

ERO External Evaluation

St Benedict's School (Khandallah), 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 Benedict's School, Khandallah provides a Catholic education for students in Years 1 to 8. At the time of the review 289 students were enrolled, 4% of whom identify as Māori.

The school's vision is 'Developing our children's minds, guiding our children's hearts'. Its values of Empathy, Perseverance, Integrity and Creativity (EPIC) link to those of the school's Brigidine founding order and *The New Zealand Curriculum* (NZC).

Valued outcomes for students are to live the school's EPIC values, grow as life-long learners and well-rounded citizens, and develop as thinkers who take increasing responsibility for their learning as they explore issues in real-life contexts.

Its current goals are for students to become autonomous learners, develop understanding of te ao Māori and to achieve at the NZC level relevant to their ability. Targets for improvement in student outcomes are set in reading, writing, mathematics and wellbeing.

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

- student progress and achievement in religious education, reading, writing and mathematics.

There have been several changes of staff since the August 2016 ERO report including the appointment of a new principal at the beginning of 2018 and new teaching staff due to recent roll growth. Schoolwide professional development in 2019 is focused on culturally responsive practices, digital technology and Catholic character.

The school is a member of the Wellington Catholic Kāhui Ako | Community of Learning.

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?

In 2018, almost all students achieved at or above the expected curriculum level in reading and writing. Most achieved the expected level in mathematics. A significant number of students achieve above expectations in all three areas.

Measures have been taken to raise overall achievement and reduce the small disparity for Māori students in mathematics identified at the time of the last ERO review.

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

The acceleration for target students is not yet clearly established. Most students make expected progress. Interventions in place to support some students show a positive impact on students' learning to date.

Students who are at the risk of underachievement are identified and provided with additional support.

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?

Students experience a broad, localised curriculum and are well supported in their learning. Their interests, strengths, needs and cultural identities are well known. Strong relationships support a sense of belonging in a caring, supportive environment that reflects the school's special character. A wide range of leadership opportunities are available to older students. A well-considered programme successfully supports students to transition into their new learning environments.

There are high expectations for participation and achievement. Student success is valued and celebrated. Increased moderation of assessment practices has supported consistency in judgements about achievement. Leaders and teachers have reviewed the range of assessment tools used to show achievement and progress in literacy and mathematics.

Students with additional needs are provided with appropriate opportunities to participate in programmes that support and challenge their learning. Additional support for students is provided within individual programmes and classrooms. Staff work collaboratively with parents of students with high and complex needs and specialist staff to provide appropriate support for these students.

The school continues to work to implement and refine effective practices and processes to ensure equity of outcomes for all learners. This is reflected through their deliberate actions, targets and strategic goals that focus on ongoing improvement. There is useful tracking of Māori student progress in 2019, both as individuals and as a group.

Leaders and trustees maintain a positive relationship with the wider school community. Parents, whānau and the community are welcomed and involved as valued participants and contributors. Teachers draw on parent and community expertise to resource and enrich learning opportunities for students. Trustees are highly active in supporting school-community partnerships.

Leaders are focused on positive student outcomes and success. They provide holistic support and pastoral care that is deliberate and intentional. They work collaboratively and operate with clear and complementary roles and responsibilities. Good processes have been developed to provide a systematic overview of school operations and performance.

Trustees demonstrate a clear understanding of their governance role and ensure they have the expertise to operate strategically. A range of systems and guidelines supports effective stewardship. The board receive useful information on student wellbeing and achievement. They work well with the school and Catholic communities to promote the school's values, direction and special character.

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

Leaders are improvement focused. They spontaneously consider hunches and new initiatives. A systematic self-review process is in place for policy review and to reflect on current practice and inform change. Leaders should work to grow schoolwide understanding of the process and importance of internal evaluation to inform decision making and ongoing improvement.

A purposeful action plan to promote Māori success, developed with whānau input, is currently in the implementation stage. It provides guidelines for operations and outlines schoolwide expectations for culturally responsive practices. Expertise is well used to implement initiatives, deliver programmes and to develop teachers' cultural understanding and responsiveness. Teachers should continue to develop their capacity to integrate te ao Māori into classroom programmes.

There is an ongoing focus on growing teacher capability. Professional development for teachers is well funded with clear expectations for the sharing of new learning. A sound appraisal process and performance management system is in place. It involves all staff and has the potential to support improved practice. An appropriate teacher inquiry framework is in place to support teachers to share and inquire into the impact of their practice on selected learners. Leaders should support teachers to further develop their understanding of these processes and ensure consistency of implementation.

There is a need to develop and clearly document all curriculum expectations and guidelines for the implementation of a local curriculum. This should include teacher practices which promote higher levels of student agency to allow students to have greater leadership and ownership of their learning.

3 Other Matters

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 there were four international students attending the school. All students reside with and are cared for by their families. Their progress is well monitored and they participate fully in school activities.

4 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 Children's Act 2014.

5 ERO's Overall Judgement

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

Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

6 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 strategic and collaborative
- strong relationships with family and community that enhance curriculum resourcing and delivery
- teaching and learning that supports students to achieve at consistently high levels.

Next steps

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

- strengthening understanding and implementation of internal evaluation, appraisal and teacher inquiry to better identify the impact of teaching and initiatives on student outcomes
- continuing to increase teacher capacity to integrate te ao Māori into classroom programmes
- reviewing and documenting curriculum expectations to guide curriculum content and delivery.



Dr Lesley Patterson
Director Review and Improvement Services Te Tai Tini
Southern Region
10 October 2019

About the school

Location	Wellington												
Ministry of Education profile number	3000												
School type	Full Primary (Years 1-8)												
School roll	289												
Gender composition	Boys 50%, Girls 50%												
Ethnic composition	<table> <tr> <td>Māori</td> <td>4%</td> </tr> <tr> <td>NZ European/Pākehā</td> <td>59%</td> </tr> <tr> <td>Indian</td> <td>9%</td> </tr> <tr> <td>British</td> <td>7%</td> </tr> <tr> <td>Filipino</td> <td>6%</td> </tr> <tr> <td>Other ethnicities</td> <td>15%</td> </tr> </table>	Māori	4%	NZ European/Pākehā	59%	Indian	9%	British	7%	Filipino	6%	Other ethnicities	15%
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Students with Ongoing Resourcing Funding (ORS)	Yes												
Provision of Māori medium education	No												
Review team on site	July 2019												
Date of this report	10 October 2019												
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>August 2016</td> </tr> <tr> <td>Education Review</td> <td>June 2013</td> </tr> </table>	Education Review	August 2016	Education Review	June 2013								
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