

St Claudine Thevenet School - 03/11/2017

Summary

St Claudine Thevenet School is an integrated Catholic school in Wainuiomata, Lower Hutt. The school caters for students from Years 1 to 8. Of the 264 students, 22% are Māori, 38% Pacific, 22% Pākehā and 15% Asian.

The school's vision is to be a community that strives for excellence and parents and whānau are actively engaged in their child's learning journey. Clearly established values and curriculum principles link to the school's special Catholic character.

The school has maintained a stable leadership team from the April 2013 ERO report. Previously identified strengths have been sustained.

The school is part of the Hutt Faith Based Kāhui Ako|Community of Learning.

How well is the school achieving equitable outcomes for all children?

Effective processes are in place to enable the achievement of equity and excellence for all children. Well-established systems and practices are rigorously implemented to meet the individual learning needs of students.

Most students enter the school requiring their progress to be accelerated to achieve in relation to the National Standards in reading, writing and mathematics. Significant progress is made by individuals over time. The overall pattern of achievement is consistent, with nearly all students achieving the National Standard in reading, writing and mathematics by the end of Year 8. Disparity in achievement between boys on entry at five years of age, when compared to girls, is reduced by Year 4 and successfully addressed by the end of Year 8.

Learners are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices.

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

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school responds very effectively to Māori and other children whose learning and achievement need acceleration.

Comprehensive processes ensure that individual learners requiring acceleration are identified, targeted and monitored. Leaders and teachers know students well, scrutinising assessment information to develop a wide-ranging response to specific needs. Collaborative inquiry

assists teachers and leaders to develop a collective understanding of how best to address the needs of students in the classroom.

Teachers regularly analyse achievement data to look at the progress of targeted students. They choose teaching strategies designed to accelerate learning and achievement. Parents, students and teachers work together to develop shared goals and plans to promote ongoing progress.

Students with additional and complex needs receive appropriate support. Individual education plans establish relevant goals to address individual needs. Resourcing for additional needs, including the provision for English Language Learners, is timely and appropriate. Tracking and monitoring processes are comprehensive and ongoing. External agency involvement is appropriately accessed.

Equity and excellence is evident in the school's comprehensive response to Māori and Pacific students' cultural success. Knowledgeable internal leadership effectively guides promotion of cultural success through the delivery of the school curriculum. Families, Māori whānau and aiga play pivotal roles in sharing their cultural aspirations and celebrating cultural diversity in the school and wider community.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

School processes are highly effective in enabling the achievement of equity and excellence.

Curriculum design and delivery is innovative and responds well to the emerging and developing capabilities of learners. Foundational learning in the early years of schooling helps to foster collaborative and self-directed learning for individuals as they move through to Year 8. Curriculum integration is well supported through the use of digital technologies. Meaningful student engagement is fostered through authentic learning experiences.

Teachers are reflective practitioners. Relevant guidelines provide clear expectations for teaching and learning. Desired teacher practice is clearly understood by staff and reinforced through collaborative discussion, regular observational feedback and the use of critical thinking tools to reflect on the impact of classroom practice on student outcomes. Teaching guidelines are well aligned to agreed curriculum philosophies which place students at the centre of teaching and learning.

Comprehensive performance management processes effectively monitor and build the quality of teacher practice. The principal meets teachers termly, discussing the achievement of targeted learners. This high level professional support encourages critical reflection.

Highly inclusive environments promote student wellbeing and engagement in school life. Student leadership in decision making ensures learners contribute in the selection of curriculum experiences and their ownership of shared school values. Positive, affirming relationships between students and their peers fosters an open and welcoming environment.

Leadership effectively guides curriculum innovation and delivery. Senior leaders demonstrate a relentless focus on achieving equity and excellence for students. Leaders use well developed processes to continually monitor and support teachers in achieving positive outcomes for students, families and whānau.

Trustees use reported information to ensure their resourcing is targeted to achieve equity and excellence for students. Strategic and annual goals clearly link to the school's ongoing priorities. Engagement of the community is valued and considered in school decision making. A recent evaluation of governance practice has identified clear developments to build the capability of new trustees and further contribute to effective stewardship.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

Well-developed systems and practices are effectively implemented to achieve positive outcomes for all students. The school and ERO agree the next steps are to:

- review assessment moderation guidelines to include the learning progressions framework
- embed the use of the schools' internal evaluation model to support curriculum and strategic evaluation.

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.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

Learners are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices. This school has successfully addressed in-school disparity in educational outcomes.

Agreed next steps are:

- review aspects of assessment guidelines
- embed the school's internal evaluation model.

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

Patricia Davey Deputy

Chief Review Officer Central (Acting)

3 November 2017

About the school

Location	Wainuiomata
Ministry of Education profile number	3018
School type	State Integrated Full Primary (Years 1 to 8)
School roll	264
Gender composition	Female 56%, Male 44%
Ethnic composition	Māori 22% Pacific 38% Pākehā 22% Asian 15% Other ethnic groups 3%
Provision of Māori medium education	No
Review team on site	September 2017
Date of this report	3 November 2017
Most recent ERO report(s)	Education Review, April 2013 Education Review, March 2010 Education Review, February 2007