiatives and improvements. There are well established formal processes for implementing and documenting self review. Teachers' performance management appraisal is well managed and meaningful. It promotes high expectations for teachers to continually improve their practice. Senior leaders and teachers have expressed the desire to put this information on-line and are in the early stages of this approach.

The board provides strategic and well coordinated governance. Board decision making is well documented and consultative. Trustees are well informed. Very good reporting processes mean that trustees receive well analysed data and comprehensive information to support and inform their

decisions. The board of trustees continues to carefully manage the use of the car-park as a playground area during school hours.

The board and senior leaders identify areas for further development that include:

- further embedding and strengthening success for Māori across the school curriculum in consultation with Māori whānau
- continuing to empower students to be self directed learners.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. 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
- asset management.

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

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

Conclusion

St Therese School provides high quality, holistic and challenging education for all students, underpinned by the school's Catholic character. The school's broad, rich and highly effective curriculum fosters students' creativity, self confidence and sense of social responsibility. Students all benefit from the school's high expectations and highly effective teaching. They experience learning within an inclusive environment that supports diversity and student leadership.

ERO is likely to carry out the next review in four-to-five years.

Dale Bailey

Dale Bailey
National Manager Review Services
Northern Region

1 August 2014

About the School

Location	Three Kings, Auckland	
Ministry of Education profile number	1509	
School type	Full Primary (Years 1 to 8)	
School roll	126	
Gender composition	Girls 51% Boys 49%	
Ethnic composition	Māori	6%
	NZ European/Pākehā	7%
	Tongan	46%
	Samoan	25%
	Asian	10%
	African	4%
	European	1%
	other	1%
Review team on site	June 2014	
Date of this report	1 August 2014	
Most recent ERO report(s)	Education Review	January 2010
	Education Review	March 2007
	Supplementary Review	February 2004