

Special Character Self Review Questionnaire

October 2016

The triennial self review of our Special character has reached the stage of looking at the findings from the community surveys and determining areas for consideration and action.

Please look at the data.

Make your own interpretations.

It's easy to look at the graphs and see the slant to the right.

This is encouraging and worth celebrating but not cause for complacency.

The Board will consider how we can strengthen what we have, build on what we de-veloping and improve in areas of need.

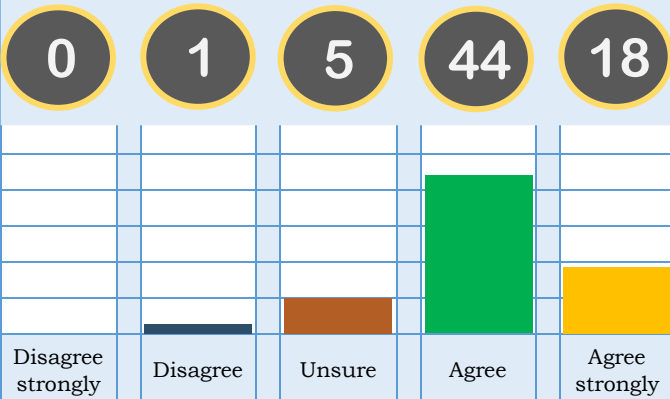
Here are a few observations regarding the way the data was collated. In no way do they offer comment on the views of those who responded, but they may help in the interpretation of the data.

- Seventy one replies. Over one hundred families in the school, so a very good response.
- For the number crunchers among you. - I said to my class, when they helped me compile the data. 'Why might there be less than 71 responses to a given question? - Some people didn't answer that question.
- 'Why might there be more than 71 responses? 'Human error; undecided; parents did it together and had a different view.' Good thinking.
- The questionnaire was anonymous. I'm pleased we always do this. It's easy to require names, but far less accurate results.
- Some of the questions had quite a few 'Unsure's. This may mean that they were undecided, or maybe more likely that did not feel that they were in a position to make a call or not enough knowledge of the topic eg - RE Resources in the school.
- We did provide opportunities for individual comments for each of the three sections, Pastoral Care, Religious Education and Church and Community. There were a total of 22 responses in the Comments box. 11 very positive responses, 8 neutral or suggestions and 3 negative comments. All of these comments have been passed on to the Board Chair.

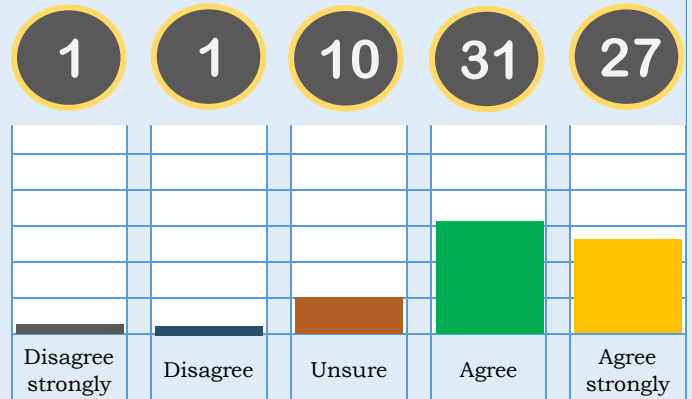
Gerard Shaw (Director of Religious Studies)

Catholic Community

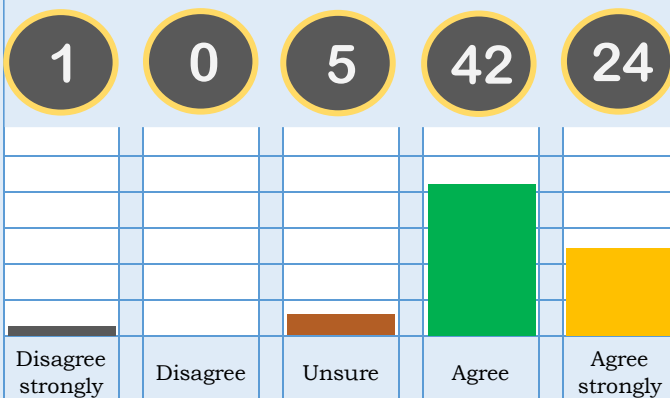
The school communicates its purpose and beliefs clearly to the community.



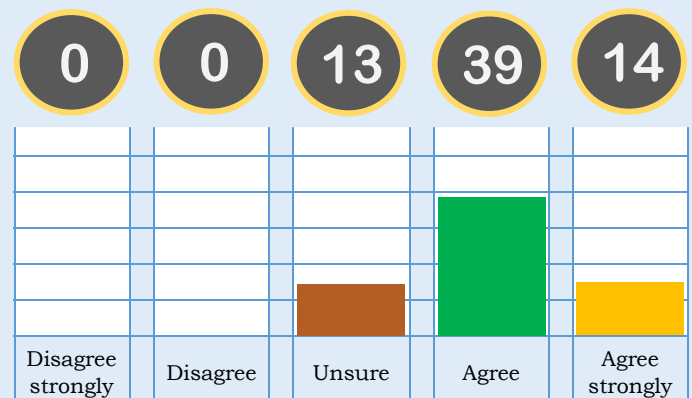
Visitors and members of the wider community are welcomed into the school.



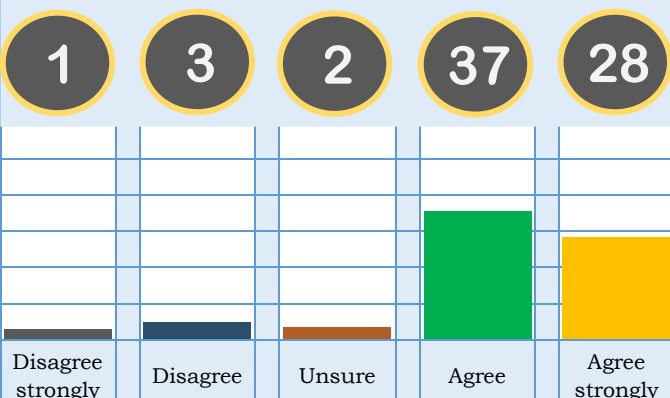
There are Catholic signs and symbols evident throughout the school.



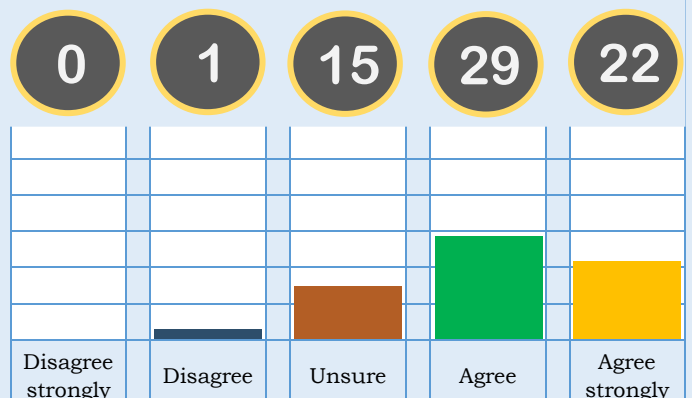
The school maintains and encourages links with other Catholic Schools.



Staff and students treat each other with courtesy, respect and consideration.

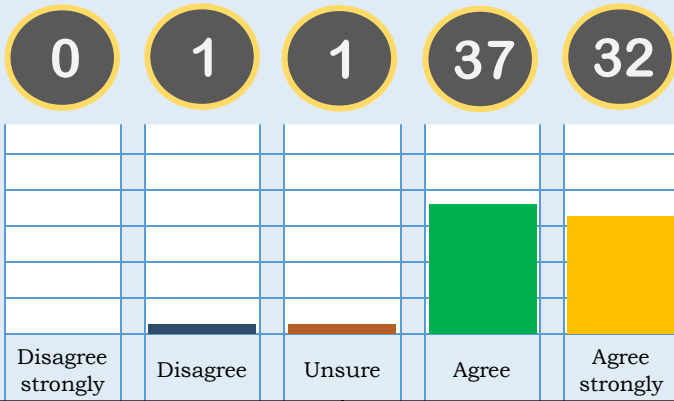


Decision making within the school always takes Special Character into account.

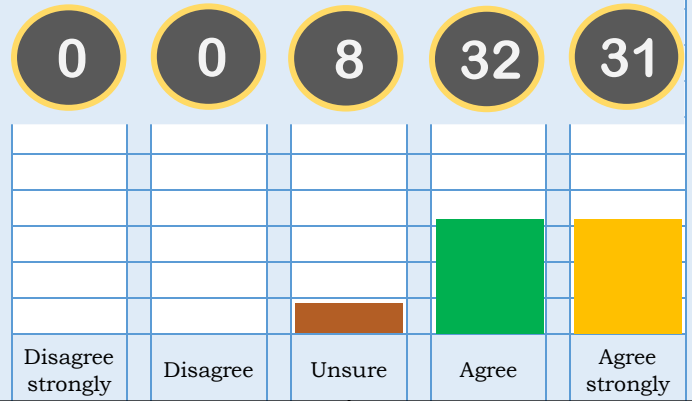


Catholic Community (Cont)

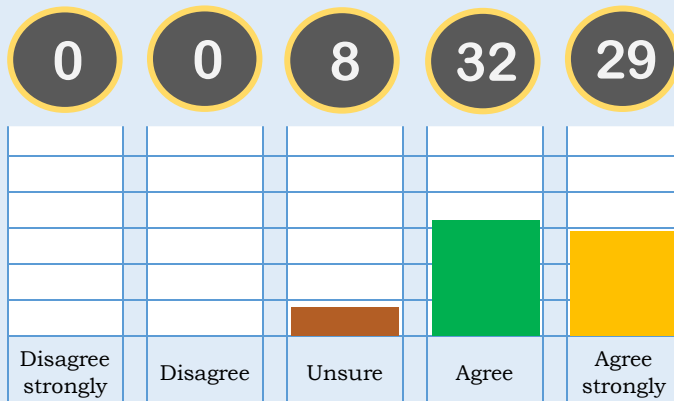
Students are proud of their school and their beliefs.



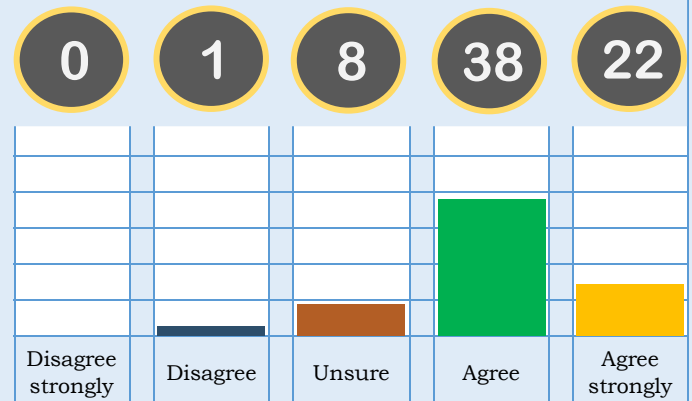
Christian values are incorporated into school documentation and practice.



The school works with the Parish for liturgies and sacramental preparation.



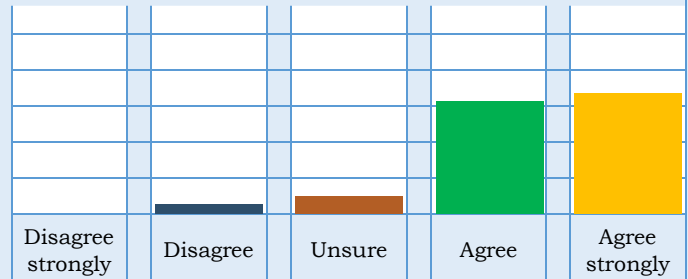
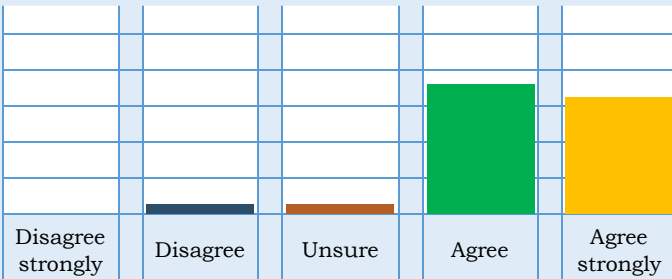
The school provides opportunities for students to contribute to the life of the local community, and develop an awareness of social issues.



Pastoral Care

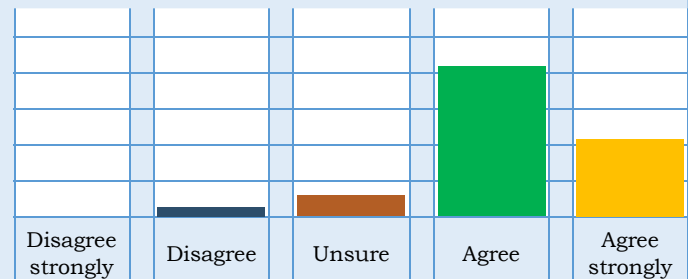
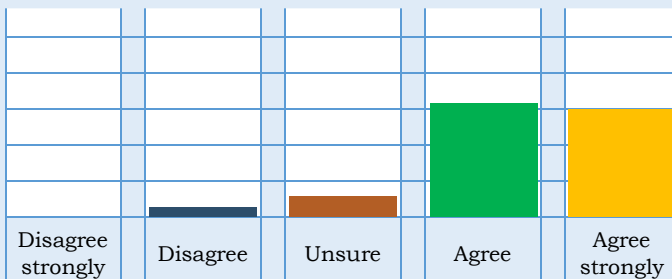
There is a climate of friendliness and openness at St Bernadette's School.

Students feel secure, safe and happy in the St Bernadette's environment.



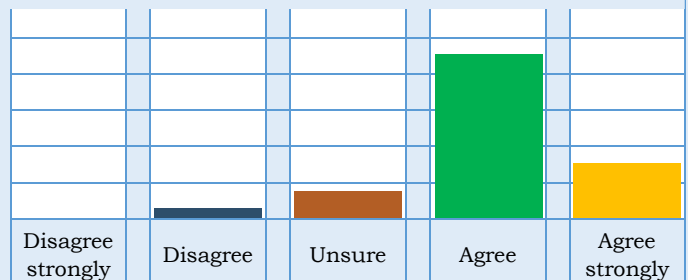
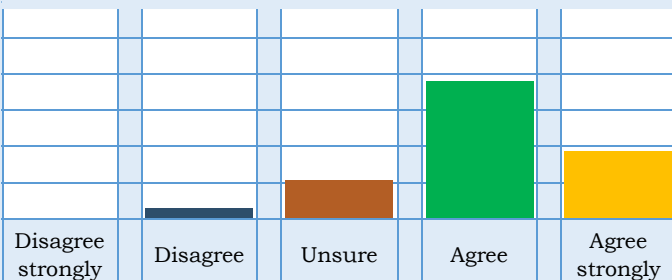
St Bernadette's is an inclusive community where all are treated equally and fairly

There is climate of courtesy and respect among the school community.



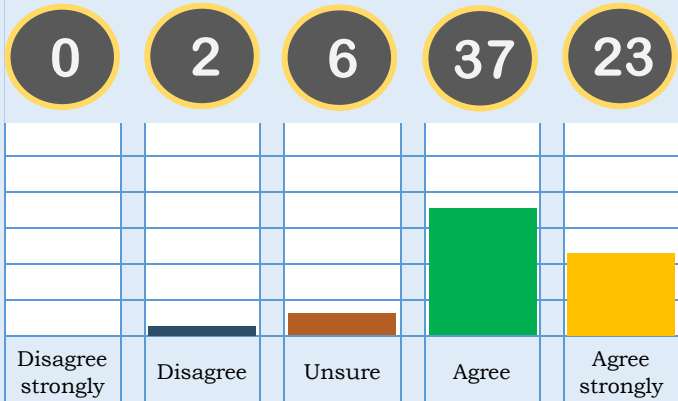
Maori elements (prayer, te reo, culture) are part of the daily life of the school

Assessment and reporting procedures affirm the success of individuals.

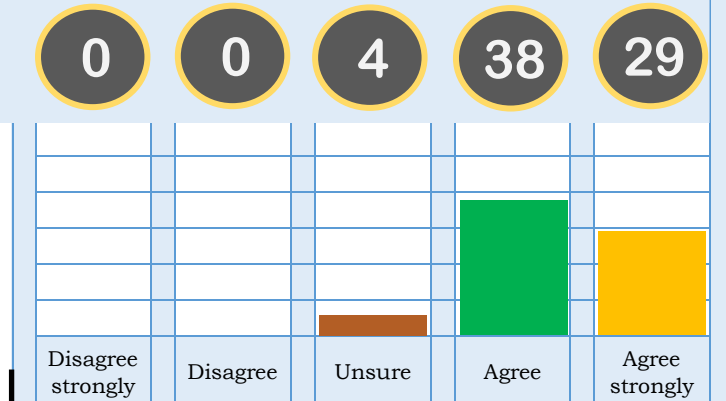


Pastoral Care (Cont)

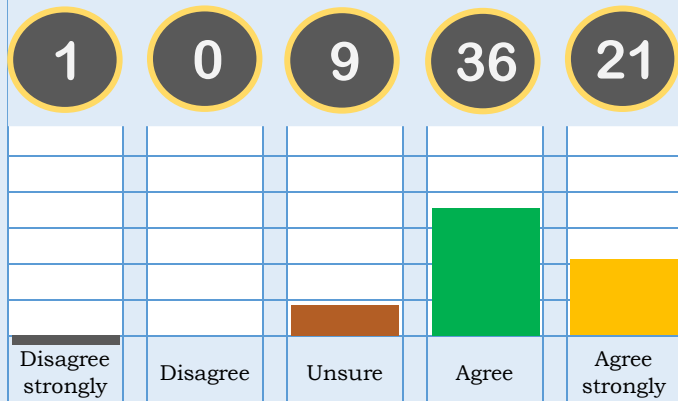
Students are encouraged to take responsibility for their own behaviour.



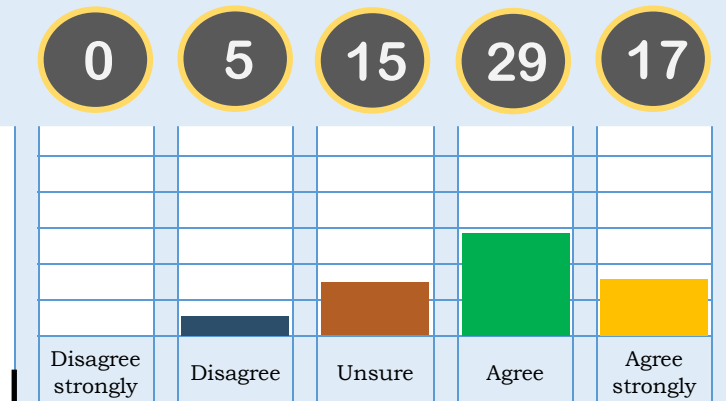
The school supports ethnic minorities and helps them feel part of the school.



The school is sensitive to the difficulties and stresses facing many families.

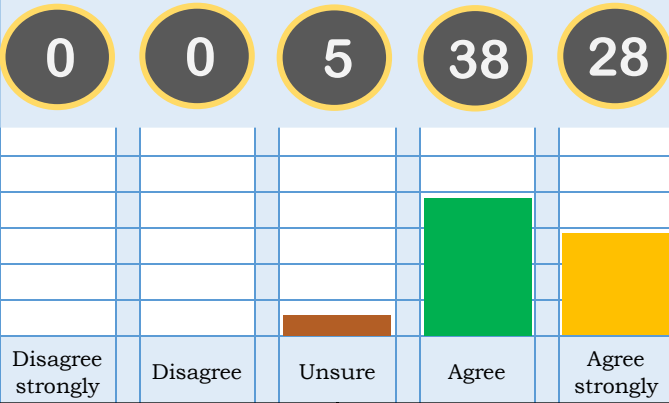


Teamwork between Board, Staff, Home and School Association is evident.

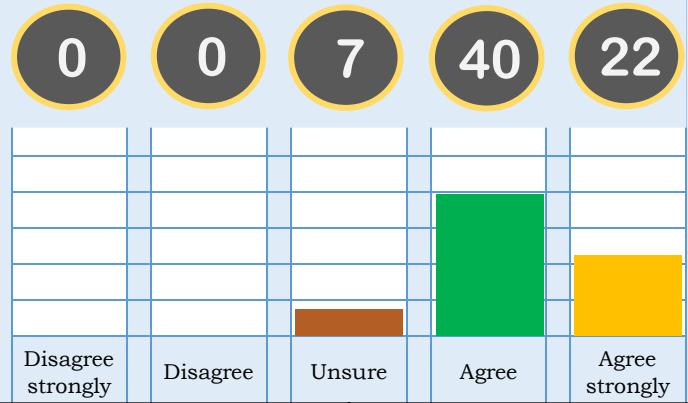


Religious Education

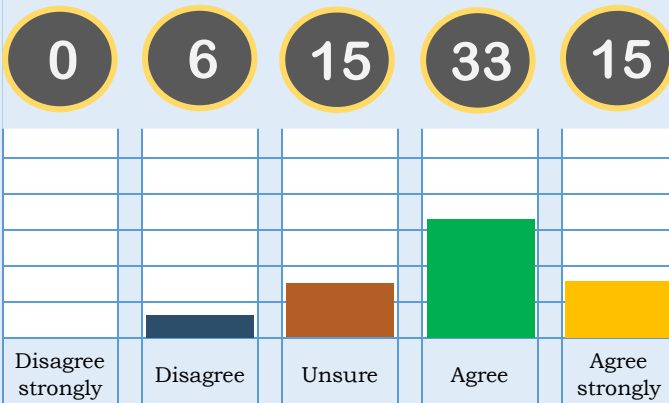
The Religious Education programme models the values taught by Jesus Christ.



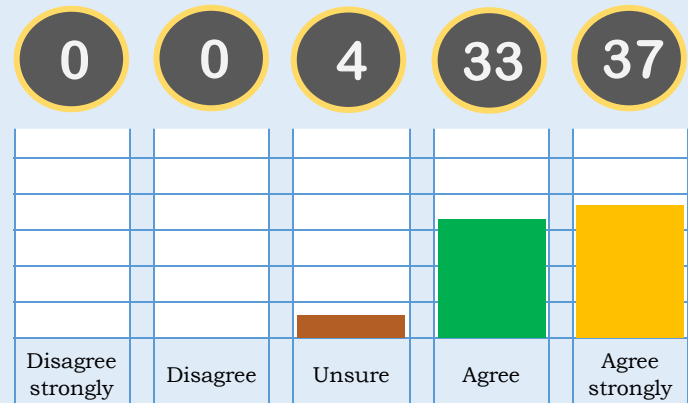
The school fosters the development of the child's spirituality.



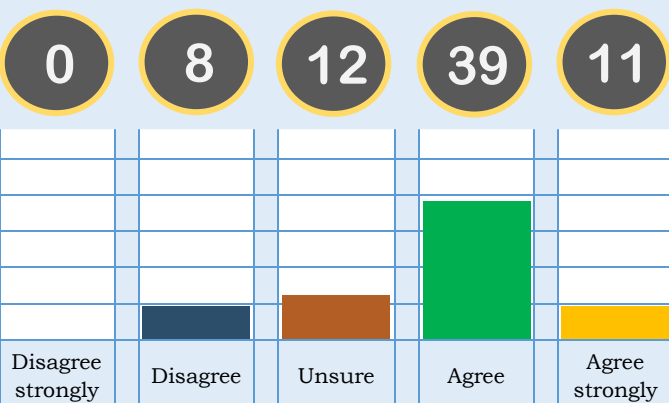
Parents/Caregivers feel involved in the Religious Education of their children.



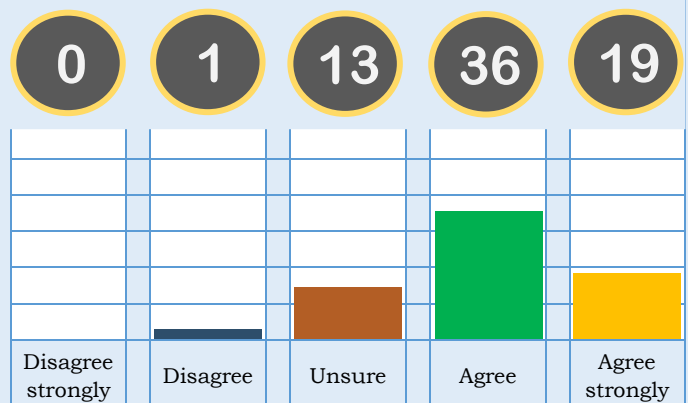
Parents are invited and welcomed to Prayer Assemblies and Masses.



Parents are kept informed about what is being taught in Religious Education.

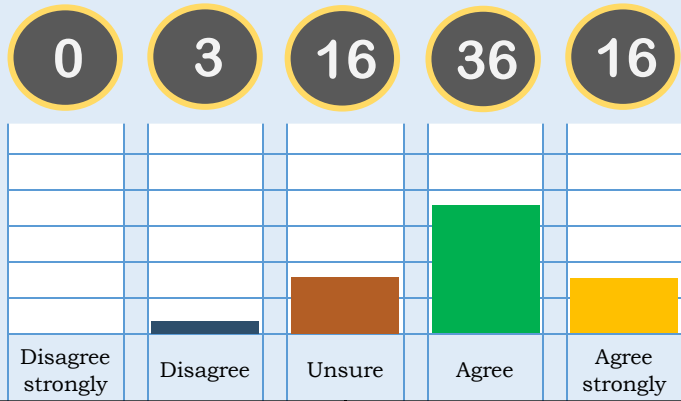


Children respond positively about their Religious Education.

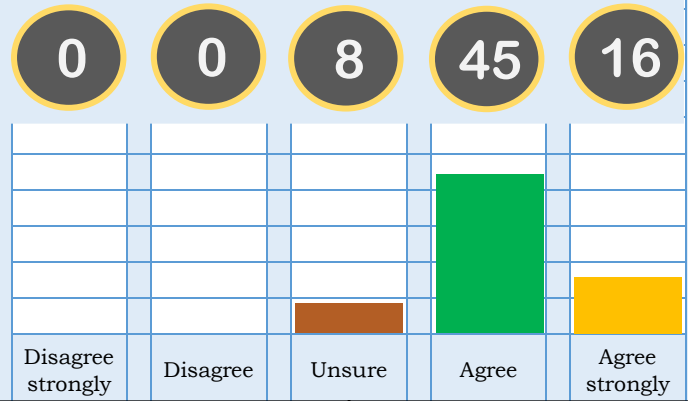


Religious Education (Cont)

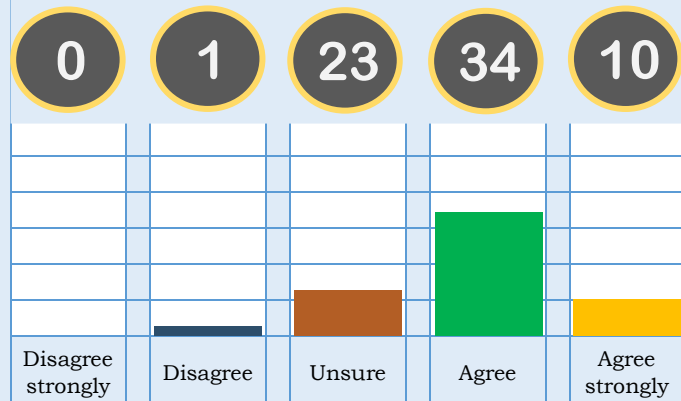
The lessons learned in Religious Education are integrated into other areas.



Teaching is effective and appropriate to the needs of the children.



The school has appropriate resources to strengthen its RE programme.



The school reports to parents/caregivers on the RE progress made by students.

