

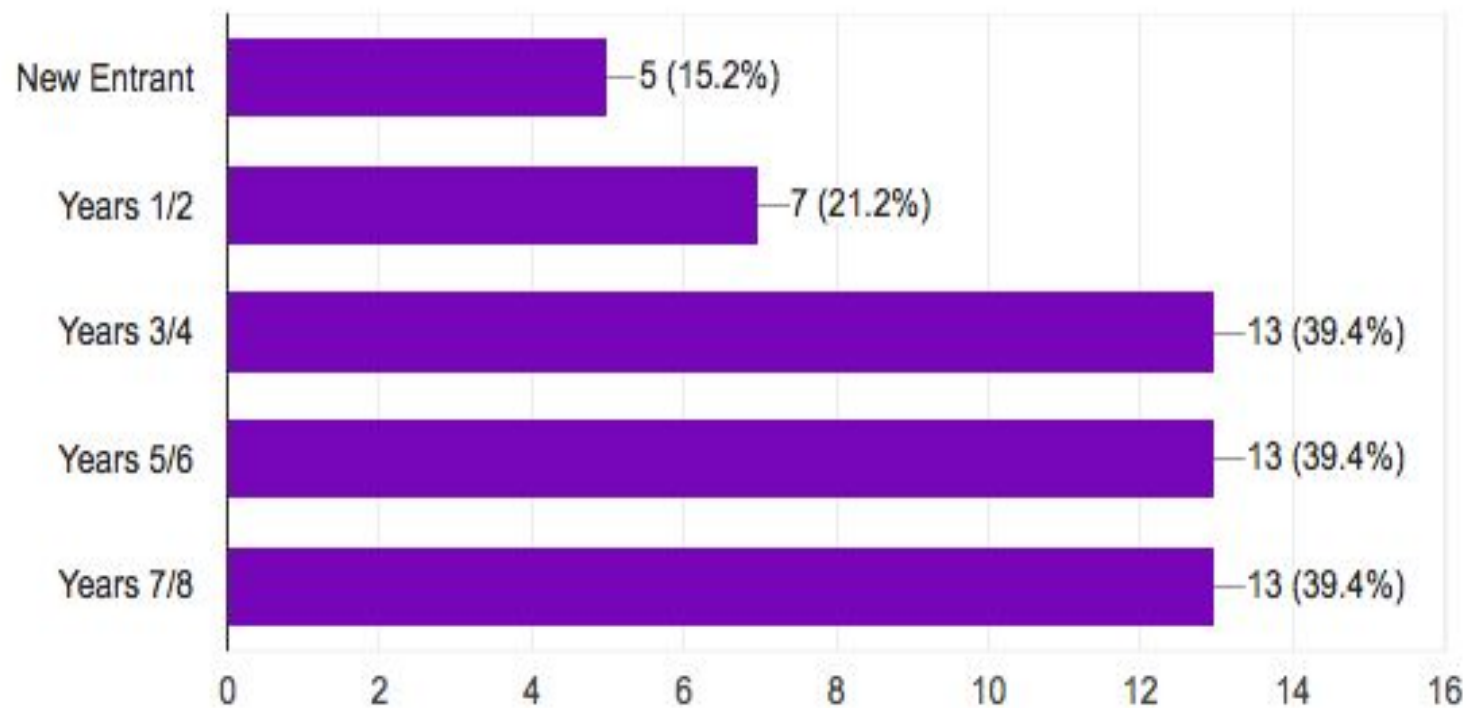


ST JOSEPH'S SCHOOL  
QUEENSTOWN



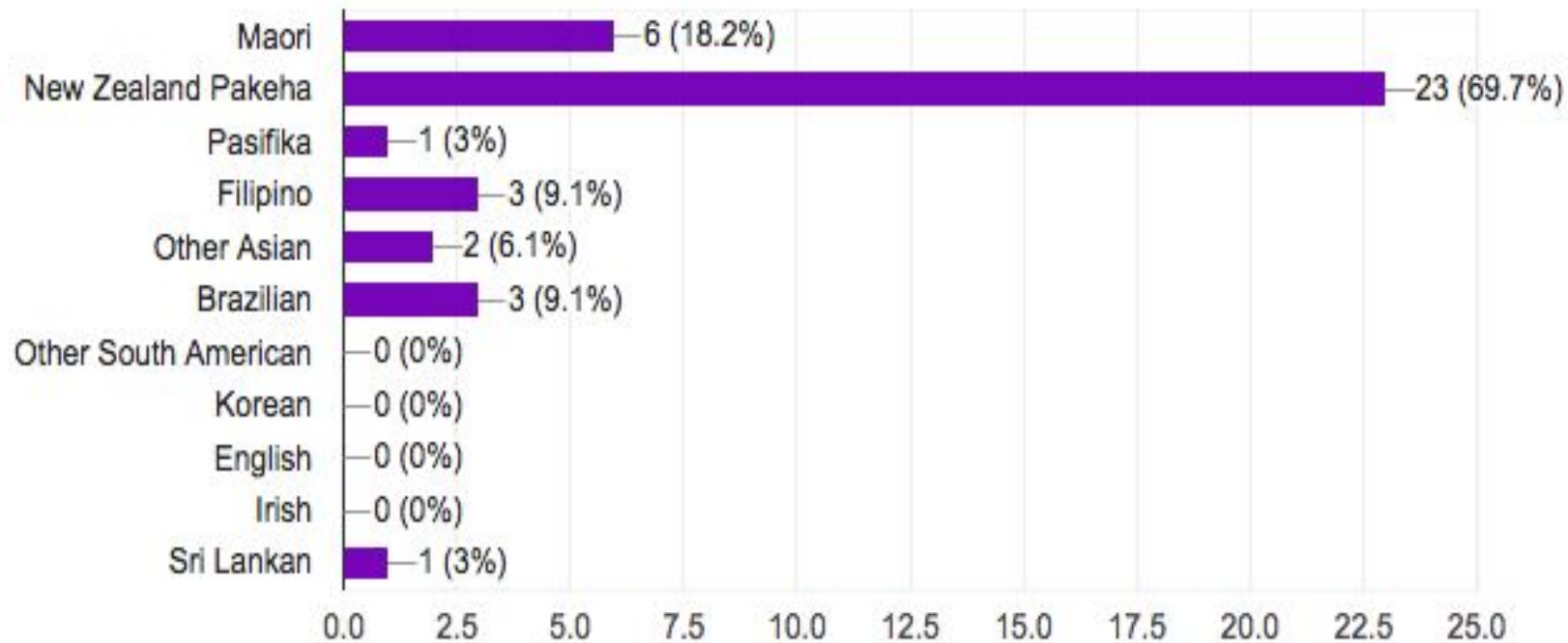
# Consultation Survey results 2018

33 responses



# Please advise which main cultural groups your child belongs to

33 responses



In the following slides

What is so?

Why is it so?

Top 3 reasons, our families chose our school were:

- Focus on values 26
- Small class sizes 20
- Catholic character 17

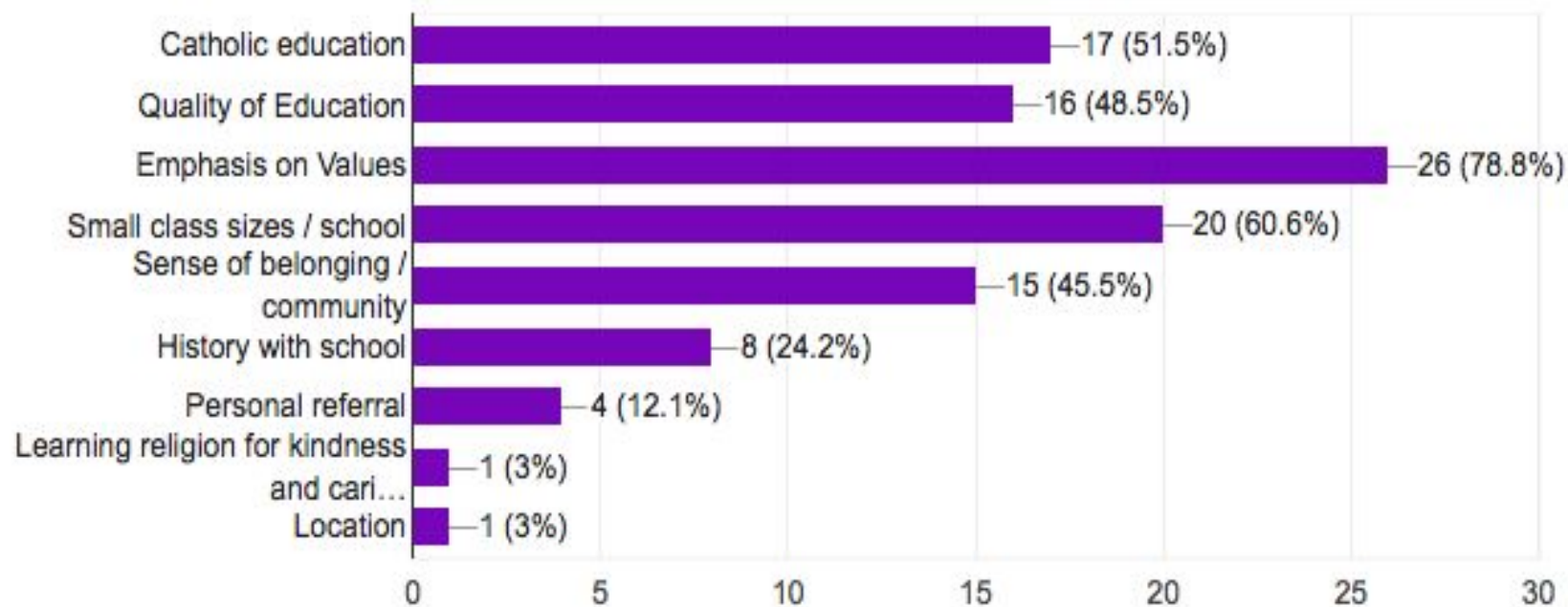
Close behind:

- Quality of education 16
- Sense of belonging 15

## 2. What were the main reasons you chose St Joseph's School?



33 responses



## Cultural Differences for Reasons to Choose St Joseph's School

No significant cultural differences in selection for why families chose our school though, for:

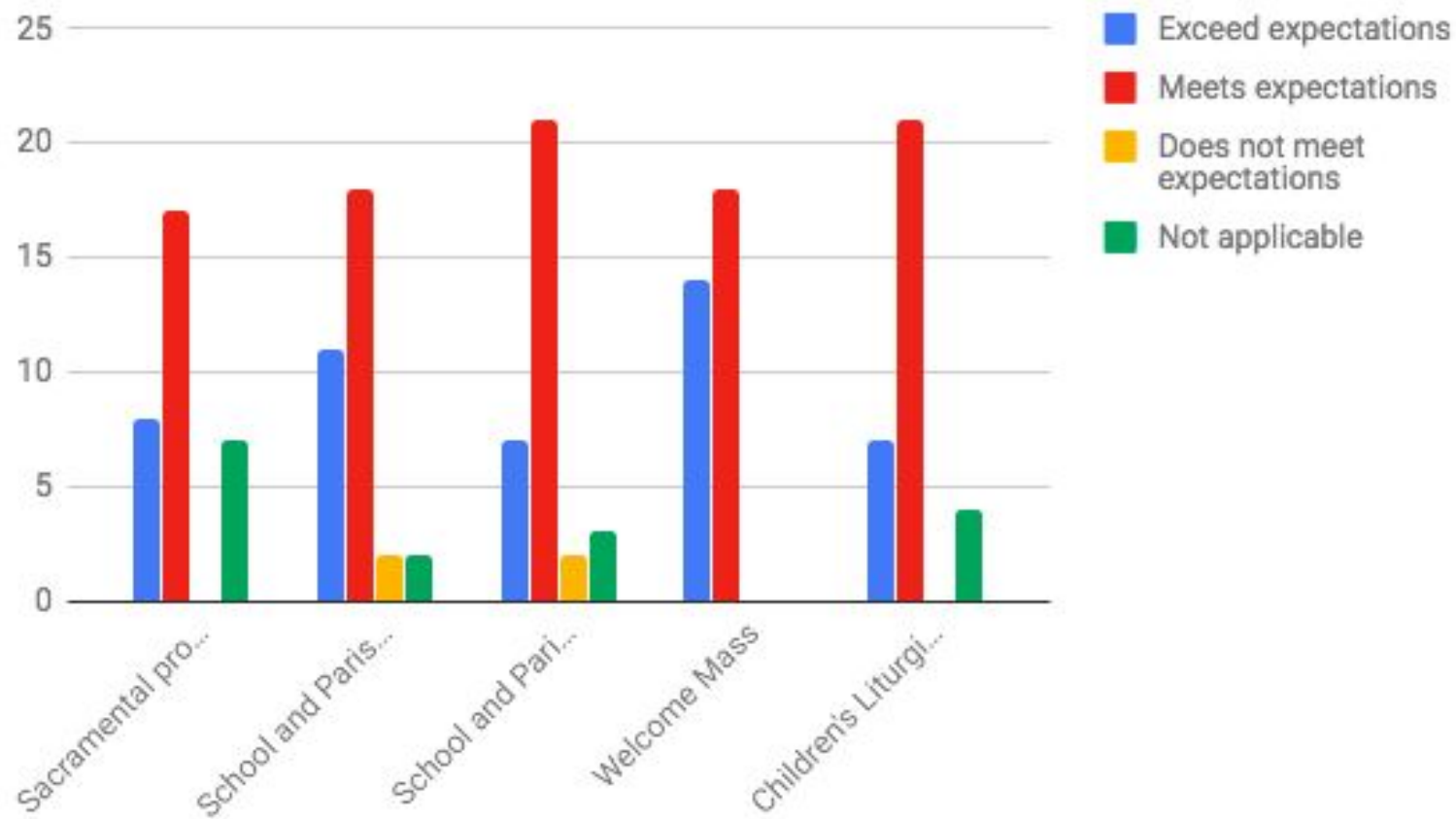
- Pakeha, the selection for 3rd was both belonging and Catholic education
- Maori belonging was 3rd and Catholic education 4th equal with history and quality of education.
- The other ethnic groups are such a small sample that it is difficult to make any judgement.

We have had a focus in our Strategic plan on linking our Parish and School community and building positive connections. It is heartening to see the success of the following:

- Prayer partners for the Sacramental programme, Welcome Mass for new families and Children's Liturgy, were identified by all families for whom it was applicable as meeting or exceeding expectations.
- For Parish picnic 29 meet or exceed expectations and Mid Winter Christmas 28 meet or exceed expectations. There were only 2 responses that these do not meet expectations.



## Opportunities to participate in Parish and School Events

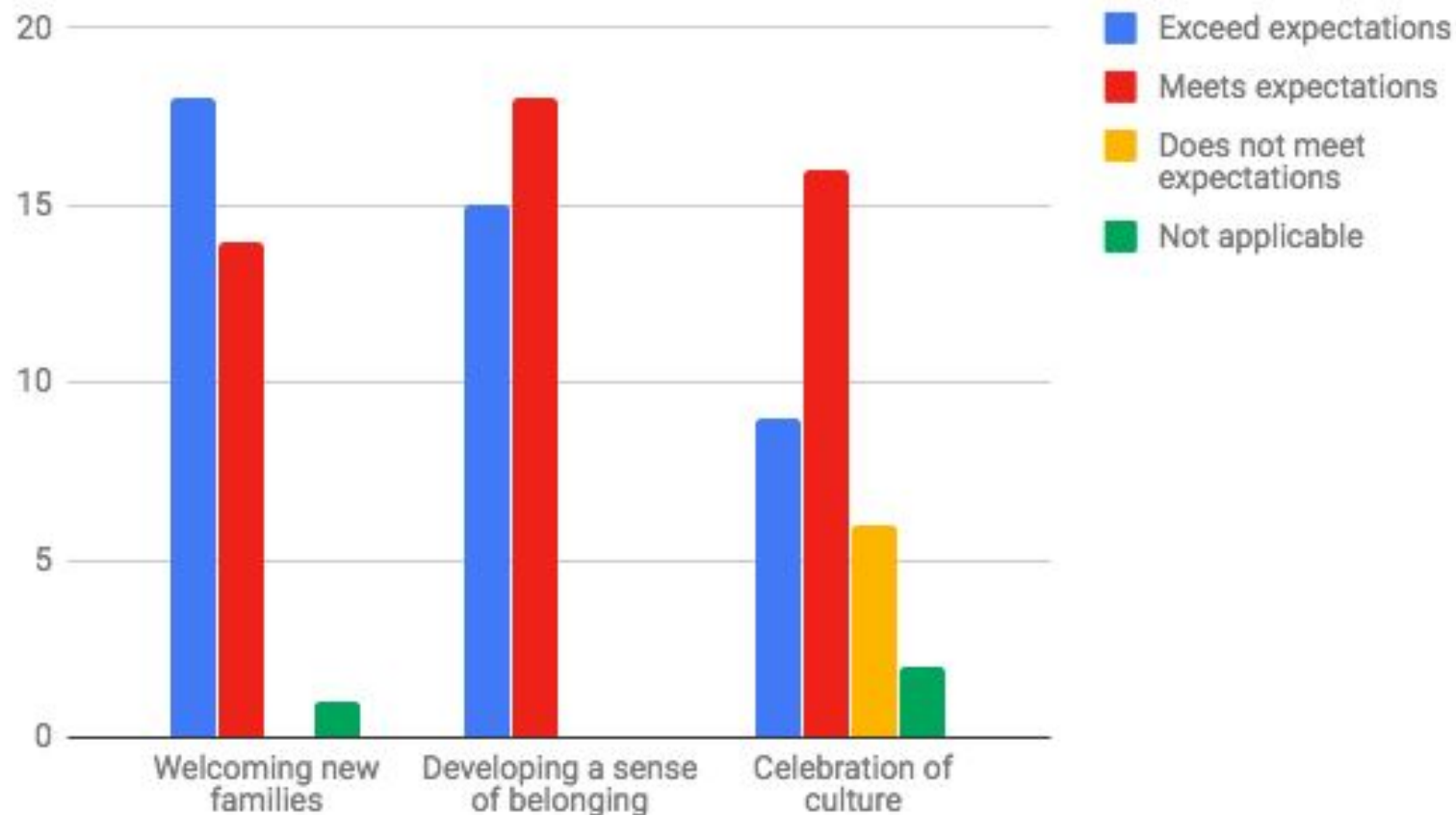


We have been successful in:

- welcoming new families - 14 exceeding and 18 meeting expectations a
- developing a sense of belonging - 15 exceeding and 18 meeting expectations
- celebration of culture - 25 meet or exceed expectations and 6 do not meet expectations

We attribute our positive results to our transition to school - when families first visit, meeting our principal, informative tour of the school by our senior students, Welcome Wednesdays for New Entrants , our big buddy programme and our Welcome ceremony - Mihi whakatau.

## How Well Do We Engage and Support Families

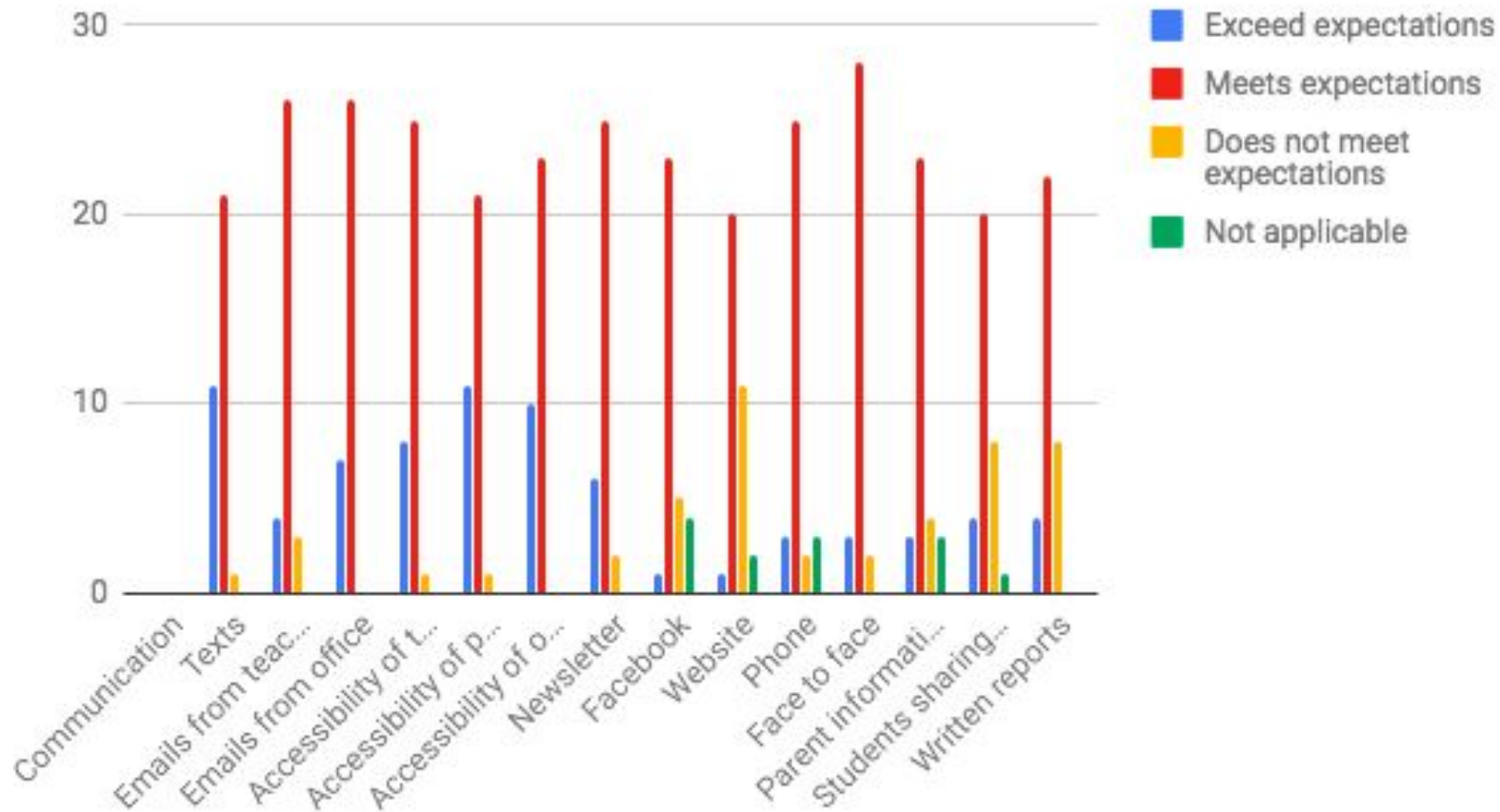


## For Celebration of Culture:

- Exceed expectations - Pakeha 5 Brazilian 1  
Maori/Pakeha 2 Filipino 1
- Meet expectation - Pakeha 7 Filipino 1 Brazilian 1 Maori  
2 Maori/Pakeha/Pasifika 1 Sri Lankan 1  
Pakeha/Brazilian 1 Maori/ Pakeha 1
- Does not meet expectations - Pakeha 4 Other Asian 2
- Does not apply Pakeha 2

I inadvertently did not include Indian in cultural groups which may have accounted for the 2 other Asian saying does not meet expectations. Pakeha culture surrounds us though may not be seen as being celebrated the same.

# How Well Do We Communicate?



- Our communication was generally positive.
- Though 22 thought our website exceeded or met expectations, 8 people thought it did not, so we will review this.
- In terms of reporting, 24 identified that written reports exceeded or met expectations, 8 thought it did not meet expectations and 26 thought student led conferences exceeded or met expectations and 8 thought it did not meet expectations. We are currently working on improving reports in response to feedback we have received in this survey and from previous meetings.

## Communication suggestions for improvement:

### Reports

- Not just National Standard reporting, detail of positives and what to improve 1
- Look at ability, need to know strengths 1
- Grading 1
- 1:1 with parent and teacher 4

### General - mostly positive

- 15 positive comments or nothing else written
- More advanced notice 4
- Bigger social media presence updated regularly 3
- More communication teacher to parent 1
- Email rather than paper 1

## 3 things doing well (5 or more comments)

Relationship with teachers/staff	10
Dedicated/ committed/great teachers	6
Quality of teaching/ learning	6
Instilling great values/beliefs	5
Small school	5
Positive environment	5
Sense of belonging	5
Accountable for behaviour/caring relationships	5



3 things doing we could improve (5 or more comments)

Movement and Sports/PE 7

Note that 3 of these comments recognised improvement

Grounds and buildings 7

1 comment - gardens and murals and 1 bigger playground

Others around upgrade buildings and/or grounds

# Feedback from High school Students Yr 9

What we did well

Leadership opportunities - helped with confidence to manage selves in different environment

Extra curricular activities meant you were prepared for next step eg choir, sports, ICAS tests, playing musical instrument  
- realised I loved it, Mandarin

Prepared well for using digital platform

Researching helped as lots of essays

Respect and remembering rules

# Feedback from High school Students Yr 9

Recommendations for what else we could do

Making websites

More algebra

Writing - sentence structures, spelling, language features

Prepare for friendship changes

Drug and Alcohol - managing this environment

# Strategic Evening Themes - Teaching and Learning and Positive Culture similar themes

Relationships - belonging, understanding, celebrate and  
value others' language and culture - inclusive

“Soft skills” seen as important eg understanding emotions -  
coping, mindfulness, resilience, adaptable, manage change  
positively, self management - timeframes / belongings / work  
space, have empathy for others' situations, confident,

Respectful

Mental health

Thinking skills

Social skills

Creativity

## Strategic Evening Themes cont - Teaching and Learning

Balanced skill set - IT/non IT, well rounded

Arts

Environmental - science in context

Games - working memory

Languages (3)

Sport (3)

Arts

Digital - coding, online safety, integration

Transition - 4 to WHS

## Strategic Evening Themes cont - Positive Environment

Pride in uniform

Pride in place - facilities and grounds

Buildings are fit for purpose

Respect for physical environment eg vege garden

New playground

## Strategic Evening Themes cont - Some overlaps with Positive Environment and Catholic Character

Social actions - service - elderly, Young Vinnies, altar serving

Making the learning relevant

School and Parish connections - choir, children's liturgies

Religious Education learning

Understand what it means to be Catholic

What next?

Catholic Character

Links with Parish and community

Making relevant - social actions in our community

Empathy for others



## What next? Positive Culture

### Cultural Connection:

- Continue painting pou - next 2 Asian, Pasifika
- Attend cultural masses 1x a term - request to speak to congregations about our school - dispel concerns about it being a “costly private school”
- Attend cultural evening gathering organised through the Parish
- Information meetings for parents with language support
- Connection at enrolment with families from same culture
- Induction meetings about schools in NZ

# What next?

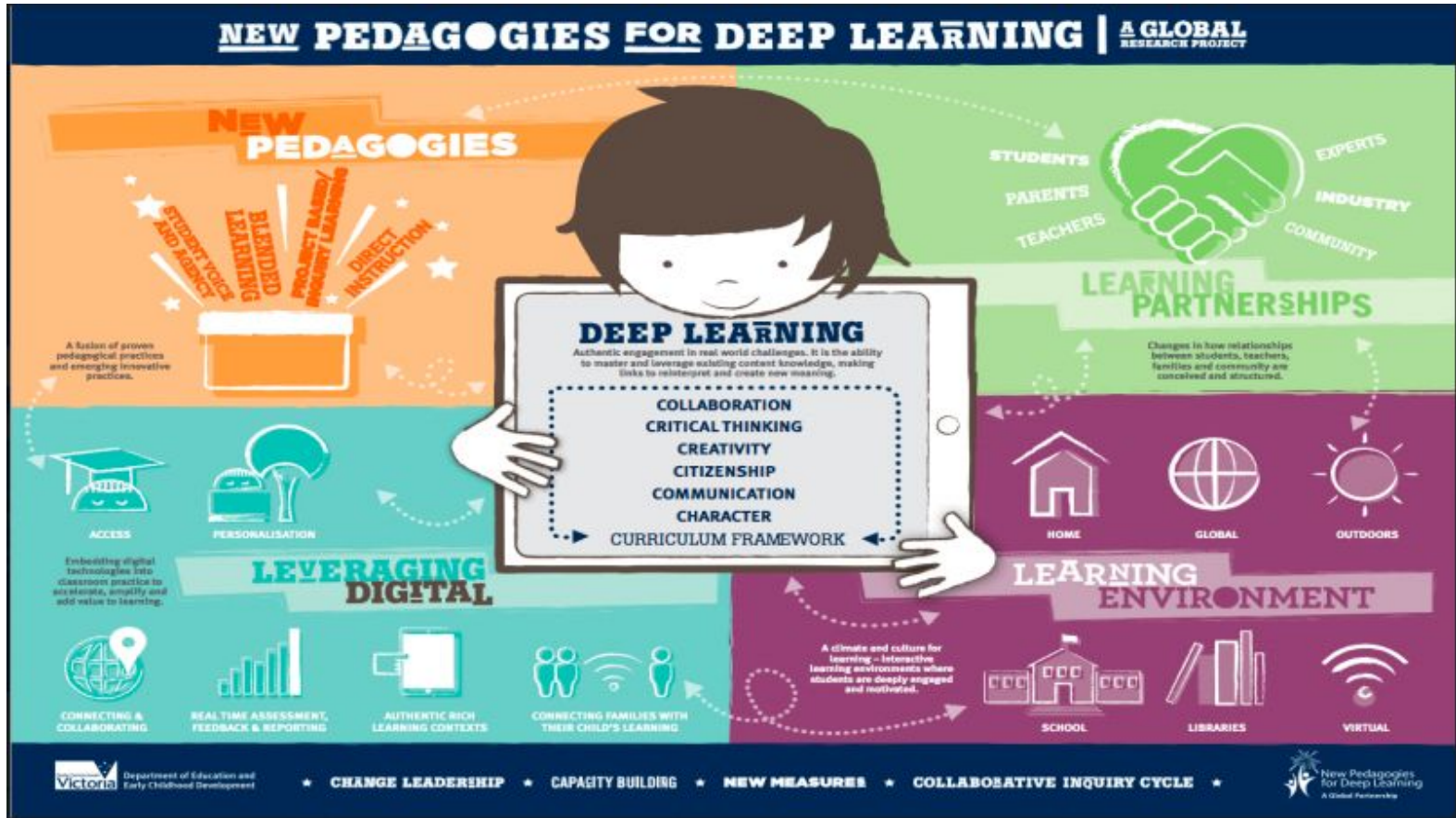
## Communication

- Give more notice for events
- Review reporting to parents in response to feedback we have received in this survey and from previous meetings.
- Communicate about way we report to parents and why including opportunities for 1:1 always a possibility for those parents who would like this
- Review social media presence
- Update Website
- Make visible what help needed and what fundraising funds spent on

What next?

Playground and Buildings

# What next? Teaching and Learning - Future Focus



# What next? Future Focus

## Deep Learning Competencies – 6 C's

### CREATIVITY

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



### CRITICAL THINKING

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

### COMMUNICATION

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.



### CHARACTER

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

### CITIZENSHIP

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.



### COLLABORATION

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

What next? Teaching and Learning

All rounded - intellectual, social, emotional, spiritual, physical

Languages

Arts

Specialist teachers where possible/needed

Sport and PE - continue to improve

- 2019 enrolled with Fundamental skills programme for Junior school
- Review PE and ways to strengthen teaching of skills which has already begun - accessing coaches eg Touch prior to competition, Bill Godsall - athletics, start skills teaching earlier for sports
- Practice lead in time

## What next? Teaching and Learning cont.

- Relevant and purposeful learning
- Digital technology
- Reading, Writing - spelling
- Maths - algebra

From this information gathered, come to our meeting  
having thought about ...

Highlights that stuck out for you that show we are  
making a positive difference at our school

Challenges