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Location: Grey Lynn, Auckland

Ministry of Education profile number: 1493

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This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

The Education Review Office (ERO) Evaluation

St Joseph's Catholic School (Grey Lynn) is an inner city, state integrated school catering for students from Years 1 to 8. The school has a roll of 92 students.

Seventy-nine children are of Pacific heritage, and four children are Maōri. More than a third of all students have English as an additional language.

Students are friendly and supportive of each other. Older and younger children interact cooperatively. They are aware of their tuakana/teina responsibilities and benefit from respectful relationships with each other, and with staff. Students have a good understanding of learning and behaviour expectations. As a result the school has a calm, settled environment where students are able to focus on being confident learners.

Students achieve particularly well in writing and 66 percent of students in Years 3 to 8 achieve at or above national reading expectations for their age level. More than half of all students achieve at or above expected levels in numeracy.

Teachers work well together and have used the New Zealand Curriculum to develop learning programmes to meet the needs of the children in this school. Since the 2007 ERO education review, teachers have been working on how to improve their teaching of literacy. Most recently teachers have focused on effective practices in assessing and teaching writing.

The leadership team has well-established relationships with the school community. The principal is focused on implementing the school vision and improving student outcomes, especially in numeracy and literacy. She has high expectations of herself, the staff and students.

Parents spoken to by ERO are positive about the staff and their willingness to make regular contact with them. The board and staff continue to engage with parents in different ways to celebrate children's achievements. In response to parents' requests, trustees established a well resourced music room. As a result, children benefit from a range of performing arts experiences.

Many families and trustees have long standing relationships with the school. The board of trustees reflect the cultures of the students and is representative of the parish. Trustees are focused on achieving the school's vision and promoting a safe learning environment for children and staff that reflects the special character of the school.

Future Action

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning: engagement, progress and achievement. ERO is likely to carry out the next review within three years.

St Joseph's Catholic School (grey Lynn)'s Curriculum

How effectively does the curriculum of St Joseph's Catholic School (Grey Lynn) promote student learning: engagement, progress and achievement?

School context and self review

In St Joseph's Catholic School Catholic values underpin the school culture and blend effectively with the values of The New Zealand Curriculum. Both sets of values have been adopted by the board and are fundamental to the charter and school curriculum, which is known as the Vision in Action.

The school community has strong links with the neighbouring church. Classrooms take turns to attend a weekly mass and students participate in leadership roles during the service.

The board has good systems in place, including strategic planning to support self review. Trustees also work in partnership with the parish and Catholic Diocese. Much work has gone into recent and upcoming property developments, including a proposed landscaping initiative.

The school leadership team has identified that raising student achievement in numeracy is a school priority. Numeracy data collected in 2008 and 2009 show that in addition and subtraction more than half of all students are achieving at or above expected levels.

Areas of strength

Student progress and achievement. The school has good systems to collate and analyse student achievement. Teachers monitor and report on students' individual learning progress in literacy and numeracy, as well as the progress of cohort groups against school achievement targets. NZ European/Pākehā students, Māori and Pacific students are achieving at the same level.

The school's 2009 literacy data reported to the board show that:

- many children start school with limited reading skills and often make accelerated progress due to early intervention programmes;
- in reading, 66 per cent of students in Years 3 to 8 achieve at or above age-related expectations; and
- in writing, most students achieve at or above expected levels.

Student learning and engagement. Students enjoy positive and settled learning environments. Student learning and engagement is supported by:

- attractive learning environments that include displays of student work and support material to help reinforce new learning;
- teachers implementing effective teaching practices, including documenting students' next learning steps in writing books;
- senior students who can articulate their learning and their next steps; and
- students regularly having their writing published in the school newsletter.

Sense of belonging. All students benefit from a sense of belonging. Positive and affirming relationships are evident amongst students and the staff. Senior students are strongly aware of their responsibilities as role models. They benefit from leadership roles including leading prayers in both Māori and Pacific languages. School-based behaviour initiatives support the board's focus on promoting a safe learning environment and a sense of belonging for students.

Working collaboratively. The staff demonstrate an ongoing commitment to professional learning and development and are working collaboratively to develop shared expectations and understandings. This includes:

- teachers making good use of The New Zealand Curriculum by documenting the school curriculum known as the Vision in Action. Teachers have developed a curriculum model that allows specific concepts to be integrated throughout learning areas;

- staff and external facilitators documenting a comprehensive literacy plan which is aligned to the Pacific Education Plan;
- teachers recently compiling a graduate profile for their students, outlining the skill that they expect students to have at Years 2, 4, 6 and 8. These skills will be used to measure progress and as a tool for reporting to parents; and
- teacher aides attending Pasifika training throughout 2009, with a view to providing specific support for Pacific students.

Areas for development and review

The leadership team have prioritised the following areas for development and review:

- increasing teachers' knowledge and understanding of effective teaching and learning strategies;
- making greater use of assessment data to inform teaching and learning;
- continuing to document curriculum learning statements in areas other than literacy and numeracy; and
- extending formative teaching strategies so that all students can articulate their own learning and next steps.

In discussion with the board and the leadership team ERO identified the following areas for development. These areas include:

- increasing ways of respecting and responding to the range of cultural experiences and understandings that students bring to their learning; and
- collecting data across the range of learning areas to extend self-review practices as part of their ongoing commitment to raising student achievement.

Agreed Priority

ERO and the board of trustees agree that continuous school development will be based on robust self review practices with a view to raising student achievement.

Board Assurance On Legal Requirements

Before the review, the board of trustees and principal of St Joseph's Catholic School (Grey Lynn) completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

- board administration;
- curriculum;

- · management of health, safety and welfare;
- · personnel management;
- · financial management; and
- · asset management.

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

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

Future Action

The board of trustees has demonstrated that it is governing the school in the interest of the students and the Crown. The board, together with the principal and school leaders, continues to focus on improving student learning: engagement, progress and achievement. ERO is likely to carry out the next review within three years.

Richard Thornton

National Manager Review Services

Northern Region

About The School

School type	Full Primary (Years 1 to 8)
Decile rating[1]	4
School roll	92
Gender composition	Girls 56, Boys 36
Ethnic composition	Māori 4, NZ European/Pākehā 4, Samoan 51, Tongan 18, Cook Island Māori 7, Niuean 3,

other 5

Review team on site	March 2010
Date of this report	17 May 2010
Previous three ERO reports	Education Review, September 2007 Education Review, June 2004 Accountability Review, February 2002

17 May 2010

To the Parents and Community of St Joseph's Catholic School (Grey Lynn)

These are the findings of the Education Review Office's latest report on St Joseph's Catholic School (Grey Lynn).

Community Page

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focused on implementing the school vision and improving student outcomes, especially in numeracy and literacy. She has high expectations of herself, the staff and students.

Parents spoken to by ERO are positive about the staff and their willingness to make regular contact with them. The board and staff continue to engage with parents in different ways to celebrate children's achievements. In response to parents' requests, trustees established a well resourced music room. As a result, children benefit from a range of performing arts experiences.

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Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning: engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on;

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using the information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO's review is responsive to the school's context. For example, when ERO reviews a school, it takes into account the characteristics of the community, from which it draws its students, its location, and the aspirations the community has for its young people, and relevant local factors.

ERO also builds on the school's own self-review information. That is, ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information.

ERO also gathers information during the review to contribute to its reports on national education evaluation topics. Comments relevant to this school are included in the report. The national reports are published on ERO's website.

If you would like a copy of the full report, please contact the school or see the ERO website, www.ero.govt.nz.

Richard Thornton

National Manager Review Services

Northern Region

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting integrates the following.

- school curriculum;
- national evaluation topics -contribute to the development of education policies and their effective implementation; and
- Board Assurance Statement, including student and staff health and safety.
- It also integrates external review with school self review by taking the most useful aspects from external and self review to build a picture of the school and its context.
- This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning: engagement, progress and achievement?

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.

[1] Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.