

## **ERO External Evaluation**

### **St Catherines College (Kilbirnie), Wellington**

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 Catherines College (Kilbirnie) is a state integrated school in Wellington that provides education for girls in Years 9 to 13. At the time of the review there were 204 students on the roll, with 15% identifying as Māori and 16% of Samoan heritage.

The college's vision and priorities are closely aligned to the Catholic Mercy traditions that inform its gospel values.

Current achievement goals and targets for learner success are to improve: writing, reading and numeracy for Years 9 and 10; differentiated strategies in all junior classes; rates of National Certificates of Educational Achievement (NCEAs) endorsements at Years 11 to 13; and achievement for Māori and Pacific learners.

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

- achievement in New Zealand qualifications
- Māori and Pacific achievement
- Years 9 and 10 literacy, numeracy and science achievement
- wellbeing.

An experienced principal took up the position at the beginning of 2018. Several new middle managers and staff have also been appointed since the October 2015 ERO report. Proprietor appointed and parent elected trustees govern the school.

A new college administration area and several additional learning spaces and studios opened in 2016.

Teachers commenced schoolwide involvement in professional learning and development (PLD) in writing in 2017 and this is continuing into mid-2019. Other recent PLD initiatives include teacher inquiry, Positive Behaviour for Learning (PB4L), e-learning, special character and wellbeing.

## 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?

Since the previous ERO review, patterns of achievement have been variable, but remained high at most senior levels. Overall outcomes for Māori and Pacific learners remain below that of their peers.

School data shows most students gain NCEA at Levels 1, 2 and 3 and are similar to or above figures nationally at Levels 1 and 2. In 2017, achievement improved significantly at NCEA Level 3 and University Entrance (UE) to be above national rates for some groups.

Certificate endorsements for NCEA have improved significantly for some groups at Levels 2 and 3 in 2017, to be above schools of similar type.

Māori achievement is similar to their peers at Level 1, but in 2017 declined to be below their peers at Levels 2, 3 and for UE. After steady rates of improvement since 2015, nearly all leavers gained Level 2 in 2017. School leaders and trustees recognise the need to address the increasing disparity in achievement rates for Māori.

Most Pacific learners achieve NCEA Levels 1 and 2 and nearly all gain Level 3. Attainment in UE is below that of their peers.

Students with additional learning needs are identified and achieve well in relation to their individual goals and expectations. School data shows some of these students progress to gain qualifications.

#### 1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school does not yet have a clear picture of how well it accelerates the learning of those Māori and others who need this.

Some students who enter below expectations make accelerated progress as they move through the school to gain success at senior levels.

### 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 system for closer tracking and monitoring of students is being strengthened in 2018. This provides a useful process for regular sharing of information by staff about learning, progress, engagement and wellbeing to enable a better response to student needs.

A more deliberate approach and response to improving provision for Māori and Pacific learners is emerging. These strategies include hui with whānau and close individual monitoring and advice. Māori and Pacific leadership is promoted and highly evident across the school. This is reinforced by tuakana teina relationships and the whānau system. Students have opportunities to make connections to their language, culture and identity through class programmes, school activities and cultural events.

Students benefit from pastoral care programmes and an inclusive environment where strong and positive relationships are fostered. This enables high levels of engagement and participation in their learning and promotes a strong sense of belonging and wellbeing for holistic success. Students demonstrate confidence and participate in a wide range of programmes, events and competitions with success. Mana wahine is evident.

Increased curriculum responsiveness, to cater for diverse interests and needs at senior levels, supports high levels of engagement and success. A considered approach to blended curriculum courses, future-focused programmes and responsive timetabling increases student choice to engage in meaningful options and pathways. As a result, learners participate in a suitable range of courses to meet their aspirations.

School leaders support the board to improve processes for setting and monitoring strategic direction and results. Trustees value improved levels of communication and information in relation to school development, priorities and student outcomes, to inform resourcing. A well-considered process for reviewing policies and procedures provides a sound foundation for decisions and practice.

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

A long period of transition to changed leadership has impacted on systems and processes for decision making and improvement. School leaders recognise the need for a coordinated and cohesive approach to better support ongoing school development and improvement. A strategic focus for school leaders is building, through appraisal and targeted PLD, clear expectations for effective teaching and learning, culturally responsive practice and teacher and leadership capability.

For Years 9 and 10 and those at risk of poor educational outcomes, continuing to build schoolwide approaches for effective literacy and numeracy provision and measuring and promoting improved rates of progress is needed.

Teachers and leaders should more clearly identify and report on accelerated progress for groups of learners and in relation to school targets. Year 9 and 10 achievement data requires better analysis in relation to curriculum expectations. This should provide more useful information to identify and address disparity and underachievement at these levels.

Extending the use of deeper inquiry and effective evaluation by teachers, leaders and trustees, is a key next step. This includes strengthening consultation, feedback and collaborative sense making processes to ensure greater knowledge about the quality and effectiveness of provision and programmes.

## **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.

#### **Provision for international students**

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016 (the Code)* established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code. At the time of this review, seven International students attend the school.

The school offers good provision and support for students to be included and participate positively in school life. Good systems are in place for communication, pastoral care and the safety and wellbeing of students. Provision for English language learning is in place. Students participate and engage in a range of events and activities that provides effective integration into the school and local community.

Next steps are for leaders to establish a coordinated approach to learning programmes and provision appropriate to each individual's needs. This should include clearer use of students' goals and aspirations and reporting against these to students and their parents.

## **4 Going forward**

### **Key strengths of the school**

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

- learning programmes and pathways that provide diverse opportunities for learners' success
- the culture and learning environment that promotes participation and leadership
- processes for regular monitoring that supports senior students to be successful
- systems and processes for strategic planning, reporting and review that improve responsiveness and assist decision making.


## Next steps

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

- establishing shared expectations and improving strategies and programmes to better accelerate the literacy and numeracy of those who need this, especially for Years 9 and 10
- strengthened consultation, feedback and collaborative processes to monitor the quality and effectiveness of programmes and how to improve these
- internal evaluation processes and practices that better inform decision making for improvement.  
[ERO will provide an internal evaluation workshop for trustees and senior leaders]

## ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.



Alan Wynyard  
Director Review and Improvement Services  
Te Tai Pokapū - Central Region

12 October 2018

## About the school

Location	Wellington												
Ministry of Education profile number	284												
School type	Secondary (Year 9 to 15)												
School roll	201												
Gender composition	Female 100%												
Ethnic composition	<table> <tr> <td>Māori</td> <td>15%</td> </tr> <tr> <td>Pākehā</td> <td>27%</td> </tr> <tr> <td>Samoan</td> <td>16%</td> </tr> <tr> <td>Asian</td> <td>14%</td> </tr> <tr> <td>Pacific</td> <td>5%</td> </tr> <tr> <td>Other ethnic groups</td> <td>23%</td> </tr> </table>	Māori	15%	Pākehā	27%	Samoan	16%	Asian	14%	Pacific	5%	Other ethnic groups	23%
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Students with Ongoing Resourcing Funding (ORS)	No												
Provision of Māori medium education	No												
Review team on site	August 2018												
Date of this report	12 October 2018												
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>October 2015</td> </tr> <tr> <td>Education Review</td> <td>September 2012</td> </tr> <tr> <td>Education Review</td> <td>April 2009</td> </tr> </table>	Education Review	October 2015	Education Review	September 2012	Education Review	April 2009						
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## NCEA Results 2018

2018	SCC	National	Decile 4-7
Level 1	89.7%	70.1%	72.9%
Level 2	86.7%	76.1%	78.6%
Level 3	85.3%	63.7%	64.6%
UE	58.8%	46.1%	45.1%

2018 Endorsements	SCC		National		Decile 4-7	
Level 1	Excellence	34.3%	Excellence	20.9%	Excellence	16.9%
	Merit	37.1%	Merit	35.4%	Merit	33.8%
Level 2	Excellence	12.8%	Excellence	16.4%	Excellence	13.0%
	Merit	33.3%	Merit	26.1%	Merit	23.4%
Level 3	Excellence	6.9%	Excellence	15.1%	Excellence	13.4%
	Merit	44.8%	Merit	28.0%	Merit	25.3%
University Entrance		58.8%		46.1%		45.1%

