

# St Joseph's School (Pukekohe) Education Review

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance

## About the School

Location	Pukekohe	
Ministry of Education profile number	1497	
School type	Full Primary (Years 1 to 8)	
Decile [ 1]	7	
School roll	387	
Gender composition	Boys 51% Girls 49%	
Ethnic composition	NZ European/Pākehā	62%
	NZ Māori	12%
	Tongan	7%
	Pacific	7%
	Samoan	4%
	South East Asian	4%
	Other European	2%
	Other	2%
Review team on site	May 2012	
Date of this report	26 June 2012	
Most recent ERO report(s)	Education Review	June 2009
	Education Review	January 2006
	Education Review	August 2002

## The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

### Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

# 1 Context

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

St Joseph's School is located in Pukekohe and caters for students in Years 1 to 8. The school roll of 387 includes 66 Pacific students and 46 Māori students. The school's special Catholic character supports a nurturing, holistic approach to education. The school is characterised by stable leadership and has a history of positive ERO reviews. High expectations for achievement and standards for behaviour are expected and evident throughout the school.

Since the last ERO review the school has experienced roll growth which has resulted in two new classrooms being placed on the school site. The administration block has been remodelled and two new team leaders have been employed. Recommendations from the last ERO review about formative assessment have been addressed through school-wide professional development. The school is well supported by the local parish and wider Catholic community.

## 2 Learning

How well are students learning – engaging, progressing and achieving?

Teachers use a range of standardised tests and observations of students learning behaviour to make overall teacher judgements (OTJ's) about student achievement in relation to the National Standards in reading, writing and mathematics. The school reports that this data shows a significant majority of students were achieving at or above National Standards in reading, writing and mathematics at the end of 2011. Those students achieving below or well below are identified and provided with programmes targeted to address their learning needs. Progress and achievement data guides teacher planning for groups and individual students.

The board of trustees is receiving comprehensive, clear and accurate reports about student achievement in relation to National Standards. Analysis of student achievement data identifies achievement patterns and trends for the school and for groups of students, including Māori and Pacific. Parents are receiving written reports about their children's progress and achievement against National Standards in reading, writing and mathematics.

The Pasifika roll continues to grow and student achievement data shows that Pacific students are generally not achieving as well as non-Pacific students. Staff have undertaken professional development around cultural awareness of Pacific students. At the end of 2011, an action plan was developed for targeting the achievement of Pacific students in reading, writing and mathematics.

ERO and the school have identified that there is a need to continue to develop greater consistency in the use of teaching strategies that build students' capacity as independent, self-motivated learners.

### 3 Curriculum

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

After consultation with their community the school developed the St Joseph's School curriculum, including values and curriculum goals, and aligned these with The New Zealand Curriculum. The school's learning principles of 'Leadership, Foundation, Environment, Education, Faith and Trinity' promote traditional values and a focus on student achievement and success.

The school's curriculum is:

- well defined, with a broad and integrated coverage of subject areas
- linked closely to the principles and key competencies of The New Zealand Curriculum
- reflective of the special Catholic character
- focused on literacy and mathematics
- reflective of the Treaty of Waitangi
- clear about expectations for assessment, planning and self review.

Teachers work well as a team, have high expectations for learning and behaviour, and maintain positive, respectful relationships with students. Effective teaching strategies promote students' thinking, inquiry and engagement. Priority in the school day is given to religious education, literacy and numeracy, and physical fitness. Additional staffing resources are allocated to support students at risk with their learning and those requiring extension. These special programmes are targeted to address the needs of priority learners, and regularly reviewed to ensure that best use is made of school resources.

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

The school has played a leadership role in Te Huarahi, an initiative involving local schools, and aimed at having 100% of Māori students achieving age-appropriate expectations by 2015. Other goals include access to early childhood education, whānau education, celebrating success, building authentic relationships and strengthening Treaty of Waitangi knowledge and commitment.

There is a range of school initiatives to celebrate Māori student achievement and success. These include a kapa haka group, a Māori parent who advises the board of trustees on Māori issues, a whānau hui each term and professional development for staff, including the Mauri Ora programme and Treaty of Waitangi training.

Achievement information for Māori students is analysed, reported to trustees and shows that a significant majority of Māori students is achieving at and above National Standards in reading, writing and mathematics.

Pastoral care practices reflect both the priority given to Māori and the special Catholic character, including aroha manaakitanga and respecting the mana of all. The school and ERO are aware that strengthening the Māori and Pacific dimension in classroom environments will enhance students sense of belonging.

## 4 Sustainable Performance

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

The school is well placed to sustain and improve its performance. Key indicators include:

- the experienced principal, who provides strong, focused professional leadership. She is well supported by a knowledgeable and committed leadership team, who work with teachers to develop and use effective teaching practices that enhance achievement outcomes for students
- effective governance, led by an experienced chairperson, and well-informed trustees. The board makes appropriate decisions to allocate resources based on assessment information and is focused on improving student outcomes.
- a collaborate, strategic and highly effective approach to self review, including careful consideration of student achievement information by the board, principal and teachers to improve student engagement, progress and achievement
- the development of a comprehensive charter and strategic goals that provide clear direction and measurable targets to improve student achievement
- various strategies used to seek community views, and making parents feel welcome in 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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

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

Makere Smith  
National Manager Review Services  
Northern Region (Acting)

26 June 2012