



ERO External Evaluation

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

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

St Therese School (Three Kings) is a Catholic integrated school adjacent to the St Therese Catholic Church. The school provides programmes for learners from Years 1 to 8. More than 65 percent of students have Pacific heritage, with the largest groups being Tongan and Samoan. The roll also includes smaller numbers of African and Indian students, and others from diverse backgrounds.

St Therese School's vision statement of "Growing learners prepared for the future" forms the foundation of the school's strategic direction. The school's mission statement is "To create passionate, lifelong learners, with strong faith, skills and knowledge to be successful members of their communities". The vision and mission statements are underpinned by the school's core values and principles of faith, knowledge, growth and community.

The school's strategic goals prioritise the special Catholic character, growing students and teachers as learners, and improving families' engagement with their children's learning. Trustees, leaders and teachers have identified valued outcomes for students. These include having a strong growth mind-set, effective learner dispositions, and the capability to take ownership of their learning.

Leaders and teachers regularly report to the board schoolwide information about outcomes for students in the following areas:

- outcomes related to the special Catholic character of the school
- student achievement and accelerated progress in reading, writing and mathematics
- progress towards achieving strategic targets
- learning support programmes for students with additional learning needs, including gifted and talented students
- engagement and student wellbeing.

Leaders and teachers have participated in professional learning in literacy and mathematics, as well as 21st century learning, growth mind-sets, habits of mind and student agency. Since the last 2014 ERO review, the school has had changes in personnel. The principal is now in her fifth year at the school. Three of the five teachers are new to the school this year.

St Therese School (Three Kings) is part of the Auckland Central Catholic Community of Schools | Kāhui Ako.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

Leaders and teachers are focused on achieving equitable and excellent outcomes for all students.

School learning information over the last four years shows high levels of student achievement in reading and mathematics. A large majority of students achieve expected curriculum levels in writing. Analysed data identify specific groups of students by gender, year levels, and cultural groupings. Appropriate next steps are implemented and closely monitored to ensure that desired outcomes for students are achieved.

Leaders and teachers are focusing on, and successfully addressing, disparities in the achievement of Pacific students and boys. School systems, practices and personalised approaches have resulted in increasing parity for identified groups of students in key learning areas. Students with additional learning needs benefit from well-coordinated support.

Students achieve well in relation to other school valued outcomes. Students:

- develop dispositions for continued learning
- talk about what helps them to learn, and can make decisions about what and how they learn
- show pride in their identity, language and culture
- demonstrate the school's values and the special Catholic character of the school.

1.2 How well is the school accelerating learning for those students who need this?

Leaders and teachers use effective strategies to accelerate learning for students who need it. They appropriately identify and target students who need additional support to accelerate their progress. Close tracking of students to monitor shifts in progress and acceleration is discussed regularly at staff and board meetings.

Teachers regularly participate in collaborative professional learning and share data about student progress and acceleration. Leaders and teachers use a wide variety of strategies, and modify their practices to accelerate student progress.

The board receives detailed information about student progress and achievement, and generously funds additional in-class and specialist support. Teachers build effective two-way relationships with parents and whānau to support their children's learning.

These strategies promote increased rates of progress and accelerated learning.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school has many effective processes and practices that enable equity and excellence.

The school's curriculum reflects the breadth and depth of the *New Zealand Curriculum* (NZC) and appropriately prioritises the special Catholic character as part of its local curriculum. Students participate and learn in caring, collaborative inclusive learning communities. The curriculum is adapted to ensure that it is accessible, and contributes to positive outcomes for all students.

Students have effective and equitable opportunities to learn. Teachers use culturally responsive practices that support student learning. They design learning experiences that make connections to learners' lives and prior understandings. Students whose first language is not English are well supported to access learning.

Leaders have a strong focus on goals and targets to accelerate students' learning. Careful monitoring and tracking of student progress is shared with teachers and trustees in a well-coordinated approach to accelerating progress. Effective allocation of resources is clearly aligned to the school's vision, values, goals and targets. Leaders promote a supportive environment that is conducive to student learning and wellbeing.

Leaders build collective capacity. They provide relevant support for teachers to be reflective and adaptive practitioners. Internal and external expertise is used well to build teachers' capability to improve student learning. Effective planning and implementation of the school's curriculum is evident in teaching practice.

Parents, whānau, and the community are welcomed and involved in school activities as respected and valued partners in learning. Their aspirations for children contribute to the design of the school's curriculum. Parents and whānau receive useful information and participate in learning opportunities that enable them to support their children's learning.

The board actively represents and serves the school and its community. Trustees reflect the community's diverse cultural backgrounds. They are committed to ensuring that they are effective in fulfilling their stewardship roles and responsibilities. Trustees work together with the school community to develop and refresh the school's vision, values, strategic direction, goals and targets. They maintain relational trust and culturally responsive relationships with the school community. The board has a strong focus on student learning, wellbeing, achievement, and progress.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

The school continues to build on its current good evaluation capability. Leaders plan to increase their evaluation of the impact of teaching practices on student achievement, progress and acceleration, and on other valued student outcomes. This knowledge would help them to identify which strategies and practices are making the most difference for student equity and excellence.

3 Board Assurance on Legal Requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of St Therese School (Three Kings) performance in achieving valued outcomes for its students is:

Strong

5 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- stewardship that is committed to equitable outcomes for all learners
- leadership that focuses on positive outcomes for all learners
- reciprocal learning-focused relationships with whānau
- providing a responsive curriculum and effective opportunities for learning.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- continuing to build on the school's good evaluation capability
- continuing to embed current effective practices that are resulting in valued student outcomes.



Steve Tanner
Director Review and Improvement Services Northern
Northern Region
12 June 2019

About the school

Location	Three Kings, Auckland
Ministry of Education profile number	1509
School type	Full Primary (Years 1-8)
School roll	90
Gender composition	Boys 47 Girls 43
Ethnic composition	Māori 8 Tongan 41 Samoan 18 African 7 Indian 7 other ethnic groups 9
Students with Ongoing Resourcing Funding (ORS)	No
Provision of Māori medium education	No
Review team on site	April 2019
Date of this report	12 June 2019
Most recent ERO report(s)	Education Review August 2014 Education Review January 2010 Education Review March 2007