

CATHOLIC DIOCESE OF AUCKLAND

Catholic Schools Office

Kia mau ki te ako ko tou oranga hoki ia

Proverbs 4:13

File Ref: 5/15

29 April 2013

The Chairperson
Board of Trustees
St Joseph's School
P O Box 1292
PUKEKOHE 2340.

Dear Arjen,

The Confirmed Catholic Special Character External Review Report is enclosed. It is now being forwarded to Bishop Pat and the New Zealand Catholic Education Office.

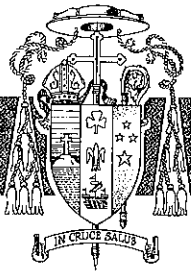
Congratulations to the Board of Trustees, staff and community on the fine standards of Catholic Special Character evident at St Joseph's School Pukekohe. Thank you for the welcome and co-operation of all during the Review process. We appreciated the openness and assistance offered to us. It was a privilege to be present with your school community.

May God bless the Board of Trustees and staff, as you continue to provide quality Catholic Education for the children and families at St Joseph's School Pukekohe.

Yours sincerely,

Colleen Gleeson
Review and Development Officer

Copy: The Principal



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**CATHOLIC SPECIAL CHARACTER
EXTERNAL REVIEW REPORT**

**ST. JOSEPH'S SCHOOL
PUKEKOHE**

20-21 FEBRUARY, 2013

SCHOOL DETAILS

Name: St. Joseph's School, Pukekohe

Address: Seddon St,
Pukekohe 2120

School Type: Full Primary

Principal: Mrs Jocelyn Uasike

Director of Religious Studies: Mrs Noreen Meikle

Board of Trustees Chairperson: Mr Arjen van Helsdingen

Parish Priest: Fr. Ralph Barcelo

Reviewers: Mr Neil Laurensen
Mrs Colleen Gleeson

Accompanying Principal: Mrs Jenny Bernard

Current Roll: 366

Report Confirmed: April 17, 2013

The National Administration Guidelines (NAG 2) requires all schools to develop a Strategic Plan, maintain a programme of self review and report to the community. In Catholic Schools this process must include provision for the maintenance and development of Catholic Special Character. The review and development cycle includes annual internal self review of a key dimension of Catholic Special Character as well as an external review every four years.

The purpose of the external review is to provide assurance to the Proprietor that the school has appropriate systems in place to deliver education with a Catholic Special Character in terms of the following three Key Dimensions:

Catholic Community: Te Iwi Whanui Katorika

The extent to which the school is a Christian community where Gospel values are central, where faith is nourished, and where Christian celebration in the Catholic tradition is highly valued.

Pastoral Care: Manaakitanga

The extent to which the school community nurtures, supports and cares for individuals.

Religious Education: Te Whakaakoranga Whakapono

The extent to which the school helps to fulfil the teaching Mission of the Church.

As well as the key dimensions, the Reviewers look at the school's process for self-review and how areas for development are incorporated into the school's Development Plan. In carrying out this review, the Reviewers had access to relevant documentation, interviewed staff, Board of Trustee members, parents and students and visited all classrooms.

CATHOLIC COMMUNITY: Te Iwi Whanau Katorika

The extent to which the school is a Christian community where Gospel values are central, where faith is nourished, and where Christian celebration in the Catholic tradition is highly valued.

St Joseph's School, Pukekohe warmly welcomed and embraced the opportunity for review and development. The Board of Trustees, Principal, staff, students, parent and parish community welcomed the reviewers and all shared openly their thoughts and opinions.

Situated in the Franklin district, the school serves the parish of St Patrick's, Pukekohe as well as the rural parishes of St Andrew's, Tuakau and St Anthony's, Waiuku. It is adjacent to the Catholic cemetery of St Patrick's and is across the road from the St Patrick's Church, presbytery and the convent of the Sisters of Our Lady of the Missions.

SPIRITUALITY

The individual and communal spirituality of the whole school community is promoted and nurtured.

"Since becoming a member of St Joseph's School I have had the opportunity to deepen my spiritual journey. I am not just a 'Catholic' (in name) any more, but a Catholic on my journey in a wonderful working environment."

"I feel privileged that I am able to live out my own spirituality in my work place".

"Attending staff prayer, school liturgies etc 'feeds' me spiritually".

(Staff survey comments)

The school, through its charism and values provides encouragement and resources for individuals within the school community to develop their own faith journey.

"Jesus Christ is the foundation from which our school finds its meaning and purpose"

(Provisionally Registered Teachers Handbook)

EVANGELISATION

The school is a faith community which endeavours to spread the Good News by word and witness

The school proclaims the mission and Gospel of Jesus Christ. The Board of Trustees commented that the Special Catholic Character of the school has an impact on non Catholic parents. The Parish Priest commented that often the children ask to be Baptised and parents come to ask about the process.

Supplementary to the RCIA programme in the parish a parishioner who is also a day-to-day reliever in the school runs courses at lunchtime for children who are not Baptised.

"I have noticed an increasing number of children and their parents attending Sunday Mass and older school aged children from St Joseph's seeking Baptism. This bodes well for the future as these children will, in years to come, become our Parish Leaders"

(Parish Survey comment)

PARTNERSHIP

Education is a collaborative responsibility.

The Principal, staff and Board of Trustees work to build strong relationships with families, the Parish communities and the wider community.

A strong PTA meet monthly and are very active in the school. The Principal and at least one teacher attends each PTA meeting. All members of the school community spoken to by the Reviewers said that they felt welcome in the school and appreciated the 'open-door' policy.

The St Joseph's school newsletter advertises all Auckland Catholic secondary school open days and enrolment dates.

VALUES

The school identifies and actively promotes Gospel values.

St Joseph's School, Pukekohe has identified their core values as:

"To Love, to Learn, to Lead, to be Loyal, for life"

These values can be found in the school Charter and displayed around the interior and exterior of the school, a large mural in the school playground is an example. The children were very familiar with these values and were able to articulate to the reviewers what they looked like in action.

The value of excellence is stated in the school's Mission Statement:

"Excellent education befitting out Catholic Character".

SCHOOL CULTURE

Catholic Special Character is visible in the relationships and the artistic expression seen throughout the school.

St Joseph's school follows the charism of the Sisters of Our Lady of the Missions, the founding order. The children were very aware of the foundress of the order, Euphrasie Barbier, and the relationship the school still has with the Sister of Our Lady of the Missions. The school played a pivotal role in the 125th Auckland Jubilee Celebrations of the Order in 2012, and the 150th Jubilee celebrations of the Founding of the Mission Sisters Order in 2010.

The parents spoken to by the reviewers were aware of the Sisters' involvement in the school and the Pukekohe community but were unclear of the impact the charism had on the school. It is suggested that the school provide more explicit links from the charism to the school's vision, principles, values and mission statement and to share these with the parent community.

The patron saint of the school is St Joseph, chosen by the founding Mission Sisters because he and Mary were the first teachers of Jesus. A large statue of St Joseph stands at the school's front

entrance wearing a Korowai (Maori cloak) which makes a strong statement about the culture of the school. Other smaller statues and symbols of St Joseph are placed around the school.

The school Motto is "To God our Best and Greatest". The senior students were able to articulate the meaning of this motto. The St Joseph's lily is depicted in the centre circle of the school emblem with the words 'St Joseph's Pukekohe' in the outer circle.

The school's principles of Faith, Foundations, Environment, Trinity, Education and Leadership are well defined in all school documentation and are displayed in all classrooms and the school hall. Senior students were able to explain these principles and what they meant in their daily life.

The Principal commented that the school environment was a "visual metaphor" with symbols and tradition everywhere. The large oak tree, planted by Euphrasie Barbier in the original school grounds, is depicted in the large mural in the playground. The original school bell was rung, for the first time since it was hung on the new administration building, to herald the new Pope Francis on the day of his succession. The old cross from the first church is placed in the prayer garden. The carving, in the administration foyer was carved by a past pupil of the school and is symbolic of many aspects of St Joseph's school. The symbols are also used to identify the school principles: Faith – the RNDM emblem; Trinity – the oak tree; Foundations – the original foundation wall; Leadership – the bell; Environment – the lily; Education – St Joseph's tools.

The school has a strong sense of family and tradition. Many families are fourth generation at the school. The Principal and teachers know every child by name and older children look after younger ones. One parent commented that it felt "like a small school but it's not". The names of the school houses continue the history and tradition - Pompallier, the first Bishop of New Zealand; Chanel, for St Peter Chanel; Barbier, the founder of the Sisters of Our Lady of the Missions; and Costello, the parish priest who invited the Mission Sisters to start a school in Pukekohe.

St Joseph's School entrance foyer and corridors depict the Special Catholic Character through colourful and attractive displays and symbols. The displays were relevant to the current work being done in classrooms.

LEADERSHIP

Leadership effectively shapes the faith-based vision, values and outcomes of the school programme.

The Principal of St Joseph's School, Pukekohe has successfully led the school for 12 years. Her commitment and passion for providing a quality Catholic education that is relevant to the students of St Joseph's is evident in her words and actions which was acknowledged by the Board of Trustees. She reports monthly to the Board of Trustees against the Strategic Plan, including Catholic Character, and with a report which includes statistics and achievement data, a diary of events and celebrations, issues and concerns. She is currently the Chairperson for the Auckland Catholic Principal's Association and is held in high esteem by her colleagues.

The Board of Trustees is ably led by a Chairperson who has the Catholic Special Character at heart. The Board members who met with the reviewers were able to express how the school's Catholic Special Character impacts on their role of governance. The Board is stable and committed to the development of the school. They consult with the school community regularly and are open to consider written requests, suggestions and complaints from parents. Parents are also able to make presentations at a monthly Board meeting following the written consideration.

The Board of Trustees have all participated in regular training with School Trustees Association, Ministry of Education webinars and Catholic Education Services workshops. The Board of Trustees has its own wikispace. It is suggested that the Board consider having a page on the school website where families can go for information, reports and a link to the wikispace.

A Special Character Committee consisting of the Principal, Parish Priest and Proprietor Representatives ensure that Catholic Special Character Compliances and self review reports are completed in a timely manner, in consultation with the Director of Religious Studies.

The Parish Priest is new to the Parish, however he has already developed a good working relationship with the Principal, staff and the Board of Trustees.

The shared vision:

"To be in right relationship with God, with ourselves and others and with the environment"
is known and understood by the whole school community. It is evident in displays and on the school website.

The Principal, DRS and senior team leaders have led the development of a strong Charism for the school based on the Sisters of Our Lady of the Missions and the patron saint St Joseph. A strong leadership team has been formed by the Principal. The senior management team are all skilled practitioners and share the Principal's vision and high standards.

The school communicates to parents through the weekly newsletter which includes the Principal's reflection on relevant "Faith Facts", events in the liturgical season and a thought or prayer for the week. It also includes any Board of Trustees news. The Board of Trustees Chairperson and the Principal present full reports annually and these are incorporated in the school's annual magazine publication and the Parish magazine 'Communicator'.

STEWARDSHIP

The school accepts responsibility for delivering education with a Special Catholic Character.

The Board of Trustees recognise their responsibility to ensure that Catholic Special Character permeates the whole curriculum and the school environment. The Catholic Character Policy states that its purpose is:

"To provide all children with the best Catholic education possible and to enable and encourage them to live and develop their Catholic Faith.

To develop and maintain close ties with St Patrick's Parish.

To bring about an awareness that we are all called to model, reflect and live Gospel values."

The Charter and Strategic plan has a very strong Catholic Special Character content in the Vision, Principles, Mission Statement and Strategic goals. The actual outcomes of the Special Catholic Character goals are reported on monthly to the Board of Trustees. The Vision statement, Values and Principles are clearly defined and it is outlined what they look like in everyday situations.

New teachers are inducted into the Special Character of the school by their team leaders and the Director of Religious Studies and are buddied with another teacher. On Teacher Only Day at the beginning of each year attention is given to the Charism, Special Character of the school and the St Joseph's School way of teaching and learning. After six months the Principal uses a checklist to ensure that all teachers are aware of the Special Catholic Character and other policies of the school.

In response to the 2009 External Special Catholic Character Review the process for self review is clearly defined, however it changes annually depending on the dimension to be reviewed. In 2012 an Appreciative model was used successfully. The process and outcomes of the self review are reported to the Board of Trustees annually in the Director of Religious Studies report. Recommendations and areas for development are discussed and responded to quickly. It was suggested that the Board of Trustees may choose to look in depth at one aspect of the dimension being reviewed if it is an issue or concern.

The Principal is particular in having Preference forms signed by a Priest. On enrolment, the parents are given a preference form and the criteria is discussed before they go to a priest. The school has a waiting list for non-preference places and a policy on criteria for enrolment priority.

The school Prospectus contains information on the Special Catholic Character of the school and how the vision, mission statement, values and principles underpin everything at the school. A school brochure has been updated and printed to advertise the school. The Staff Handbook clearly states what it means to be a St Joseph's School community member and includes a Code of Conduct specific to the Special Catholic Character.

St Joseph's School implements a peer appraisal/ critical friend system of performance management. Input from the peer, team leader, Director of Religious Studies and Principal contributed to the appraisal and the Principal discusses the outcomes with each teacher each year. All staff had a specific goal for Special Catholic Character in their performance agreement.

PRAYER AND WORSHIP

A Catholic culture of prayer. Liturgy and faith-based celebration is promoted in the school.

The reviewers joined three classes for morning prayers during their visit. These prayers were student led at all levels of the school and the students were respectful of this sacred time. Teachers focused children using candles, a statue of Mary, items of relevance to the Religious Education focus and Bibles placed on a liturgical cloth appropriate to the season. Teachers used a variety of prayers including spontaneous prayer, singing and traditional prayer. They are planning to introduce meditation across the school and have staff professional development planned with Fr. Peter Murphy. Staff prayers are held each Monday morning and before staff meetings on Tuesdays. Teachers are rostered to prepare these prayers. A class is rostered to lead prayer at the start of each fortnightly assembly.

Each week two classes attend the regular Friday morning Parish Mass. A combined Parish and school Sunday Mass is held each term and other special school Masses and liturgies are held throughout the year for Dedication and Graduation, Ash Wednesday, St Joseph's Day etc. The Director of Religious Studies plans and organises all full school Masses.

All Sacramental programmes are organised and implemented by the Parish. A Parishioner presents a course at lunchtimes, once per year, for children wanting Baptism. This course is adapted from the RCIA programme. Reconciliation Rite 2 is available for all children at Lent and Advent. The Year 8 students have an annual retreat the latest was run by Fr Bernie Thomas at the Tyburn Monastery.

Each classroom has a Rosary Bag which is sent home with children during the month of October to encourage family prayer. The bag contains a statue, rosary beads, prayer cards etc. Parents spoke positively about having the Rosary bag in their homes.

A designated space in the school was designed by the school community as a Prayer Garden. Teachers, parents and children had input into the design and the PTA built it as a project. One wall is a mural designed and painted by a teacher. It has a water feature, a stone altar table, plants and seating around the walls. Children have painted tiles with prayer starters and an outdoor electric plug has just been installed so an audio system can be used. Classes often use the space for class prayer and children use it in their own time as a quiet space. The children respect the space as a special place for quiet reflection.

SOCIAL JUSTICE

The school promotes social justice.

St Joseph's School provides many opportunities for the students to develop an awareness of others, of issues in and beyond their immediate community and an empathy for those who are hurt and suffering and it contributes to raising awareness and action for justice within the school and the wider community. Caritas resources are used regularly as part of the teaching programme.

Sr Pushpa, Sr Constance Hurley and Sr Helen O'Sullivan have visited and spoken to the children about Missions in Vietnam, India and the Philippines. Fr Bernard also spoke to students during his visit to the parish about his work in Uganda.

There are a number of children from Kiribati at the school and all children are sympathetic to the issues on these islands.

COLLABORATION WITH THE PARISH

The school collaborates with the Parish of which it is part.

The Parish of St Patrick's, Pukekohe welcomes the school's presence.

"It melts the heart and is very moving to see the children attend and participate in the Holy Mass".

"The school contributes to the life of the parish by providing Catholic based values education to the Catholic families living in the Franklin/parish area".

(Parish survey comment)

The Board of Trustees sees having the Parish Priest interested and supportive, as very relevant to the school/parish relationship. The Parish Priest, who is new to the parish this year, is also a member of the Board of Trustees and is on the Special Character committee. He is very aware of the needs of the children and endeavours to make the Sacraments and liturgies relevant to them.

One Sister of Our Lady of the Mission and some parishioners work with children to support the reading programme on a regular basis. Some parishioners give sponsorship for children in need.

The school ensures that when the parish are implementing the Sacramental programme the school teaches the strands and modules which complement the programme.

Many of the Board of Trustees and staff are parishioners. Two staff members are on the Parish Council and a Board of Trustees member attends all Parish Council meetings and presents a school

report written by the Principal. The Parish Council minutes are tabled at the Board of Trustees meetings. The Parish Council, Board of Trustees and staff have dinner together once per year.

The school newsletters are sent to the Parish office and the Sisters at the convent. The Parish newsletter includes school notices. The Parish booklet "Communicator" which is published two to three times per year, includes an article written by the Principal.

St Joseph's children are trained by parishioners as altar servers for parish and school Masses and the school choir and musicians participate in school/parish Masses.

"Two classes attend Mass on Fridays and the teachers have taught the children to participate very well. They read confidently, prayers of intercession are prepared and their singing is good. The children are well behaved in church".

"There are parents and families very involved in the life of the school and the parish simultaneously. This is one of the strengths of the school".

(Parish survey comments)

AREAS FOR CATHOLIC COMMUNITY DEVELOPMENT

- That the school provide more explicit links from the Mission charism to the school's vision, principles, values and mission statement and to share these with the parent community.
- That the Board of Trustees consider having a page on the school website where families can go for information, reports and a link to their wikispace.
- For the annual self review the Board of Trustees may choose to look in depth at one aspect of the dimension being reviewed if it is an issue or concern.

PASTORAL CARE: Manaakitanga

The school community nurtures, supports and cares for individuals.

RELATIONSHIPS

The school is a friendly, welcoming, co-operative learning environment where the dignity of each person is respected

As visitors to the school, the reviewers experienced warm and generous hospitality from all members of the school community. It was evident that the school has a long history and that in many cases children were the fourth generation of a family to attend the school. A parent designed the school emblem and a past student did the carving in the foyer. Because of the history, families have strong ownership of the school.

The Board of Trustees, staff, parents and Parish happily work together with respect and co-operation to provide a nurturing environment. This teamwork and collaboration makes for a happy and cohesive learning environment. In response to the Pastoral Care survey (2011/2012 internal self review) a BBQ evening was held at the beginning of 2013 to meet the teachers and new parents. The

PTA also organised for parents to cover morning tea duty twice per year to enable all staff to have morning tea together.

Teachers modelled the core values in all their dealings with students and this was reflected in the way students related to each other. Parents acknowledged that teachers were passionate, approachable and respectful to them and their children. All teachers had a warm, happy and relaxed relationship with the children and it was obvious to the reviewers that they really cared about each other.

Teachers felt valued by the allocation of staff meeting time twice per year to 'Pastoral Care'. Throughout the year there were opportunities for dinner with the Board of Trustees, PTA and Leadership Team members.

"I feel valued as a member of the school community".

(Staff survey comment)

Children enjoy a buddy system where classes buddy for reading and writing sessions. Parents are very supportive of the school and many attend parent meetings, movie nights (digital display of what learning looks like), school events, working bees and Masses.

The PTA meet regularly and, together with the wider parent community, work tirelessly to fundraise for extra projects for the school eg. gardens and playgrounds. A biannual fair, sausage sizzles, car boot sale, raffles, Quiz night, selling chocolates, collecting scrap metal and organising family photos are all organised to raise funds. They also support families in need. Many examples of support and kindness to staff and families were discussed with the reviewers during their visit and the school is to be commended for the huge amount of work they do discreetly for those in need.

Some parents and grandparents support the school with sewing, a second hand uniform shop, supplying sports uniforms and shoes, providing transport to sporting events, and sponsoring fees.

St Joseph's School is a member of the Franklin cluster of schools who work very closely together and share resources. St Joseph's staff participates in the Principal's group, the AP/DP group, maths and literacy leadership, an ICT contract and Te Huarahi (a plan for Maori Achievement in Franklin).

The school has clear policies and guidelines to deal with conflict situations. Parents are encouraged to come and talk about issues with teachers and the Principal.

The Principal has been trained in the "Seasons for Growth" and she delivers the programme when required.

ORGANISATION

The way pastoral care is organised is evident to all members of the school community.

During the review visit, the reviewers heard of the many times care and support was given to families and individuals. The strong relationships and 'family /country school' atmosphere within the school community were cited as reasons for the excellent organisation for pastoral care. Visits by the Principal or staff members, prepared meals, flowers/cards sent, help with transport, clothing etc are all organised discreetly and for as long as necessary.

BI-CULTURAL COMMITMENT

The school is committed to the Treaty of Waitangi.

St Joseph's school recognises the importance of Te Tiriti o Waitangi / The Treaty of Waitangi and the status of Maori as Tangata Whenua. Kevin McBride from Te Kaupapa Tikanga Rua / the Bicultural desk of the Auckland Diocese ran two meetings in 2011 for staff. All staff have completed, or are in the process of completing, the "Mauri Ora" programme.

The school has 10% Maori students and the school consults with the Maori community twice per year. Te Haurahi, a five year cluster initiative to raise the Maori achievement in the Franklin area is half way through and supports teachers to identify ways to improve teaching and learning for Maori children. The school holds a meeting with Maori parents once per term. In addition to this the Board of Trustees has an ex parent who acts in an advisory role to the Board. Recently the uniform policy was amended to allow Maori children to wear a taonga following a request from the Maori community.

A closer relationship with the Nga Hau Wha Marae is being developed and a school visit to the marae for the 2012 Maori Language Week was very successful. The school celebrates a Mass with a Maori focus each year and the Sign of the Cross and prayers are often said in Maori.

The Board of Trustees employs a tutor for the Kapa Haka group. The group perform at special school and community events and in the Franklin Cultural Festival. In 2012 new uniforms were designed and made in the school colours depicting the Special Catholic Character and ethos of St Joseph's school.

There was evidence of Maori language in some classroom displays and Te Reo is taught in the Year 7 and 8 classrooms.

CULTURAL AWARENESS

The school recognises and honours cultural diversity.

St Joseph's school caters for a large number of different cultures and identifies each culture with a flag in the school hall. Teachers are very careful to pronounce children's names correctly and honour the cultural diversity within their classrooms. Children are encouraged to share prayers in their own and others' native language in the classroom and at Masses. The Year 7 and 8 children learn French as part of the Languages curriculum.

20% of the children at St Joseph's school are from the Pacific Islands. A "Pasifika Wall" is displayed in a corridor with a large map of the Pacific backed by a large tapa cloth, and photos of the children from each group of islands with their flag. This corridor is not a main thoroughfare and it may be beneficial to have this display in an area where it would be more visible. The Principal's office reflects her understanding and empathy with Pasifika parents.

Important school messages are translated into Maori, Tongan and Kiribati. The school invites all parents to meet each term to consult, inform and discuss the teaching and learning of their children.

BEHAVIOUR MANAGEMENT

Discipline processes are just, compassionate, respectful and consistent.

The St Joseph's school Behaviour Management Booklet states:

"Children at St. Joseph's are expected to interact and behave in a manner befitting the Catholic Character of the school."

The happy, positive relationships and calm learning-focused environment of the school community removes most causes of disruptive behaviour and creates a willingness to co-operate. Questions like "Does your behaviour reflect Jesus in your life?" or "What would Jesus do?" are asked to correct behaviour. The Principal, DP and AP have all trained in the Restorative Justice programme and when called for a 'Restorative Chat' is held.

The children commented to the reviewers that the school was a safe environment, they used Peer Mediators or teachers to help when they had a problem.

"Everyone is friendly and nice to each other."

(Student interview comment)

Each classroom has developed a Class Treaty based on "Love one another".

"The behaviour of the children towards each other and staff members is influenced by the Catholic Character".

(Staff survey comment)

A student from each class is awarded a Special Catholic Character certificate at the fortnightly assembly. "Notice Being Good" cards are handed out by student leaders, peer mediators and teachers during the school day, in class or in the playground. Two cards are drawn for awards at each assembly.

Leadership opportunities are provided throughout the school. All children are given the opportunity to lead prayer and act as monitors in their own classrooms. Each class has a Councillor who attends a Student Leadership meeting, once per term, and has the opportunity to put forward ideas from their class. Year 5 and 6 students have the opportunity to apply to be a PAL (Physical Activity Leader) to organise and supervise sports and games for the junior children.

All Year 8 children are encouraged to take a leadership role within the school. Each year one boy and one girl are elected School Leaders. One boy and one girl are elected as House Captain for each house. School leaders attend a development day organised by the Principal and DP. Other opportunities for leadership are Peer Mediators, Librarians, Office Monitors, Environment Team, Bus Monitors, Flag Monitors, Staff room Monitors, Hall Monitors, Bell Monitors, ICT and AV Experts, Road Patrol Monitors and Sports Monitors. Children apply for these roles with a CV and are chosen by staff.

RELIGIOUS EDUCATION: Te Whakaakoranga Whakapono

The school helps to fulfil the teaching mission of the Church.

LEADERSHIP

The Principal and the Director of Religious Studies provide leadership and sound management in Religious Education.

The Director of Religious Studies has taught at St Joseph's School, Pukekohe for 7 years. She works collaboratively with the Principal, staff and Parish personnel to ensure that a strong partnership exists between the school and parish. Her quiet and gentle approach to the job ensures that professional development, liturgies and other important religious occasions are carried out efficiently and calmly. She meets with the Senior Management Team and ensures the Special Catholic Character is maintained in all work and decisions.

The Director of Religious Studies plans and prepares all full school Masses and celebrations. She supports new teachers to the school and teachers new to Catholic schools. In response to the 2009 External Special Catholic Character review the Director of Religious Studies now presents a report to the Board of Trustees at the end of each year outlining the internal Catholic Character self review dimension for the year, the process used, data collected and a set of recommendations. This report is included in the Proprietor Representative's annual report to the Bishop.

Release is provided to the Director of Religious Studies for 3 hours per week in 2013. She meets regularly with the Principal to keep her informed and to discuss issues when necessary.

RELIGIOUS EDUCATION CURRICULUM *The Religious Education programme is professionally delivered.*

"Priority in programme delivery will be given to Religious Education, Literacy, Numeracy and Physical Education".

(Curriculum Delivery Policy)

This statement shows the high status that St Joseph's School puts on the Religious Education area of learning. A new Religious Education plan is being trialled in 2013 because of the composite classes. Teachers cover 3 strands each year plus all of the modules and prayer strands. The strand is taught in both year levels to ensure full coverage and understanding. The trial will be evaluated after 2 years.

Staff plan co-operatively in teams for each Year level on the planning sheets provided by the Religious Education Advisors. This change in planning style coincides with a change in pedagogy to a 'teacher-inquiry' model where the emphasis is on teaching the children what they need to know next rather than just teaching the curriculum content. Most teachers are using the Year Level planning effectively to plan their daily programme. The team leaders view teacher planning regularly

Physical and outdoor education is a priority and the Year 7 and 8 children participate in camps (Camp Adair, Snow camp in Turangi), orienteering and a variety of skills and sports training.

RESOURCES

The school makes financial provision for Religious Education and Catholic Special Character resources.

The school is well resourced and the Director of Religious Studies ensures that all classrooms have the necessary resources to deliver the Religious Education programme and provide an environment that reflect the Special Catholic Character.

The Religious Education Advisors are used by the school to support beginning teachers and teachers new to Catholic schools and to run staff meetings when requested.

PROFESSIONAL DEVELOPMENT

The school provides opportunities for regular Religious Education professional development and spiritual formation for staff.

The Director of Religious Studies delivers two staff meetings per term to support the current Strand planning and teaching. A Teacher-Only-Day was held at the start of 2013 on the Mission charism of the school, presented by two Sisters of Our Lady of the Missions. The Director of Religious Studies supports teachers by modelling lessons and observing one Religious Education lesson in each classroom each year. This year, with extra release time she intends to also observe a prayer session in each room.

After the Director of Religious Studies observes in a classroom she interviews a focus group of children from the class about their learning. This interview is videoed and uploaded to the teacher site for teachers to view and reflect upon.

All beginning teachers and teachers new to Catholic schools attend the professional development provided by the Diocese. The majority of the staff have completed the Diocesan "Understanding Sexuality" course, the "Mauri Ora" course through Te Wananga O Aotearoa and all teachers attend the Cluster meetings held three times per year.

The Principal reports to the Board of Trustees on all Religious Education Professional Development each month. The Assessment for Learning (AfOL) and eLearning professional development contracts support the pedagogy used in Religious Education.

The Director of Religious Studies attends all DRS days and the DRS Conference bi-annually. The Principal attends principal development days and the ACPPA conference. The Principal, DRS, AP and DP attended the Catholic Convention in Wellington in 2012. One teacher is doing the "Walk by Faith" programme.

Teachers are all encouraged to work towards Certification, four (including the Principal) have Endorsed Leadership Level, two have Leadership level, two have classroom level and all others are working towards Classroom level.

Additional information was collected during the review in an area of special national interest, namely professional development in Catholic Character and Religious Education.

COMMUNICATION

The school communicates with parents/caregivers about Religious Education.

The Principal shares her faith through the school newsletters, she includes explanations about Liturgical seasons, feasts and informs parents of the current Strand topic. In response to the 2009 external Special Catholic Character review each team sends home a newsletter each term to explain the topics and strands to be covered, some background information and the expectations for teachers, children and parents.

All teachers have an email address and parents can contact them at any time, each child has a wikispace where work and comments can be published. These can be viewed through the school's website.

The children's Religious Education books are sent home at the end of each Strand for parents to discuss with their children and make a comment about their learning. Specific family activities are also sent home to support the Religious Education programme. Each new family buys a Whanau book on enrolment and parents are encouraged to use the book at home.

The school newsletter is displayed in the parish and the parish newsletter is displayed in the school. The Principal and Board of Trustees write an article for the parish "Communicator" published three times per year.

Parents are informed of the Religious Education programme and children's progress at meetings held each term. They have many opportunities to be involved in the school by attending Masses, liturgies and special events.

AREAS FOR RELIGIOUS EDUCATION DEVELOPMENT

- The integrated quote featured in the "Concept" planning to be included in wall displays and teachers to continually refer back to it throughout the term.
- The Director of Religious Studies observe a Prayer session and a Religious Education lesson in each classroom each year, at least once.

CONCLUSION

At St Joseph's the history, tradition and community spirit together with the passion, enthusiasm and spiritual and academic leadership of the Principal combines to form a happy, united and successful Catholic School. The Mission charism, vision, core values and principles have provided the school with an ethos that permeates every aspect of school life.

The senior children interviewed are living testament that the school is achieving what the community aspires to in their Vision:

"To be in right relationship with God, with ourselves and others, and the environment".

The children are confident, happy and engaged in their learning. Along with their families they are proud to be members of St Joseph's School.

"We as a family love the school and the community. It has a real family feel. If we have any worries we know the school and the church will be there for us" (Parent survey comment)

"When the students leave the school they have understanding of, and relationship with Jesus Christ that is the foundation for the rest of their lives." (Parent survey comment)

"Our children are given a strong values-based education. They achieve well over all and often go on to be chosen as leaders in their chosen secondary schools". (Board of Trustees questionnaire comment)



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