

Diocese of Auckland



*Āhuatanga Katorika  
Kaupapa Arotakeā  
Te Pūrongo Arotake O Waho*

*Catholic Special Character Review  
for Development*

*External Report on the Review of  
St Joseph's School Pukekohe*

Review conducted on 5<sup>th</sup> and 6<sup>th</sup> August 2021

Confirmed Report 20<sup>th</sup> September 2021

**Name of School: St Joseph's School Pukekohe, Auckland**

**Address:** 94 Seddon St, Pukekohe  
**School type:** Years 0-8  
**Actual roll:** 305  
**Maximum roll:** 435  
**Non-preference maximum:** 22  
**Actual non-preference number:** 17  
**Roll based staffing entitlement:**  
**Required number of Special Character CI 47 positions:** 9  
**Filled number of Special Character CI 47 positions:** 9  
**Principal:** Mrs Ursula Hall  
**Director of Religious Studies:** Mrs Mairéad Gallagher-Pile  
**Chairperson, Board of Trustees:** Mr Simon Dykes  
**Parish Priest:** Father Robert Steele

### **Review Team:**

**Lead Reviewer:** Christine Smith  
**Accompanying Reviewer:** Philip Mahoney  
**Observers:** Hira Hutchinson

### **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.

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

#### **Opportunities for Development:**

**It is suggested that the Board of Trustees place a message in the school newsletter at least once per term.**

- *In Place*

**The values of the school are to love, to learn to lead and be loyal for life....It is suggested that the school community review the values and the Catholic virtues to provide cohesion, a shared understanding, and a long-term vision for the school.**

- *In Place*

**Prayer bags are used throughout the junior school, it is suggested that they be re-established across the school as a further promotion of prayer with families.....Prayer sessions have been observed on an irregular basis this needs to be rostered, so all classes have a turn. It was**

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**suggested that team leaders be delegated to observe their team's prayers, or the Director of Religious studies take her class with her to prayers in each room.**

- *In Place*

**The Board of Trustees have begun to read and discuss the Bishop's document "The Catholic Education of School Age Children" 2014 Bishop's Conference and to use this when reviewing and policy and writing documents**

- *In Place*

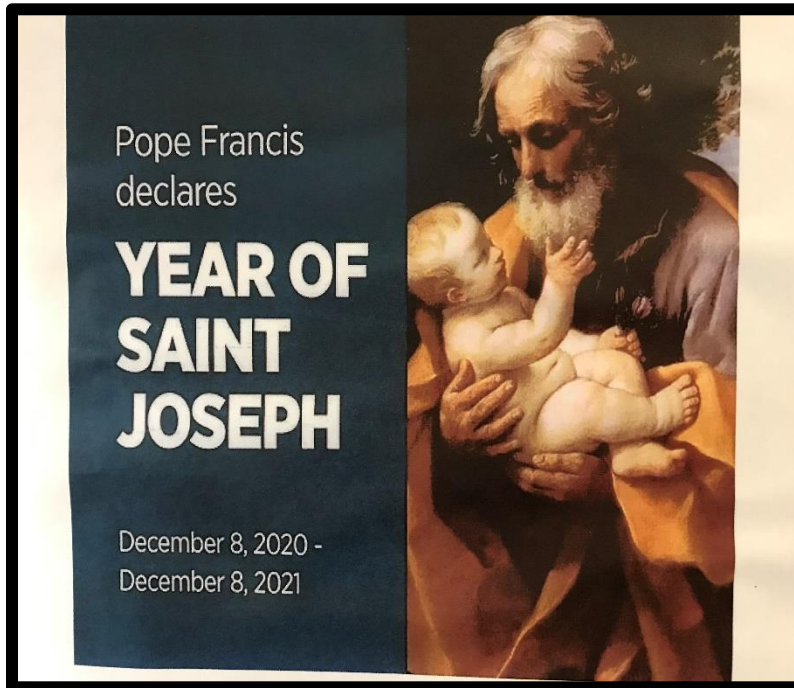
**The school is in a transition period of moving from traditional teaching, learning and assessment to a more modern pedagogy. Much of the learning is teacher led and dominated. The next step for the school is to ensure that a 'teaching as inquiry' approach to Religious Education is used to differentiate teaching so that students' individual needs are catered for.**

- *In process of being met*

#### **Recommendation**

**It is recommended that the school ensures that every student has a preference form which states a defined criteria at the time of enrolment and that no non-preference students are enrolled until the students pending have received Baptism and a check of the students in years 5-8 ensures that the school can clearly state the number of non-preference students throughout the school.**

- *In process of being met*



### **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 Joseph's Catholic School effectively encourages, facilitates, and nourishes their young people to grow and develop 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 Joseph's Catholic School. The deeply authentic and innate Catholic Spirituality of the School is led by the Principal and Director of Religious Studies (DRS). The school wide teaching team are steeped in Catholic Character and are role models of the Gospel Message which is integral to the development of the young peoples' faith journey. Teachers model Christian Encounter, weaving it into their daily integration of faith and life, with young people and their whanau.

'To educate is an act of love...the educator in Catholic schools must be, first and foremost, competent, and qualified but, at the same time, someone who is rich in humanity and capable of being with young people in a style of pedagogy that promotes human and spiritual growth.' (*Pope Francis to the Congregation for Catholic Education Document, 2014 & see also 2017*).

There is a deliberate and authentic endeavour to ensure that the Christ encounter is alive and real for Tamariki. This is seen in the children's actions and everyday way of being.

St Joseph's young people are spiritually insightful and curious. They have an understanding that God as Holy Spirit is present in their hearts. Young people inquire and are provoked by the Gospels and have a deep Catholic identity. They are nourished by the times set aside for Christian encounter and this is reflected in their words and actions.

Students say:

"Meditation connects us to God in prayer"

"We can just talk to Jesus when we pray"

"To be like Jesus, I do something I haven't been asked to do"

"Sometimes I forget all about God when I'm playing with friends"

"Other subjects push Religious Education out! There is not enough time for it!"

"I know I am Catholic because of the way I do things like giving money privately"

The Director of Religious Studies, Principal and Deputy Principal each have ministries in the Parish and are in close communication with the Parish Priest. Each Thursday prior to Friday Mass, the Parish Priest visits classrooms to talk with young people and familiarise them with the Gospel for the day. Twice a term the school attends and participates fully in a school assisted Mass with the Parish. St Joseph's young people benefit from their Parish Priest living out a Christ centric model of Church leadership and being a vital and present part of school life. Additional Feast days and celebrations in the church are prioritised.

School leaders, teachers and young people are the 'Face of Christ' for the school and their community. They demonstrate this in all dimensions of their lives, in Whaka Powhiri and other cultural expressions. School leaders walk alongside young people and their community. The principal is visible and accessible to her community. School leaders are wholehearted in their approach to their school community they go out to them and meet people wherever they are they at in their lives. A number of the schools whānau have joined the Church through an encounter with Christ within the context of the school community.

The Leadership team are proactive, ensuring opportunities for Christian Encounter are optimised within the school. Young people, specifically years 7 & 8, experience Retreat opportunities and are increasingly exploring different prayer genre:

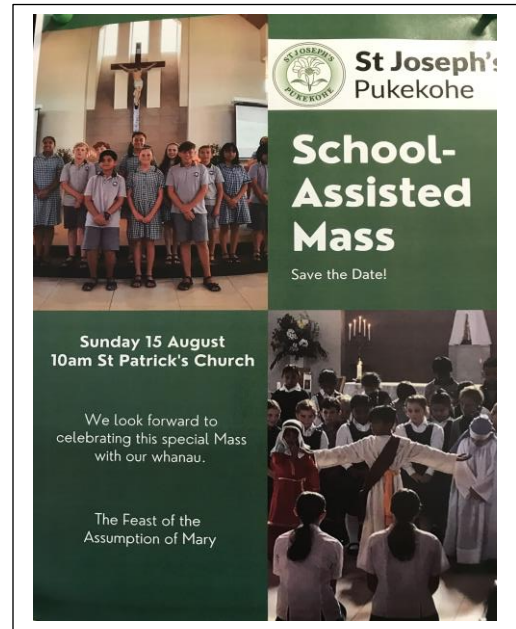
"At St Joseph's, Catholic Character is overarching and permeates every area of the learning community. Every young person is known deeply and is precious. Within societies swirling cultural mosaic of data, cultural and social trends, we as a school have our hearts open to our learners, to God and our values, ensuring they are firmly grounded in the Gospel of the risen Christ". (Deputy Principal St Joseph's School)

Young people have a clear understanding of the school's Values, Charism, and history and how each of these factors meaningfully supports the other.

St Joseph's intentionally builds young people's understandings around the following key areas from an early age:

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- Reflection and relationship with God - (Prayer- Relationship with Christ)
- Developing a Mission understanding- Euphrasie Barbier, (Charism)
- Catholic Social Teaching- (Catholic Social Justice)
- Leadership being a school leader (all ages across the school) – (Jesus our leader)



St Joseph's is an inclusive school welcoming all who join them. The school operates from a position of the Common Good and staff report that relationships in the school community are high trust and lifegiving. Staff acknowledged and reviewers witnessed the school as a joyful, collegial teaching and learning environment, marked by the presence of the Holy Spirit.



Spiritual formation is prioritised, and this is reflected positively in the allocation of timetables, meetings, release time and Teacher Only Days. Staff reported they are encouraged and supported to participate in further spiritual formation. They undertake retreat opportunities each year. In 2021 the staff spent the day with Manual Beazley exploring Māori dimensions and spirituality at the Tyburn Monastery in South Auckland.

Classes are supported by the DRS to organise and fully participate in Mass and liturgies for the school. Young people play a lead role in mass and liturgy, reading 'The Word', Prayers of Intercession, Music,

(School led and choir). Of note is the delightful accompaniment of the ukulele orchestra and the beautiful waiata and te reo that was spoken and sung as part of the Mass, Reviewers attended.

Staff in all positions across the school talked of the Principal's Christ centred school leadership. They acknowledged the courage of the principal to lead from the Gospel and to always do what was best for people.

Senior leadership ensure that Catholic Character is paramount in the school and school life is rich with the rituals of the Church, including special feast days. Young people are involved as is appropriate in the life of the Church and Parish and represent themselves and their home cultures well, frequently providing liturgical leadership. All staff lead their colleagues in weekly staff prayers seen by all as a spiritual oasis in the busy working week.

Parents spoke warmly to reviewers about the strength of Catholic Character they experience which is both an explicit and implicit part of an education at St Josephs.

Parents gave examples of Christian Encounter:

'Teachers use the principles of social justice very fairly, when dealing with behaviour issues.'

'Expectations at home and school are aligned, on the same page'

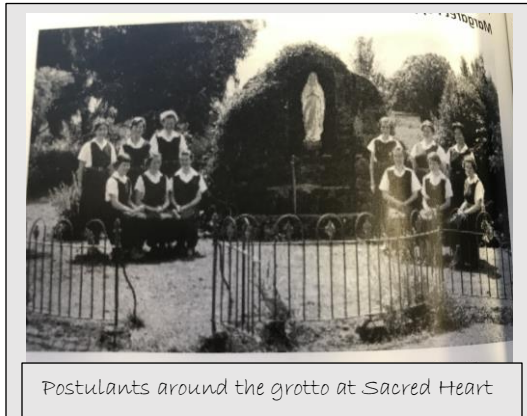
'Going to Mass is training for life, going to rugby is training for rugby... you want to be good at something you go to the training'.

The openness and approachability of the Principal, Senior leaders and all teachers and staff is unreservedly appreciated. Parents were able to give the Review team explicit examples of how this was part of the culture of school-parent partnership at St Joseph'

**'Our Lady of Lourdes' protectively oversees the New Euphrasie Building.**







*Postulants around the grotto at Sacred Heart*

School environments provide a stimulating and visually print rich atmosphere for students. The new school plant, inclusive of classrooms, reflects young peoples' Christian encounters. Classrooms are engaging learning spaces where young people are learning to express their different and variable comprehension and understanding of God. The more recent addition of the 'Our Lady of Lourdes' statue rescued from the original Sacred Heart Convent is perfectly positioned for reflective time and meditative prayer for young people.

Prayer life in the school continues to develop. In many areas it is alive and diverse, providing young people with a heartfelt opportunity to engage in an encounter with Christ. Prayers said are both child-centred and traditional with some classes using technology to assist.

There is now further opportunity for young people to lead their own prayer and to do so, with modelling, from an early age, for example, in the junior area of the school. The use of visual arts and drama to support waiata and prayer as well as other mediums is being explored. Young people are encouraged to speak and pray in their home/ first languages. This validates and enriches their own learning experience and deepens the knowledge and experiences of their peers. It brings the diversity and cultural richness of the community into everyday school life.

There is very good evidence of the depth of relationship students are developing with Jesus. This is found in the mature personal prayers written in prayer journals, and in spontaneous prayers both spoken and shared by children. Through prayer, children reflect societal and personal issues, they listen carefully and reverently in the created quiet space of meditative prayer. 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 in their wider community.

St Joseph's school operates from a position of the Common Good, staff know each other well and enjoy positive relationships. This is evidenced in staff surveys. Staff acknowledged and reviewers agree that the school is a joyful and purposeful working environment, marked by the presence of the Holy Spirit.

## 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 Joseph's Catholic School is increasingly intentional, and collaborative in the way it enables its community to grow in knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church. Growth in the knowledge of Jesus Christ, is centre front when teachers collaboratively and responsively plan Religious Education programmes. Programmes are supporting teachers to teach, and young people to learn about Church tradition, Charism, Mission, Values, and the Religious Education Curriculum in an environment where the Spirit of God is shared and encountered. Teams work together very well to plan learning and are increasingly moving towards collaboratively using Integrated Education and Learning (IEL) pedagogy within their newly built Integrated Learning Spaces.

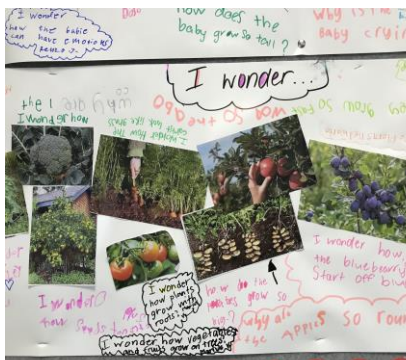
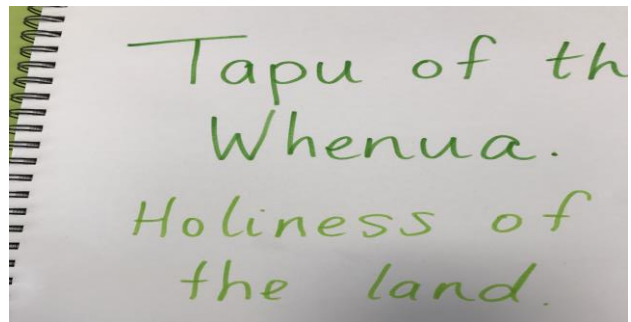
The Religious Education curriculum at St Joseph's school is comprehensive, covering the width and breadth of the curriculum and is well grounded in the teachings of the Catholic Church. Teachers and young people draw on the School's Charism to nurture academic strength, social responsibility, spiritual encounter, and growth in knowledge.

In Year 7 & 8 young people integrate faith and life in an environment that is promoting the development of self-regulation. There is evidence of adaptive teaching and learning, reflecting those teachers know their learners well and Religious Education programmes are responsive to learners needs. This opportunity for learning is preparing St Joseph's young people for living a wholehearted Catholic life as adaptive learners, who mature fully into the challenges of adult life.

Some other areas of the school are not yet as responsive or adaptive to their learners in their teaching of Prayer and Religious Education. Teachers' knowledge of their learners will support the shift from teacher directed prayer and whole class teaching evident in some areas of the school. Senior leaders have identified that in some areas of the school, the Religious Education Curriculum is in the process of adapting and then implementing the same future focused pedagogy that shapes all other curriculum delivery in the school. Senior leaders have identified this as a development point and by doing so recognise that this is when Religious Education Teaching and Learning will become truly alive for young people in classrooms. Reviewers support the direction of Senior School Leaders who are committed to leading these changes.



Appropriate resourcing is evident in learning areas particularly concerning Social Justice issues with a Catholic perspective for example, Caritas. The DRS ensures Catholic Social Justice Teaching is an imperative within the curriculum, in line with Gospel Teaching. The school has great success in the Caritas Kaitiaki2Share Competition, winning five of the top ten places. The student's work reveals their understanding of Pope Francis Laudato Si Encyclical, the school's charism of The Mission Sisters and Māori spirituality. Importantly it affirms young peoples understanding to the call, to be kaitiaki of God's creation.



Cross curricula aspects incorporate and are defined by the school's Catholic Character with integration into the Religious Education Curriculum where possible, always maintaining integrity.

The school's curriculum statements are all defined by references to Catholic Character, and Catholic Character is seamlessly integrated into the school's curriculum.

Reviewers observed a variety of authentic learning tasks being used in lessons, in the students' exercise books and on a range of digital devices. Teachers know their students and their whānau well. They now need to transfer this knowledge more meaningfully into their teaching and learning programmes, and so responsively teach to their differentiated needs when delivering the Religious Education programme. Teachers own cultural experiences enrich students learning opportunities. This allows students to experience the Catholic faith through the lens of their own culture, and that of other students in the school.

Families are informed regularly of the Religious Education Strand and concept being covered through weekly newsletters, DRS updates, student's reflections, comments on digital platforms and teacher-parent communications, for example, See Saw, Google Classroom, QR codes. Communication at all levels is a strength of the school and it keeps this community connected and builds relationships. Communication is a real strength of this school and the efforts of the senior team to ensure everyone is communicated with are appreciated.

The Principal models a faith-based vision for the school. She encourages, enables, and nurtures faith in others. The Director of Religious Studies (DRS) works alongside teachers to lead the development of the school's Catholic Character. The leadership team, Principal, DRS, DP and AP have been seminal in shaping the Catholic Character of the School. Religious Education is prioritised by the Board and the School. The status of the DRS is highly valued and prioritised in the school. She is a member of the senior leadership team. Regular staff meetings are led by the Director of Religious Studies to discuss the theological focus for each Strand.

All teacher planning is constructed collaboratively within teams and on a digital platform. This supports the school's holistic-integrated approach. As part of the school's professional learning culture, staff are encouraged to undertake tertiary level RE papers, and all complete their mandated 12 hours of professional development annually. Training for new staff and provisionally trained teachers, are attended by the relevant teachers. St Joseph's school is nimble in its responsiveness to teachers and young people's teaching and learning needs. This ensures they are supported to grow and thrive in their learning in a timely way.

Given the geographical distance and challenge of St Joseph's Pukekohe from PLD delivery centres it is a remarkable undertaking for Staff to engage in Auckland based PLD. They are to be congratulated and encouraged on their achievements.

### **Next Steps for Development**

To continue to work alongside teachers ensuring that all Religious Education Teaching and Learning is delivered to the same high standard as expected across all other curriculum areas. As the school is now in an ILE space this is now an imperative to enable the school to move forward.

### **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?

The St Joseph's Community provides hope-filled Catholic witness empowering its community members, Parish and School, to integrate their faith and life. 'RNDM/The Mission Sister's Charism is tangible in relationships and interactions at St Joseph's School. Without exception people spoken to during the review described the school as a community where everyone is welcome, where there is unconditional acceptance and a culture of inclusiveness. The school community are proudly Catholic, living out the charism of the foundress of the Mission Sisters, Euphrasie Barbier.

The school is steeped in the history with 'The Mission Sisters'. Order founder, Euphrasie Barbier had an early presence with Catholic education in the area and until very recently two RNDM sisters lived

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adjacent to the school and were still active in the school on a daily basis. More recently another Mission sister, Sister Ann Sklenars continues to be a welcome presence at St Joseph's.

The Review Team were welcomed into the school with a Haka Pōwhiri led by the school. Young people encounter Christ through Māori Wairua and importantly through their own cultural lens. The school meets to consult with Māori whānau each term ensuring they listen to their voice, perspectives, and aspirations for their tamariki. St Joseph's staff have worked deliberately to grow their competency as a school in Te ao Māori over the last four years and the gains made are visible across the school, and evident when speaking with children. An external facilitator has worked with the school and continues to develop teachers understanding of Te ao Māori particularly within the context of Catholic Character. These initiatives are having a positive effect on young people's understanding and acquisition of knowledge of the Māori world view.



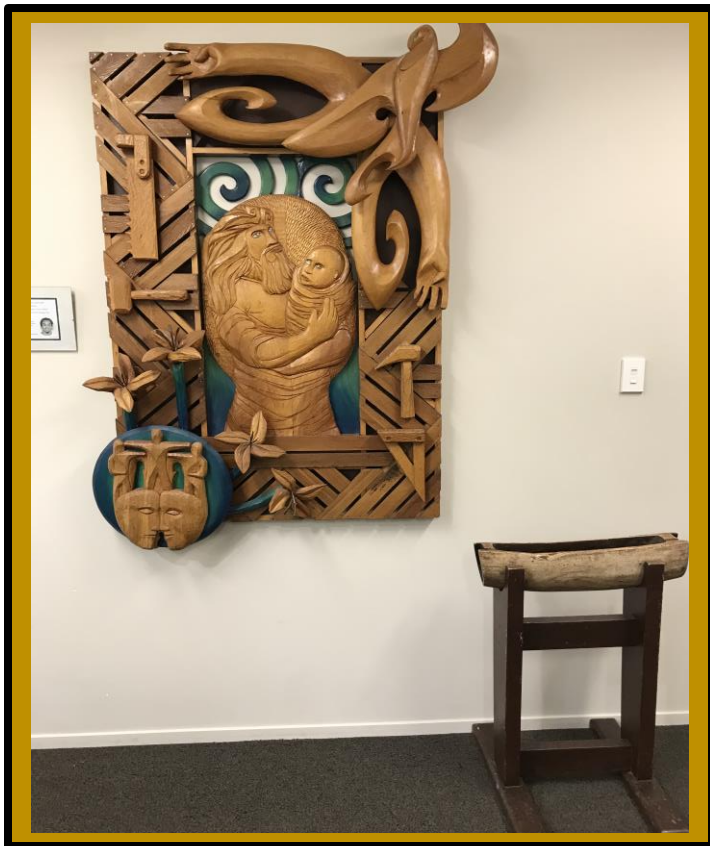
The school community is embracing the beginning of a journey with the educational arm of local iwi Tamaoho. The Iwi have produced a sound document, strategically planning a pathway forward for local schools. This will go some way to enabling tamariki and whanau to develop an understanding of the history of the whenua and its people, social, political, geographical - Te Pou Matauranga. This is timely on the Iwi's part and well received by St Joseph's school and Board. It also sits well with the release of the new history curriculum in 2022 and the progressive release of the new Religious Education Curriculum.

St Joseph's holds an annual 'Proclaim the Word' competition in the Church. Finalists from each ropū (team) read the 'Word' from the lectern and Parish Priest, Father Robert adjudicates. This competition

has increasingly gained status for ākongā and whānau and further opened the ‘Word’ for young people at St Josephs. ‘Successful Proclaimers’ go through to the Auckland Finals.

Parents interviewed shared how integral the school’s Catholic Character was to the children’s “way of being’. They described how children brought the Schools Vision “To be in right relationship with God, with ourselves and others and creation” into their home life. A parent explained to reviewers how the school encourages students ‘to be the Face of Christ for each other, to do the simple things well, for each other, every day’. Parents shared with reviewers how they had renewed their relationship with the Church because of their children’s influence and the evangelisation of the School and Parish.

Behaviour Education is clear to all and based on Catholic Social Teaching. Behaviour Education is role modelled with restorative justice processes being implemented at all levels of the school. There is a strong expectation of respect for all people in the school community based on the School’s Values of Aroha, Ako, Arahi, Piripono and Ora. These are well known and clearly understood by St Joseph’s young people. They are in evidence and operational in and across all areas of the school.



The symbols, artefacts and displays within the buildings and grounds of St Joseph’s witness and reflect the school’s Catholic Character, faith and values, and confirm to students, staff, families and visitors that they are in a Catholic school.

St Joseph’s Primary School proclaims the mission and Gospel of Christ to all staff, students and their families, forming a link between the school, home and Parish. There is very good communication, including a very effective website. The school and parish website are connected as are the other social supports through which St Joseph’s families integrate their faith, culture and life.

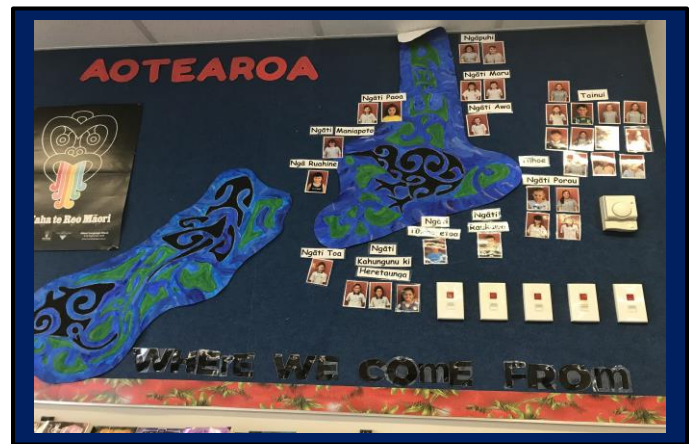
The school newsletter is very attractive, readable and an effective Christian Witness. It communicates well with the school audience, with both the Principal and DRS contributing to the commentary.

On enrolment five-year-olds and their whānau, are taken through an induction that assists both family and their young one to feel at one with the St Joseph’s community. The school walks alongside whānau

to nurture them into the process of starting school. Whanau expectations for their tamariki of Catholic Character expressed as warmth, aroha, and manakitanga are part of the junior school experience and ensure children have a secure and positive initial footprint at St Josephs.

The SENCo/ AP is involved in the enrolment process to directly support and welcome Akonga with diverse abilities and needs. A thoughtful transition to school programme, enables students and their families to be well prepared for school. They are familiar with the routines and environment, have begun to form relationships and started to understand prayer ritual and have a degree of comfort that comes from starting school in a strengthened position.

The school is very well resourced with support staff. Support staff feel valued and are acknowledged for the work they do. They receive training for the relevant roles they hold and participate in Catholic Special Character PLD. The SENCo and classroom teachers ensure that each identified student has a current Individual Education Plan (IEP) and daily planning to work from. The school is highly inclusive and supportive of families and responsive to the needs of their children.



*Wall displays in the school library where Māori Tamariki are identified showing their Iwi and similarly Pasifika children are shown identifying where their home country is in the Pacific.*

Whānau Hui are held once a term to continue building school whānau partnership. The school's resolve to bring families into the school is developing strong partnerships with capacity numbers at many school events. The school celebrates and supports cultural diversity. In the school library the many Pasifika children's home country is identified in a large visual display. Children are proud of this recognition. When students spoke to the review team, they described how embracing and inclusive young people in the St Joseph's community are of each other, aware that they are each made in the image of God. Students with diverse and additional learning needs are being well supported in their learning. The school works effectively with this group of children utilising the skills of both internal and external teachers.

## **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 St Joseph's Board, through the principal, ensures the Catholic Special Character permeates the vision and strategic direction of the school. Strategic planning, policies and procedures are aligned with the Vision and Mission and Gospel Values. School direction is strong. Principal's reports are prepared to a high standard. They are relevant and place Catholic Character centre front. Internal evaluation of Religious Education and Special Character is done well. It promotes and affirms good practice and focuses on growth and improvement.

The Board is very well led by the Board Chair. Board members, both new and experienced demonstrated to reviewers that they are committed members of the Board. The Board willingly undertake Board training and value and understand its importance. The Principal and Board Chair share a high trust relationship (as do the entire board).

'The Catholic Education of School Age Children' is a seminal document and the general themes of the document are reflected positively in day-to-day operations, conduct and documentation of the school. Board and School Leaders understand the value of meaningful internal review. Strategic and Annual planning shows a commitment by both the school and the parish to partnership. This is reflected in a very strong relationship and acts of good will between the Parish and School.

The Board are steadfast and very committed to the School and Parish. They operate with integrity and model Gospel Values. The Board safeguard and nurture the school's Catholic Character and are very good stewards of the school. The Board Chairperson has regular meetings with the Principal and the DRS presents Catholic Character reports to the Board at each meeting. The school enjoys a very positive working relationships with the Parish.

St Joseph's appreciates the pastoral care and friendship afforded the school by the Parish Priest. His robust support of the school and the Board and his pastoral care of the St Joseph's flock continues to lead many tamariki and their whanau to Christ. The school prioritises their relationship with the Parish Council. The Board is a good ethical employer and employment systems are robust. 'The Code of Ethics in a Catholic School' is enacted. At the time of the External Review the School was compliant with its Integration Agreement regarding:

- Maximum roll compared to actual roll
- Teachers completing hours of professional development in Religious Education.

The board is compliant in the areas of required number of CL47 positions. As part of the Catholic Special Character Review process, a preference audit was conducted in March 2021. The roll on that day was

The audit found that:

- 95% of the students are preference
- 5% of the students are non-preference.



School documentation needs to be clear and accessible for parents, whanau, school, and the proprietor. School administrators now need to refine and clarify systems for recording enrolment and other starting school processes particularly preference information. This includes:

- Stating the preference category on the form (Priest)
- Ensuring the parish stamp on form (Priest)
- Parents Whanau completing Top Half of form (Parent)
- Rest of the form is completed (Priest)
- Collecting & storing a copy of the Baptismal certificate with preference form.



## **St Joseph's Catholic Primary School Catholic Special Character Review Report Summary**

### **Areas of growth since the last review report**

Since the last review, Senior Leaders have been deliberately grown and nurtured. The Principal, Senior Leaders and teachers are unequivocal in their support of the new DRS. The DRS is open and enabling of teacher's new learning as is the new Associate Principal. This has been beneficial on many levels. Distributed leadership across the school, is a very positive area of school development.

The Principal is "deeply committed to communicating Christ and to help forming Christ in the lives of others" (*Blessed John Paul 11 1979, CESAC*). This commitment flows through to her team and is evidenced as joy, kindness and compassion in the school community and impacts positively on everyone.

For young people at St Joseph's daily life is guided by the the Gospel. They are each regarded as individuals in the likeness of Christ and they are at the very heart of their school. It is the everyday Christ centric practices, implemented in the daily life of the school that bring about the integration of faith with life. In the Holy See's Teaching on Catholic Schools, "Christ is the Teacher in Catholic schools.... and Catholic schools have the task of being the living and provocative memory of Christ". St Joseph's Catholic School exemplifies this longstanding tradition of Catholic Education.

### **Recommendations**

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- It is now time to make certain there is evidence of good adaptive teaching and learning, reflecting that all teachers know their learners well and that Religious Education is taught to the same high standard as all other curricula.
- School administrators must refine and clarify systems for recording preference enrolment to ensure it is accurate including copies of Baptismal forms and to ensure accuracy when aligned with the SMS systems. As there is no easy way of assuring certainty of many children’s enrolment status, this matter requires attention

The review team is confident that the St Joseph’s Board of Trustees, Principal and DRS have the willingness and ability to address these recommendations fully before the next external review. Catholic Education Service staff are available to assist the Principal, Board of Trustees and staff in compiling an action plan to address these recommendation.

The review team thank the community of St Joseph’s Catholic Primary School for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic Character. The organisation and preparation for the review by St Joseph’s was greatly appreciated.

Christine Smith  
 Review & Development  
 Catholic Education Services

Philip Mahoney  
 Manager  
 Catholic Education Service

