

# St Joseph's School (Papanui) Education Review

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# 1 Context

What are the important features of this school that have an impact on student learning?

The school's special character, vision and values, and learning and teaching expectations are very well understood. The positive, inclusive culture fosters students' sense of wellbeing and belonging. The school's welcoming and friendly approach has resulted in strong long-term family, parish and community connections. Parent and student surveys indicate high levels of satisfaction with the school.

Since the 2009 ERO review, the student roll has increased and become more diverse. There have been some changes in teaching staff as the school has grown. These changes have been carefully managed by the board and the school's leaders.

The board, principal, senior leaders and teachers have been highly responsive to recommendations made in the 2009 ERO report. Student achievement targets are now specific and measurable. Well planned and consistently implemented self review has contributed to improved student engagement and progress over time. Senior leaders have also extended the analysis of achievement data of students in their first year at school.

## 2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The principal, senior leaders and teachers effectively use achievement information to make positive changes for learners.

This information is used effectively to form targets. It is also used to provide well-focused professional development for staff that contributes to consistent teaching strategies, student engagement and improved achievement.

Student achievement information in 2012 and 2013, shows that most students achieve at or above the National Standards in literacy and mathematics. While most students also achieve well in writing, the school has identified some groups that need extra support to reach the desired level. The school-wide focus on writing has included changes to teaching practices and a large range of programmes and resources. These programmes and teaching practices have been effectively reviewed. Improvements made have resulted in groups of students making very good progress over time.

The senior leaders and teachers have well-developed practices that help them increase the accuracy of their judgements about student assessment in literacy and mathematics school wide. Teachers and leaders work closely with external advisers to support decisions about programmes and practices to improve student achievement.

High achieving students are carefully tracked and provided with opportunities to develop their gifts and talents. Many of these students are successful in out of school activities such as speech and other academic competitions. Senior leaders are aware that they could do more to assess how well students are benefitting from these learning opportunities. To further the progress of these students senior leaders recognise the analysis of their achievement could be further refined.

Learning, progress and achievement are valued and celebrated. Students have good opportunities to explore their interests and be involved in goal setting. A greater consideration could be given to gaining students' ideas and providing them with more choices about their learning. Senior students have a wide range of leadership opportunities within the school curriculum and in the parish.

Senior leaders' involvement in a community cluster of early childhood centres, primary and secondary schools is supporting the school's well-organised transition practices. These include the sharing of assessment practices and information about students' wellbeing. An

innovative and popular programme called 'Little Joes' is supporting new entrants to make progress in their first year at school. Senior leaders agree that evaluating these initiatives thoroughly would provide useful information on their effectiveness over time.

### 3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum provides a wide range of relevant learning experiences through contexts that effectively promote and support student learning.

Useful guidelines, well-established systems and clear expectations for students' achievement actively guide teachers' teaching and students' learning.

Integrated school-wide themes provide suitable experiences for different age groups. These themes include the school's special character, values and learning qualities.

Teachers know their students well, are highly reflective and make appropriate changes to practices and programmes to meet identified needs. They work together to plan and share practices including the use of a range of technologies that engage students in interesting ways.

The senior leaders and teachers have identified that to further improve the curriculum they will continue to review learning areas beyond literacy and mathematics, and strengthen the use of a wide range of technologies in learning and teaching.

How effectively does the school promote educational success for Māori, as Māori?

The school has a positive and inclusive curriculum that supports Māori students to succeed as Māori. Teachers know students and whānau well.

Achievement information shows that most Māori students achieve above other Māori students nationally, in reading, writing and mathematics.

Since 2012, there have been targeted approaches to improve the involvement of parents and whānau in students' learning. This changed consultation process that includes personal contact, has resulted in improved attendance at the whānau hui and has influenced some families to identify as Māori.

Teachers are developing a good understanding of the importance of relationships for Māori. The large kapa haka group is very popular. Feedback from parents has resulted in more involvement by junior students.

How effectively does the school promote educational success for Pacific, as Pacific?

The school's inclusive culture supports family engagement and students' potential to progress and achieve. The school provides a good range of cultural initiatives recognise students' identity, language and culture.

Pacific students' progress and achievement is supported by the way teachers know their students, effective teaching practices and ensuring Pacific students engage with learning.

The board, principal and senior leaders are supporting teachers well. They have plans for improving the use of the Māori and Pacific culture and language in the curriculum. This is likely to help teachers more confidently plan for and use these perspectives in their programmes and practices.

## 4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The school is very well placed to sustain and improve its performance.

The board, principal and senior leaders have high expectations and provide strong professional leadership. Trustees are knowledgeable and have a clear understanding of their governance roles.

The school's strategic direction and annual plans are focused on raising student achievement and supporting professional practice.

The trustees, principal, senior leaders and teachers are highly committed and work collaboratively to discuss and plan ways to accelerate student progress. There is a high level of community support and parent participation in the school.

A school-wide culture of trust, ongoing and thorough critical reflection and self review contribute to continuous improvement. Senior leaders have clear roles and responsibilities and make effective use of individual staff strengths.

The principal and other senior leaders provide strong professional leadership. They are approachable, flexible and supportive of staff. Well-established communication systems across the school help to ensure that school-wide consistency and expectations are more readily met.

### Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (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 was one international student attending the school.

ERO's investigations confirmed that the school has effective systems and practices to support and review the quality of students' wellbeing and education. Students are actively included and involved in all aspects of the school.

### Board assurance on legal requirements

Before the review, the board of trustees 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:

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

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

### Conclusion

The school's Catholic character, vision and values strongly contribute to a welcoming and inclusive culture that supports positive relationships. The school's curriculum provides a wide range of relevant learning experiences that effectively contributes toward students' engagement in learning, progress and achievement. The board, principal and senior leaders have high expectations and provide strong professional leadership. School-wide, ongoing and thorough self review effectively supports continuous improvement.

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

Graham Randell  
National Manager Review Services  
Southern Region

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## School Statistics

Location	Christchurch	
Ministry of Education profile number	3531	
School type	Full Primary (Years 1 to 8)	
School roll	439	
Number of international students	1	
Gender composition	Boys 50%; Girls 50%	
Ethnic composition	New Zealand Pākehā	77%
	Māori	5%
	Pacific	2%
	Asian	7%
	European	3%
	Other ethnicities	6%
Special Features	Catholic education	
Review team on site	September 2014	
Date of this report	24 November 2014	
Most recent ERO reports	Education Review	June 2009
	Education Review	March 2006
	Education Review	August 2002