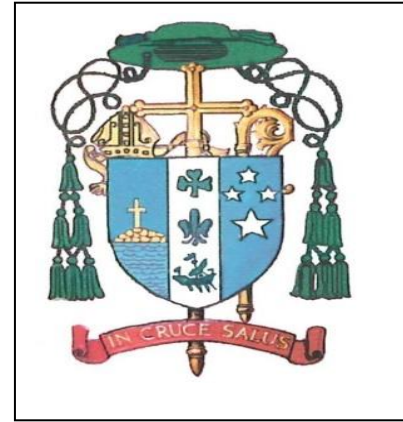


Diocese of Auckland



*Āhuatanga Katorika  
Kaupapa Arotake  
Te Pūrongo Arotake O Waho*

*Catholic Special Character Review  
for Development*

*External Evaluation of  
St Therese*

*An External Evaluation for St Therese School  
Three Kings.*

*Undertaken during the Covid Pandemic 2021-2022.*

Review conducted 17-18 November 2021 and the 21 March 2022.

Confirmed Report 2 June 2022

## **School Details**

**Name of School:** St Therese School

**Address:** 463 Mt Albert Rd, Mt Roskill, Auckland 1041

**School type:** Full Primary for boys and girls, years 1-8

**Actual roll:** 86

**Maximum roll:** 165

**Non-preference maximum:** 5%

**Actual non-preference number:** 9

**Roll based staffing entitlement:** 6.1

**Required number of Special Character CI 47 positions:** 3

**Filled number of Special Character CI 47 positions:** 2

**Principal:** Mrs Laura Geaney

**Director of Religious Studies:** Mrs Vicky Goodier

**Chairperson, Board of Trustees:** Mr Benjamin Kurian

**Parish Priest:** Father Arul Arokiam

## **Review Team:**

**Lead Reviewer:** Mrs Christine Smith Evaluation and Review Advisor

**Accompanying Reviewer:** Mr Philip Mahoney Manager Catholic Schools office

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## Ngā Whāinga O Te Arotake-Aims of External Review

The New Zealand Catholic Bishops' Conference wishes the external review to show how effective the school is in handing on the faith and forming a new generation of Catholics; this includes evaluating the efficacy of Religious Education and how the whole school community engages in authentic Catholic Christian witness and evangelisation. This is the evangelising mission of the Church, in which the school participates.

The external review process is based upon the *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua: Catholic Special Character Review for Development* document (draft, 2018).

In the review, schools are asked to consider and demonstrate the ways in which they have provided for their students:

- Te tūtaki ki a Te Karaiti - an encounter with Christ,
- Te whakatupu mā - te mātauranga-growth in knowledge,
- Te whakaatu Karaitiana - Christian witness.

And how the school is te kaitiatanga me te whakakari I te tuaakiri Katrorika - Safeguarding and Strengthening Catholic Character.

The review is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic Character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Reviewers encourage and commend good practice, and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.

[This Catholic Special Character Review was undertaken during the period of the Covid Pandemic 2021.](#)  
[The Format for the Review was as outlined;](#)

1. [School's written material and evidence sent to Reviewers for synthesis and evaluation: November 14 2021](#)
2. [Zoom interviews with the Principal, Parish Priest, Leader of Religious Education, Senior Leadership Team: November 17<sup>th</sup> 2021](#)
3. [School visits in term 1, 2022, were not undertaken due to pandemic conditions. Student, learning support and community member interviews were held via zoom. School leaders and teachers provided digital recordings of Teachers and children's Teaching and learning in term one of 2022.](#)

## Progress With Recommendations from the September 2017 Catholic Special Character Review for Development Report

*1: Opportunity for Development: The school's values are Faith, Hope and Love, with another fifteen additional values linked to them. Faith is also one of the four school goals along with knowledge, growth and community. The children spoken to during the review confused the values with the goals, although they said they hear the goals and values spoken about by teachers and the Principal every day.*

*Given that in Catholic teaching Faith, Hope and Love are the three theological virtues that come from God and lead us to God, and are the foundation of all the moral virtues, they are characteristic of all Christians. "They need to be nurtured and practised so that individuals live by them, not merely believe in them". (NZCBC, The Catholic Education of School Age Children, n.70). There is no choice about them for someone living an authentic Christian life. Faith, Hope and Love, however, are not values but virtues. Values are internalised sets of belief and are subjective and based on personal preference and choice (NZCBC, n.69). In a Catholic school values "must be sourced from the Gospels particularly the parables of Jesus" (NZCBC, n.66}, or be linked to the school's charism.*

*Hence it is important that the school continue to foster the 3 theological virtues of faith hope and love. Additionally, the school may consider choosing a small number of values, which can be clearly linked to Gospel parables and also capture the strong Theresian charism of the school. The process for the choice of these values can also be made educative for the school community so that there is a sense of ownership of the values going forward.*

- **Response: In 2020 began a well-developed and ongoing review which has been disrupted due to ongoing pandemic.**

*2: It is suggested that the next step for teachers is to use the prior knowledge they have about students to differentiate the teaching of the Achievement Objectives to more specifically meet each students' needs. One way to gain prior knowledge is by examining the Preference Criteria data of their students to learn where they are on their sacramental journey and the extent of their evangelisation.*

- **Response: Achieved, very thorough professional practice undertaken in response to this question.**

*3: Consultation with the school community regarding the Health curriculum must be held every two years. Consultation can take the form of a survey rather than meeting.*

- **Response: Good planning in place to achieve consultation. The school endeavoured to have face to face meetings. Surveys undertaken in response to compromise caused by pandemic.**

## Dimension 1: Te Tūtaki Ki A Te Karaiti-Encounter with Christ

How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?

St Therese Catholic School very effectively encourages and nourishes their young people to grow and develop into a personal relationship with Jesus Christ.

“Every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth” This statement by Pope Benedict XV1 in 2008 encapsulates the vision and mission of St Therese Catholic School.

The Catholic Spirituality of the School is led by the Principal and Director of Religious Studies / Deputy Principal. The Teaching team actively lead Catholic Character and are authentic role models of the Gospel Message. This is evidenced in the way teachers uphold and witness to young people and their whanau on a daily basis. They are very well supported by the Board, and Parish Priest. The entire school team reflect the school’s Gospel values and these are mirrored in the children.



The Principal is highly effective in the way she promotes and articulates a faith-based vision for the school. Staff, parents, board and children describe her as being empowering and nurturing to the faith of others in the school and parish community. She encourages faith-based leadership from all. The St Therese leadership team and their staff confidently live out their faith and are committed to enabling faith-based leadership opportunities to develop for others in the school. An example of this is the way leaders supported Tamariki and Whanau throughout lockdown, delivering digital devices, learning packs and food packs. This has been maintained over the 2020-2022 period in the manner of St Therese of Lisieux’s ‘Doing the little things well, every day’.





Father Arul with Students



Student Leaders

The Director of Religious Studies, Parish Priest and Principal are in close communication. The Parish Priest visits the school as frequently as pandemic scenarios have enabled him. He talks with students and classes attend and participate in Mass with the Parish. St Therese young people benefit from their Parish Priest living out this Christ centric model of Church leadership and being a vital and present part of school life. Students are active leaders and participants at both School and Parish Masses. St Therese students are Altar servers at the 7am daily mass in normal time. School leaders, teachers and young people are the 'Face of Christ' for the school and their community. They have the opportunity, to encounter Christ through their own cultural identity participating in liturgy and Mass through their own culture and languages. Young people at St Therese and their families have a place to stand, to call their own. School leaders provide rich retreat opportunities for ākongā and Kaiako. This provides an opportunity for young people to experience and encounter Christ and increasingly develop a relationship with Christ in their time at St Therese. Leadership have identified that they would like to offer these same retreat opportunities to their Board as a means of all growing and developing together as a school community.

The Principal is highly visible and accessible, meeting people where they are, she listens'. The DRS and Principal are active and proactive parishioners, ensuring opportunities for Christian Encounter are optimised for young people in the school. The Principal is on the Parish Council and the Parish Priest is on the school Board. Both Leaders are highly visible who actively and authentically live out the School's Gospel Values;

- Maturanga, Reflect and learn together to achieve success for all
- Whakapono, Know and live our gospel values as we encounter Christ through word, sacrament and service.
- Tupuranga, Commit and persevere so all our St Therese whanau thrive
- Whanaunatanga, Consult and partner with the community for the well-being of all learners.

On enrolment five-year-olds and their whanau, are given an induction pack welcoming them into the Family of Catholic Special Character Responsive Review St Therese School Three Kings 2 June 2022

Christ. The booklet clearly unpacks the St Therese Catholic Character and Charism of St Therese of Lisieux. The school wraps around families, with warmth, aroha, and manakitanga ensuring they are welcomed into their proudly and deeply Catholic community.

Classroom prayers are a sacred and reverent time. Prayer focus have appropriate liturgical coloured cloths and symbols of the faith. The prayers are both child- centred and traditional with classes using audio and visual equipment, visual arts and drama to support the children’s learning, waiata and prayers. There is good evidence of the depth of relationship students are developing with Jesus. These are found in the mature personal prayers written in prayer journals, and in prayers both spoken and shared by children. Through prayer, children reflect societal and personal issues, they listen carefully and sit reverently in the quiet space of prayer. Each class has a prayer Kete which is taken home by students to be shared with whanau. These times of encounter and participation are valued by young people and their families. Encounter with the living Christ is seen in the way the community pray together, relate to each other, welcome and support each other and their wider community. Prayers said before gatherings and meetings reflect the nature of the meeting and an awareness and sensitivity to those attending. Prayer life in the school is a heartfelt and authentic opportunity for encounter with Christ



Encountering Christ everyday at St Therese School

St Therese students have an understanding that God as Holy Spirit is present in their hearts. Young people inquire and are provoked by the Gospels, they have a deep Catholic identity and hold closely to the Theresian Charism. They know they are a Josephite school and that Father Arul’s Franciscan order influences the nature of their school’s Special Character. They are nourished by the times set aside for prayerful encounter.

Students say: “You need to Love your enemies, obey your parents, love God with your whole heart and mind, they’re hard but loving yourself helps you to do it”

Looking after the planet students say: “It will look after us if we look after it” “Pope asked us to do this, Laudato Si”

Students say Leadership opportunities: “Tuakana-teina, cultural festivals organising Masses, participating in Mass, Sport”

Students say School Strengths: “Sport, academic skills respect we help each other when we are stuck on our work, helpful and respectful teachers, many opportunities, best school!”

Students can experience an ongoing encounter with Christ at St Therese and this opportunity is embedded in the

schools' culture. This creates within young people a desire to know more about Christ.

Some examples are the year 7&8 retreat held at the Friary Hillsborough where young people explored the Gospels linking them to identifying values and living everyday life. "The Special Catholic Character of the school, and the Charism of St Therese" (was a statement frequently heard by reviewers) are the foundations on which the school has been built. The charism of St Therese of Lisieux is the overarching Charism of the school. "Doing the little things well with love." Within the school there are four houses, named for four saints, St Therese, St Mary Mackillop, St Francis and Mother Mary. At St Therese, Marian, Franciscan and Josephite Charisms are also acknowledged. School leaders would like the values to align with those of the Saints and to this end the school values are currently undergoing a comprehensive review with the aim of developing a small well curated set of values that reflect the saints and the school.



Laudato Si at St Therese

The Senior Leadership Team articulate and reflect Gospel values, and these are echoed in the actions of St Therese's young people who respond with compassion and a justice lens to significant Catholic Social Justice questions, including how they impact, locally and globally. Laudato Si has been also identified as a natural area for deeper integration into the schools' curriculum. The Senior Leadership team have identified that they would like to further develop these areas in line with new curriculum developments. This should support positive outcomes for young people and further create depth in the schools' local curriculum. St Therese's young people are encountering Christ, walking in his footsteps, equipped with the words of the Gospel, strengthened by the knowledge they are acquiring in classrooms and in the ongoing development of a personal relationship with Jesus Christ. Parish Priest Father Arul, a Franciscan, models the Franciscan way. He always wears the Franciscan habit and the young people in the school readily approach him for chats and greetings in the playground. He is very much part of St Therese school community.

Parents interviewed, shared how integral the Gospel values were to the children's "way of being". They described how children brought the Gospel and School Values into the home. They thought the children had become

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'influencers' as they enabled opportunity for Christian Encounter and Growth in Knowledge in the homes of St Therese' families. School Values are embedded in the children, and they are authentically lived out at school. Parents attest that they are also very evident at home.

Parents commented how young people's Catholic faith was integrated seamlessly into their everyday life. Parents and wider family were able to see tamariki living out their lives as faithful Catholics influenced by the catholic character of St Francis and the teachings of the Gospel as learned from St Francis. Prayer is integrated naturally into ordinary life for children.

Parents told reviewers "At a sports game the children will stand in a circle before the game and pray to enjoy the game, not to win, but to thank God for the gift of sport".

"My child leads prayers at home, they feel confident to do this, not just all the Catholic Prayers, but praying for people, other people who have needs too"

## **Next Steps for Development**

- To revisit the Vision and Mission statement asking; where do you find Christ in either the Vision or the Mission statement?

## **Dimension 2: Te Whakatupu Mā Te Mātauranga: Growth in Knowledge**

How effectively does the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church?

St Therese School is highly effective in assisting and supporting their community to grow in knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church. The Principal and Director of Religious Studies (DRS) work together to collaboratively lead the school's Catholic Special Character. Together with the Director of Religious Studies, this leadership is seminal in shaping the Special Character of the school. A very good example of this is the 'School Values Review' where under the Principal and DRS's leadership, the school undertook a robust process leading staff and community through the review and evaluation of school values over several years (2020- 2022). The process is ongoing, it is live evaluation. Together they are managing this extremely well through the nuances of lockdowns.


Regular staff meetings led by the Director of Religious Studies are held to discuss the theological focus for each Strand. Teachers value the comprehensive strengths the Director of Religious Studies brings to her role. Teachers said this greatly strengthens their roles as teachers of Religious Education. Teachers have good knowledge and understanding of Catholic Special Character, and this is evidenced in teaching and learning programmes. Another example is the Consultation with the Vicar for Māori, the DRS's attendance at the Josephite Colloquium and discussions with Father Arul to forefront the Franciscan Charism to ensure the new school values are fully representative of St Therese School.

Growth in the knowledge of Jesus Christ, his teachings and the Catholic Church is centre front when teachers plan collaboratively. They draw on Gospel teaching for the key curriculum concepts. Although RE is found seamlessly throughout the Connected Curriculum' model it is also taught prescriptively so that essence and integrity of RE is retained. Teachers use both formative and deliberate acts of teaching to ensure the Religious Education curriculum at St Therese is holistic and grounded in the teachings of the Jesus Christ. Key documents from the Catholic Church and curriculum documents influence the delivery of religious education. The school is looking forward to the introduction of the new curriculum.

Cancelled poem

Learning isn't cancelled  
 Having faith in God and Jesus isn't cancelled  
 Doing chores isn't cancelled  
 Baking and cooking isn't cancelled  
 Spending time with your family isn't cancelled  
 Building with Legos isn't cancelled  
 Having joy isn't cancelled  
 Doing fitness isn't cancelled  
 Being a good student isn't cancelled  
 Meditating isn't cancelled  
 Peaceful art isn't cancelled  
 Empathy isn't cancelled  
 Playing outside sports isn't cancelled

*By Ariannah*



**EXPLORING SYNOD**

The fundamental question for the constitution of the People of God

A synodal Church, in announcing the Gospel, "journeys together" – How is this "journeying together" happening today in your local Church? What steps does the Spirit invite us to take in order to grow in our "journeying together"?

**TWO SETS OF QUESTIONS?**

*"In the one People of God, therefore let us journey together, in order to experience a Church that receives and lives; this gift of unity, and is open to the"*



### Learning during Covid

The Gospels are alive in at St Therese young people's, hearts, spirit, and minds. Learning is active,





Leadership has a real drive for 'Best Practice' evidence of ongoing improvement of RE and Special Character at St Therese. Innovation and strategies for authentic pedagogical improvement in RE are sought by leaders. In classrooms authentic learning tasks are being planned and used in lessons. Student's use exercise books and a range of digital devices. The efficacy of the school's teaching and learning approaches across all age groups and are evident throughout the school. Explicit opportunity for young people's thinking, questioning, ideas, and provocations are evident in teaching and learning programmes. Leadership is deliberate acting to raise awareness of the need for justice and actioning this awareness within the school and wider community, relating to Jesus' care of society's disenfranchised people which is central to the Gospel message.

#### Teachers know the learner

Staff members participate in a regular planned programme of Catholic Character professional learning and development, participating in zoom and cluster meetings and ensuring staff are mentored as appropriate. Teachers have a deep understanding of their four goals "Faith, Knowledge, Growth,

Community" they professionally observe each other's practice and engage in dialogue to support each other. Teachers say that the Friday morning reflection time has been an important influence on staff, drawing them together as a staff community.

The board, school leadership and teachers are committed to meaningful internal review. Reviews are deliberate relevant and rigorous. Review and comprehensive evaluation of outcomes is undertaken at all levels of the school.

The Director of Religious Studies supports new teachers and teachers new to Catholic schools. She works sensitively with each teacher, visiting classrooms in her release time, undertaking walk-throughs to observe Religious Education lessons and classroom prayer in action. Positive feedback and feedforward are given to each teacher and further support and modelling is given when needed. This builds leaders, deepens capacity and knowledge in Religious Education across the school and strengthens Catholic Special Character across the school.

Teachers communicated to reviewers they feel "we are part of one big team. We can talk to (the Principal) any time, we work together to make things better for Tamariki and to better ourselves as teachers"

To date the school has not yet found an Iwi or Marae association to identify with and continues to work on this relationship. This has not been an impediment to school leaders working with whanau and the school to support teachers to undertake a comprehensive professional Learning programme. The programme is online, and teachers report it is highly adaptive. Programme developers have worked alongside the school, supporting curriculum development and classroom programmes including Religious Education. The impact of Tikanga Māori, mātauranga

Māori and Te ao Māori are evident in all planning, policies, and procedures. It is the intention of school leaders to ensure Te ao Māori is interwoven naturally into Catholic Spirituality across the school. This is important given the rich multicultural population of the school. This means that Te reo is now heard at Assemblies, Liturgies and Masses as well as being more deliberately spoken in everyday classroom and school activity

The school has robust relationships within the local community and has links to Catholic schools outside of the community, for example, regular outreaches with Baradene College weekly, and Marcellin College, fortnightly. The Principal and Deputy Principal are actively involved in partnership with the Local College, and local Primary schools to improve the transition of students, particularly those with additional needs transitioning to college. The Principal is hands on, she is highly visible to the school community. Both staff and parents find her accessible and responsive to their needs. She has *“a clear realisation of the identity of a Catholic school and the courage to follow all the consequences of its uniqueness”*. (43. CESAC, pg.11) There is very good evidence in the school that the dignity of all people is regarded and always upheld.

Communication is an area of strength for this school. The Principal has an open door policy as does the deputy principal and SENCo. At the end of each day the Parish Priest and the Principal are farewelling children and families at the school gate. Communication at St Therese is strong on all the conventional fronts, newsletters, Board reports, Policy and Charter statements. Parents are communicated with via Facebook, and this is well used by whanau. Senior students are well placed for digital communication between home and school and do this very well. Juniors Religious Education Books are sent home for whanau to read and comment on their child’s learning and this is providing a good home school connection.

There is an email from class teachers each week, and a weekly school newsletter. There is primacy of Special Character Information in all literature. However, Reviewers observed that the greatest strength in communication St Therese lay in the robustness of relationships which existed across all levels of the school. People at St Therese work together very well and this is important as tamariki attending St Therese come from a wide variety of Parishes from across Auckland.

### **Next Steps for Development:**

For Staff to consider undertaking Māori Spirituality & Catholic Social Justice Papers to support their desire to promote both areas.

### Dimension 3: Te Whakaatu Karaitiana-Christian Witness

How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life?

St Therese Catholic School is a place of hope filled Christian Witness. It is highly effective, empowering people to integrate their faith and life. This is very visible in and across the community. In this largely Pasifika community Faith is not left at the door, it comes into the school with its people. Prayer is very important in Pasifika culture and is important at St Therese. Community members described the school as a place of openness and welcome, where everyone is treated with dignity, fairness, compassion, and kindness.

The school community are proudly Catholic and promote living the Gospel values and witness to the life of Christ. The school is an integral part of the greater parish community. The school positively impacts the Parish, the Parish positively impacts the school and together they work for the common good of each other. School leaders spoke of the valuable contribution and support of the Parish Priest to St Therese. They valued his openness and willingness to stand alongside the school and work with the school as it continues to grow and develop. School leaders spoke of the valuable contribution and support of the Parish Priest to St Therese. They valued his openness and willingness to stand alongside the school and work with the school as it continues to grow and develop.



*The Sacraments at St Therese Three Kings*

This is a real strength of Christian witness visible in the leadership of Parish and School as the leaders of both Church and School work harmoniously for the greater good of the Christ they serve and the people they lead. Community members spoken to by Reviewers said this model of integration, faith, and life, is empowering for the school and church community.

The Behaviour Plan outlined at St Therese is fair, clear to all, and based on Catholic social teaching. This is a very effective Buddy System. This was very clear to reviewers while in the school. The Buddy system in action at break times is intuitive and used as and when needed and activated by the buddies demonstrating good student agency. Behaviour Education is based on modelling Gospel Values and when needed, de-escalation techniques and restorative justice. Restorative conversations and application of the discipline plan are utilised for all conflict

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issues. This is a genuine level of care among older children for younger ones (Tuakana/Teina). The school has a strong expectation of respect and honouring the intrinsic dignity of all with all adults in the school community consciously modelling what this 'looks like'. School life at St Therese provides opportunities in its day-to-day life for young people to live out Catholic Social teaching. The school community is made up of a wide variety of ethnicities. These rich and varied cultures impart their richness and diversity with the wider community. Students and families are encouraged to share their language, and identity and prayers are spoken in these languages. Students are inclusive of each other and are aware that although different, they are each made in the image of Christ.

Throughout 2020 and 2021, the Covid pandemic provided many challenges and opportunities to witness and connect to the wider St Therese community. It also provided many opportunities to support and enable young learners to integrate their faith and life and make meaning of the two entities. The school is deliberate in this undertaking, fulfilling St Therese' outreach to the poor in the community and 'Doing the little things well with love'.

The DRS has identified, that as in all small school's time is short. The DRS would like some external support to assist with working alongside and professionally developing classroom teachers. The DRS has also self-identified that the St Therese community has a Passion for Catholic Social Justice, and is asking, 'how can we do this better?' It is the school's intention to further inquire into this area.

#### **Dimension 4: Te Kaitiakitanga Me Te Whakapakari I Te Tuakiri Katorika-Safeguarding and Strengthening Catholic Character**

How effectively does the school, in its stewardship, and its compliance with legal obligations, safeguard and strengthen its Catholic identity?

The Board, through the Principal, ensures the Catholic Special Character permeates the Mission, Values and Strategic direction of the school. Strategic planning, policies and procedures are aligned with the Vision and Mission and Gospel Values. The clarity and synergy of school direction is strong. The Principal reports against the Strategic and Annual Plans which include a detailed and robust Special Character Goal. They are relevant and place Catholic Character centre front. Internal evaluation of Religious Education and Special Character is strong, clear, and relevant. It promotes and affirms good practice and focuses on growth and improvement.

Board members, both new and experienced are very committed members of the Board. The Board are willing to undertake Board training and value and understand its importance. Board members see themselves as a faith community where the common understandings of the Gospels guided and galvanises whānau staff and ākonga. The Board have described their school as 'a small school but a big family'. They report that inclusiveness and connectedness between families is evident in all aspects of the school. Pastoral care is taught and modelled, and this is strengthened by the very strong alignment between home and school and the Board are very aware of this, they are both present and active in their community. Board members attend community consultations and connect at school and parish with the school community. The Board care deeply for the wellbeing of the entire St Therese community. They value the academic, faith filled, professional leadership of the principal. Her ability to

lead the school is serving the school very well. A Board member told reviewers 'We try to be present for whatever the Principal needs'. The Board are committed to safeguarding and strengthening St Therese as a place where young people can encounter Christ in living out and integrating everyday faith with life.

'The Catholic Education of School Age Children' is a seminal document and the general themes of the document are reflected very positively in day-to-day operations, conduct and documentation of the school. There could be some benefit in revisiting this document with new elections approaching. It could be timely for all board members to revisit this document as it underpins the essence and purpose of a Catholic School.

The Board and Leadership are committed to meaningful internal review. Strategic and Annual planning show a commitment to authenticity, to meeting the community, both the school and the parish where they are at and working across the two entities as partners. This is reflected in strengthened relationships and acts of good will between the two entities, as well as being reflected in strategic and annual planning, showing good organisation and progress of the school's planned review cycle. The Board are steadfast and very committed to the school and Parish. Board documentation shows that the board has good and fair process and that they operate with integrity modelling Gospel Values and doing the small things well. There are very good examples of how responsive they are to immediate needs and example being the timely erection of a school gate for health and safety. They are strategic and have foresight as evidenced in the strategic plan and Charter.

At all times the Board safeguard and nurture the school's Special Catholic Character and are very good stewards of the school.

The Board Chairperson has regular meetings with the Principal. Special Character reports are presented to the Board at each meeting. The school is compliant with

- Maximum roll compared to actual roll
- Teachers completing hours of professional development in Religious Education. This has been amended during the pandemic.

The board is compliant in the areas of required number of CL47 positions. The Reviewers preference audit was unable to be undertaken at this time. School assurance given to CSO.

- 91.5 of the students are preference
- 8.5 % of the students are non-preference, 5% max roll
- Total Max roll 165
- Total roll 86

### **Next Steps for Development**

- For the Board to consider unpacking a section of 'The Catholic Education of School Age Children' at each board meeting. They are encouraged to continue this practice as stewards of Catholic Special Character.
- For the Board to consider providing a synopsis of 'The Catholic Education of School Age Children' (and a hardcopy) in new trustees induction pack.
- To revisit the Vision and Mission Statement 'looking for the Catholic Elements' and to consider then evaluate its 'fit' for a Catholic School.

## St Therese Catholic School Three Kings; Catholic Special Character Evaluation Summary

Since the last review St Therese school, have continued to review their 'Values'. This has been addressed in great depth and is ongoing. Further more, the knowledge gained throughout this process has greatly enriched all areas of the school community.

Teachers have fine grained knowledge about each of their students and their whanau. This means all young people attending St Therese are known well by all teachers and leadership. Differentiated teaching and learning programmes support learners and teacher professional development ensures ongoing best practice.

Reviewers' meetings with the community showed the depth of unity, community and Catholic Faith of both adults and young people at St Therese. *'At the heart of Catholic character of a school are the Catholic hearts of those who work in the school.... They are witnesses to students of a mature faith, and an integration of faith with life.* para 47

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### Student Leaders at St Therese Catholic School



The review team thank the community of St Therese Catholic School Three Kings for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic Special Character. The team would especially like to thank the Principal and leadership team for the very good quality of submitted material provided to our office to support your review The organisation and preparation for the review by the school is greatly appreciated.

**Christine Smith**

**Evaluation & Review Advisor**

**Philip Mahoney**

**Manager Catholic Schools Office**

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