



***Āhuatanga Katorika
Kaupapa Arotake
Te Pūrongo Arotake O Waho***

***Catholic Special Character External
Review Report***

**Te Kura Ō Hato Hohepa
St. Joseph's School
Levin**

October 2021

Review conducted on 29th September – 1st October

Confirmed Report: 21st October 2021

School Details

Name of School: St Joseph's School

Address: 48 Werarua Rd, Levin

School type: Year 1-8, State Integrated

Actual roll: 154

Maximum roll: 308

Non-preference maximum: 15

Actual non-preference number: 15

Roll based staffing entitlement: 8.53

Required number of Special Character Cl 47 positions: 5

Filled number of Special Character Cl 47 positions: 4

Principal: Maria Lyne

Director of Religious Studies: Anna Smith

Chairperson, Board of Trustees: Hilary Sheeran

Parish Priest: Fr Dennis Nacorda

Review Team:

Lead Reviewer: Mrs. Zita Smith

Accompanying Reviewer: Mrs. Urutakai Cooper, Acting Principal St. Peter Chanel School, Otaki

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 kaitiakitanga me to whakapakari i to tuakiri Katorika - 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 2017 Catholic Special Character Review for Development Report

1. It is recommended that the school maintains the priority it has given to its planned consolidation of the values and guidance statements so a clear, simple and easily understood values programme with Gospel links is developed.

In 2021, the SERVE (Service, Empathy, Resilience, Virtues, Excellence) Values were revised to change Respect to Resilience, and Values to Virtue. This linked back to the Growth Mindset PLD in 2018/19 and the historic Living W-Holy Programme. Scripture is now the foundation of the SERVE Values which are integrated into the PB4L Behaviour Management system, providing greater clarity and cohesion across the school.

2. It is recommended that the St Joseph's School Board of Trustees establish a consistent Internal Evaluation Programme and include a timetable in its Strategic and Annual Plans.

This recommendation has not yet been implemented. See recommendations for 2021.

3. It is recommended that the school continues on its pathway of continuous development in provision of Catholic Special Character and Religious Education programmes

The school continues on its pathway of continuous development in provision of Catholic Special Character and Religious Education programmes.

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?

Spiritual Formation

The school Mission Statement is “to grow Catholic hearts who know, do and live their Mission as disciples of Jesus in the world today.” Students are familiar with knowing, doing and living faith and are able to articulate what this means in their daily lives. The SERVE values of Service, Empathy, Resilience, Virtues, Excellence, each have an associated Scripture and are aligned to the behavioural management process of PB4L. They are visible all around the school and are used as a focus at the weekly school hui. Everyone spoken to was familiar with the SERVE values. The overall effect of this is a school which is welcoming, provides hospitality and where students and staff demonstrate the values in their interactions.

The school motto, “Each for all, all for God,” comes from the Charism of the founders of the school, the Josephite sisters, and is printed on the school report and uniform jersey. Students are familiar with this motto but do not recognize it as an integral part of the school’s Catholic Character and no particular effect could be seen. Each classroom is named after a Saint and students are taught about that Saint. Links between these Saints and the school’s charism and values could be explored, taught and strengthened across the school through RE Inquiry to help create better connections for students.

Students are encouraged to have an ongoing relationship with Jesus and their faith via daily classroom prayer. They experience a range of prayer styles like meditation, lectio divina, litany and novena, mindful praying, Zentangles, music with scripture, prayer walks and “heart language” (first language) prayer e.g. praying *Peace be with you* in the languages of the students. Prayers around the classroom walls reflect the first languages of students.

According to whānau interviewed, the effect of the spirituality of the school is that children have learnt how to pray and that they understand what prayer looks like in action. Students often organise and lead classroom prayer on a roster. Senior students have a private prayer journal in which they write weekly, with questions provided to help trigger reflection. Specific guidance for students in their journaling may have a greater impact on their reflections.

Staff pray together twice a week before school, and before meetings. These prayers are currently led by a member of the leadership team, with a roster under development by the DRS. Ministry-funded PLD (through the Kāhui ako) for a programme entitled *Pause, Breathe, Smile* was undertaken by all staff in 2021. This secular wellbeing initiative was then immersed in Catholic spirituality by the Principal and DRS, resulting in prayerful mindfulness and Christian meditation.

Staff participate in an annual retreat to start each school year, the most recent run this year by Frank Wafer of ADW around Pope Francis' Encyclical *Fratelli Tutti* and its application to life and professional practice. Senior students participate in annual retreat days: the DRS together with the classroom teacher run the Year 8 whole day retreat and the Year 7 students participate in a leadership day run by the classroom teacher. This year, the Y7/8 students attended the SLICS (Student Leaders in Catholic Schools) retreat day run by CSES. Students reported that they enjoy these days. An internal evaluation about the *effect* of Retreats (for both staff and students) will help tailor future planning.

Masses are an integral part of the life of St. Joseph's School. Celebrations and Feast Days in the Liturgical year are always celebrated, usually with a culturally-inclusive Mass, organized by the school e.g. Feast of Christ the King, Pentecost, Assumption Mass. Liturgical year events are taught and celebrated and have more of an impact on learning when the celebration includes an invitation to whānau, because of the community effect. An example is this year's Assumption Day Mass, well-attended by whānau because they had received a personal invitation from the school. General events are advertised through the school's Facebook page, the School Loop App. and Seesaw. The weekly Newsletter has been paused in response to parent feedback and the development of the new school website.

Classes are paired to attend the Friday Mass with Parish where whānau can also attend. This has been an area of growth over the past few years, having ākongā and kaiako work together to plan a Mass based on classroom RE learning. This year classes have participated with readings, offertory, altar service and singing. Teachers new to Catholic schools are provided with support in this area until they are confident enough to manage this alone. This support comes from the experienced buddy teacher and/or the DRS. The annual ADW Commissioning Mass is prioritised as a whole-staff event and each year student leaders attend the Wellington Archdiocesan Chrism Mass in Holy Week, and then present the Oils to their parish at the Holy Thursday evening Mass.

Evangelisation

The Sacramental programme, run by the Parish and the DRS, is well promoted through the school. The DRS runs the student session in her classroom on Sundays following the parish Mass. The Parish Priest has recently initiated a parent programme of faith formation that runs concurrently, with the support of key parishioners. Invitations are sent out to students and families through the school. Kaiako teach the sacramental lessons in-class during this period and prioritise their own attendance at the sacramental celebrations. This collaboration is an example of the strengthening parish-school relationship. Having a distinct school baptismal programme which specifically targets unbaptized students and their families (both preference and non-preference) will support the evangelization of students and whānau in the school and further grow the school and parish connection.

The St Joseph's Parish Youth Group for those from Year 8-13 was instigated several years ago

by the current DRS (before her appointment as DRS). The Youth Group is designed to support Catholic teenagers transitioning from primary to secondary school and after they have left school, so they can still connect with the parish and their faith in a meaningful way. The DRS is now looking at ways this can be sustained through leadership formation so that leadership of the group can be more distributed.

Faith Based Leadership

The Principal, DRS and DP confidently and competently articulate their own faith and are committed to their own ongoing faith formation. They are active in the local parish, and the Principal and DRS are members of the Parish Council. The Principal is on the Communications Team and provides hospitality after Mass and the DRS is on the Youth and Liturgy Teams, is a Reader and runs the Sacramental programme. The effect of this is the visibility of the staff as active parishioners.

The Leadership Team work collaboratively to lead the development of Catholic Special Character in the school, by being actively involved in the strategic and annual development of Catholic special character.

All staff are working to advance their certification and qualification levels in Classroom and Leadership, with the Principal and DP having Leadership Level (Endorsed).

Next Steps for Development

- Provide additional opportunities for increased student whānau participation in Masses, including Sunday Mass.
- Through internal evaluation, gauge the effect of Retreats and ways of praying (including journaling) to better tailor planning and practice.
- Restore the roster system for staff prayer so that all staff have the responsibility to lead. Model different types of prayer, which can then be applied to classroom prayer.
- Build the Sacrament of Reconciliation into the school's annual calendar as a link to the school's PB4L commitment to restorative justice.
- Find ways to link the Saint of each classroom to the school's Mission, Charism and/or Values for greater cohesion of message.

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?

Leadership

The Principal, DP and DRS collaborate to ensure teacher development in Religious Education and Catholic Special Character is a priority. The role of the DRS is given appropriate status as part of the senior leadership team and the DRS is provided with opportunities for growth in leadership capability. The DRS shares knowledge, resources and information for upcoming events or curriculum developments at staff meetings, specifically focused on RE and Catholic Character. At weekly student hui organised by the DRS and student leaders, the SERVE value for the week is a focus.

The Principal, DP and DRS share responsibility for RE lesson observations and provide specific feedback to all fulltime classroom teachers. The effect of being scaffolded and supported by the DRS for a teacher new to Catholic Schools, means that she has more confidently shaped her classroom prayer and RE programme.

Religious Education

The school implements the nationally mandated Religious Education curriculum delivering its Achievement Objectives with integrity. Teachers use a schoolwide long term plan as well as liturgical year events to guide them. Refining the RE Long Term Plan will clarify teaching priorities.

Each term the DRS leads a meeting for staff to collaboratively co-construct a schoolwide RE Encounter focus which guides RE curriculum planning from an integrated inquiry learning model. The Religious Education Bridging Document underpins the RE Curriculum and AOs are highlighted to ensure coverage. Working together on the school-wide overarching theme and determining a core enduring understanding will provide greater support for teachers in the development of their weekly plans.

The Religious Education programme is taught in a way that enables ākonga to integrate their faith and their life. Students are encouraged to make and share connections with their own cultural and whānau-based knowledge and experience, traditional prayer, saints, stories and traditions from their own cultural background. All teachers tap into prior learning which clarifies the knowledge base. Pre-testing using brain storms and discussions or pop quizzes occurs in some classrooms, giving teachers an indication of prior knowledge.

Teachers use a range of strategies to support diverse learners and provide variety in their approach to teaching RE. Students are celebrated for their efforts and their work is shared

via Seesaw or classroom displays. Students have ownership of their learning and enjoy independent or small group opportunities to lead learning and feed back to the class, often using a digital tool to do this. Lesson activities and tasks are cross curricular where possible and include individual and group based learning contexts, with a variety of ways to showcase and assess learning. These include art, drama, and a range of literary formats. A variety of learning resources are used, like music, video, hard copy work with activity sheets as well as web based formats.

The school is currently reviewing its Inquiry process where teachers aim for an inquiry that is student-led as much as possible. This is done in some classrooms via a Wonder Wall or class displays of the process. Junior students are given the opportunity to contribute their ideas towards the learning through their personal experiences and language, culture and identity. These are reflected in the teaching of RE.

Relationships between kaiako and ākonga are very respectful, warm and relaxed. Class environments are settled and culturally inclusive, and relationships among ākonga are also respectful, patient and accepting. Routines are consistent and clear to ākonga who are engaged and active participants in their learning. In the senior classes students were particularly engaged and enthusiastic about feeding back their learning to the class.

Whānau are involved in student learning through Seesaw, email and Google classroom, which have become well utilised for engaging learners in RE and for sharing learning with whānau. Continuing to involve whānau in what students are learning in RE and in the faith life of the school is one of the school's strategic aims. The SERVE Mission booklet (Home-School Learning) provides opportunities for students to demonstrate their faith in practical action, develop their key competencies and link with whānau, who sign off on completed actions, but its effect has not yet been determined.

For written mid and end-of-year reporting, teachers use an RE Teacher Evaluation template to record Overall Teacher Judgement (OTJ) of students against a school-based, "Knowing, Doing and Living" standard, under the headings of Prayer, RE and Liturgy, as well as each of the SERVE values. This information is entered into the SMS and could be used to gather and analyse a school-wide picture of those aspects of Catholic Character, in order to inform next steps. In the senior classroom, rangatahi set and assess personal termly and weekly goals - an "at school" and an "at home" weekly kindness goal. They keep a prayer journal, recording how they notice God in their daily interactions and how they are progressing against their kindness goals. These reflections are seen only by the student and are not shared nor discussed. Capturing authentic student voice in order to gauge the effect of teaching and learning on personal faith will provide a clearer picture and more specific next steps.

Professional Development

The school is committed to regular and ongoing professional growth, with kaiako completing an ADW paper usually every second year, as well as attending all Cluster PLD sessions and most Diocesan events. Spirituality 502 was completed by all staff in 2018 which developed a strong sense of personal spirituality and prayer life. Kaiako feedback was that this better enabled them to support the development of the child's relationship with Jesus. The Principal completed a Postgraduate Certificate in Catholic Leadership and Culture during 2019-2020. By the end of 2021 all kaiako will have completed the PLD for 'Having Life to the Full.' The staff have determined that participating in PLD together rather than as individuals has a far more powerful and unifying effect on their professional relationships and practice.

Catholic Curriculum

There is evidence that the school ensures that those aspects of the Health curriculum which involve human sexuality education are set in the context of the teaching of the Catholic Church and take a holistic approach to Sexuality, underpinned by the concept of being made in the image and likeness of God. Whānau are consulted about the programme through a meeting which clearly outlines the Catholic context for the Sexuality programme.

Next Steps for Development

- Continue to develop the RE Curriculum in a range of ways (*Refer Recommendations*)
- In the schoolwide Inquiry Review, place integrated RE inquiry at its heart
- Continue to build the Home & School partnership by:
 - Inviting whānau to share back to Seesaw, elements of their own faith; prayer, expertise, events and celebrations
 - Establish for each class, a prayer kete that goes home with students; families are given the opportunity to contribute to the kete that then comes back to school
 - Calendar regular home/school events e.g. Whānau afternoon teas

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?

Catholic School Community

The culture of the school is characterised by warm relationships at all levels, friendly communications, active listening, and a sense that all are treated with respect. The school is a welcoming environment of hospitality, aroha and courtesy. This is enhanced by the long-serving Office Manager in her front-facing role.

Beautiful displays and symbols provide witness to the Catholic identity of the school. The front of the school has a Memorial Rose Garden with the Josephite logo at the centre, surrounded by several memorial plaques. The school's red and black kowhaiwhai logo features at the entrance. The St. Joseph window, with symbols and artefacts reflecting the special character, has been decorated to celebrate the Year of St. Joseph. In the foyer stands a large statue of St. Joseph and memorabilia showing connections to the Josephite sisters. The Josephite charism of the school is promoted as a lens through which the school's Catholic identity and commitment to Jesus Christ are made visible. Signage and posters in and around the school reflect the school's Catholic Character, particularly highlighting the SERVE values. All classrooms have altars and prayer focus areas, as well as prayers on the walls in a variety of languages.

Partnership & Collaboration

The school is part of St Joseph's Parish and the church sits adjacent to the school. The parish priest is a regular presence in the school. He visits classrooms for prayer once a week on a roster. The relationship with the Parish has been strengthened through the relationship between the Parish Priest, Principal and DRS. The DRS runs the Sacramental programme. The Principal and DRS are both part of the Parish Council and the Principal and Parish Priest meet regularly to ensure open communication between school and Parish. Photos, news and events go in both the school and Parish Facebook feeds and the Parish newsletters. The school asked for parish volunteers to help support student learning and this has developed into a group of parishioners who come into the school regularly. They are included as 'honorary' staff members and invited to school social events and celebrations. Continuing to build the school and parish relationship is an identified area of focus for both school and parish.

Without a Catholic secondary school in the area, the Youth Group is effective in enabling young people to gather and support each other to continue their faith journey and strengthen their sense of connection to both school and Parish. St Joseph's School 100 Year Centenary and Reunion in 2020 was a successful community and cultural occasion. The Centenary Mass had strong, school community involvement with the inclusion of past and present students,

staff and a representation of the Josephite sisters.

The school operates and educates in culturally responsive ways, celebrating the cultural diversity of the school, and working to ensure that ākonga develop an understanding of this diversity, and that all cultures are honoured and respected. Tongan, Samoan and Maori Language Weeks are celebrated and this year, both the Kiribati and Samoan community held a day of fun and education in the school. On St. Joseph's Day, parishioners were invited to a picnic evening with food and games and where the Filipino community provided karaoke. The school has a Pasifika Cultural Group, which comes together to perform annually in the local Jandal Jam exhibition and at the end of year school celebrations.

Students acknowledged that they appreciate being empowered to use their "heart" language (first language) in the school, particularly through song, prayer and participation in Mass which promotes and celebrates culture, language and identity as well as acknowledging their own faith model.

The school is part of the Horowhenua Kāhui ako and joins with local schools and colleges for collaborative inquiry, professional development, Principal and DP networking, as well as for events such as interschool sports competitions, Jandal Jam and Kapa Haka. The principal belongs to the NZPPA, the NZ Pasifika Principals' Association and the WCPPA, although the distance from Wellington is sometimes a barrier to being able to attend meetings regularly. Teaching staff connect with Our Lady of Kāpiti teachers for Cluster meetings and PLD e.g. unpacking and reflecting on Pope Francis' Encyclicals: *Laudato Si*, *Amoris Laetitia*, *Fratelli Tutti*; Maori Spirituality and *Having Life to the Full* in 2021. The annual Kapimana Scripture Reading Competition for Catholic schools is a well-supported annual event, with students being prepared and practiced by a long-time parishioner.

Te Tiriti o Waitangi

The school has a commitment to, and educates for, a deeper understanding of the principles of Te Tiriti o Waitangi, and the bicultural history of Aotearoa New Zealand. Most of the school signage is bi-lingual. The school has a commitment to learning and teaching about local Māori and pakehā history. Muaūpukotanga Day, organised by the local Kahui Ako, saw the entire teaching staff of Levin spend two full days over the past two years at a local Marae to learn about place-based learning and the history of the Horowhenua. These days are prioritised in the school's planning as Call-back days in the lead up to a new school year. Teachers also attended Kahui Ako, Wānanga Pakupaku (mini workshops) around current pedagogical best-practice, including Cultural Competence, NZ Histories Curriculum.

The whole staff attended the first day of a Māori spirituality workshop facilitated by Danny Karatea-Goddard from ADW.

Te reo Māori is an integral part of the school, incorporated daily in most classes. Te Wiki o Te

Reo Māori is celebrated every year. The SERVE values are expressed bi-lingually, and te reo Māori is incorporated into the weekly SERVE assemblies, classroom prayer and RE lessons through karakia and waiata. The meaning of concepts such as tapu and mana are explored in RE teaching. Whakatauki are valued and used in daily practice in some classrooms. Using the words for the values in te reo Māori on a daily basis and exploring their meaning in Tikanga Māori will demonstrate a practical next step in the commitment to Te Tiriti partnership.

Māori students are encouraged to lead taha Māori. Recent support for Tikanga Māori and the protocols and leadership for pōwhiri has come from Horowhenua College through the Kāhui ako. Student leaders and teachers from the College's Māori bi-lingual unit are providing regular tutoring through Wānanga Wednesday sessions with the Maori students in Years 6-8: te reo, tikanga, kawa, whaikorero, kārangā and other elements of pepeha and pōwhiri. A positive outcome for this would be to grow pōwhiri and to integrate it into the school's regular welcoming process.

Pastoral Care

Pastoral Care is seen as a strength of the school. When a need is noticed, often by the Office Manager and Principal who lead Pastoral Care, they will put into action the support needed. The school also receives support from St. Vincent de Paul; jackets, shoes and other essential items from KidsCan; breakfast, milk and fruit-in-schools and Ka Ora - Ka Ako lunches from the MOE. Families spoken to acknowledged that during Covid-19 Lockdown, the Principal and teachers went to great effort to keep families connected and to show pastoral care. Regular and consistent communication through Facebook and individual messages via text, emails and phone calls helped families feel 'in the loop.' The delivery of learning packs and devices, as well as teacher check-ins through Seesaw were seen as pastorally supportive.

The PB4L process for behavioural management uses the SERVE values to recognize students who are demonstrating the values, both through gold SERVE cards and weekly awards where students who have shown specific values, are acknowledged publicly at school assemblies. The PB4L system at St. Joseph's is underpinned by the Catholic character and utilises a restorative process.

Staff describe the school as being like a family and often plan and work with a buddy teacher. They feel pastorally cared for by the leadership team, led by the Principal, who models an open and inclusive culture, encouraging and supporting feedback and suggestions. Staff feel listened to and the leadership team do their best to give support. Hospitality is integral to the life of the school, often in the form of morning teas or evening meals when teachers work late as well as little treats in staff pigeonholes. Social evenings are appreciated and help to strengthen relationships.

Service and Outreach

Because service is at the core of the school's Gospel values, this is integral to the life of the

school. Senior students are involved in school service opportunities, for example: running the projector during mass and liturgies, being playground buddies for students with additional needs, being school leaders on the student leadership team, distributing lunches to classrooms for the Lunches In Schools Programme, doing readings and prayers of the faithful during Mass, carrying out road patrol duty, Altar Service and Tuakana/ Teina buddy relationships. Year 7 student leaders manage their Roopu Awhina, (School Houses) during regular Roopu activities and buddy reading throughout the whole school. Students work towards badges in the Senior Merit Awards system where they can earn points for school and community service, which goes towards their service badge. Until recently, senior students were part of a Young Vinnies group, run by a local parishioner.

The school supports local and national Catholic groups in their campaigns and activities. Every year, regular opportunities for outreach include a whole school focus on fundraising for Caritas, bringing food items for the St Vincent de Paul food bank and fundraising for KidsCan with a fun run. Whānau are informed and are invited to be part of these too. In Social Justice Week, students carry out different service actions on different days. At the end of each year residents of local Retirement Villages are invited to the school and students perform and sing to them in a pre-Christmas concert. The effect of students being so involved in service within the school is that when they go on to College, they often assume leadership and service roles.

Next Steps for Development

- Continuing to build the school and parish relationship (*Refer Recommendations*)
- Grow the pōwhiri whakatau as cultural norm in the school for welcoming new students and their families.
- Re-establish Young Vinnies.
- Promote family/ faith formation via the new '*Building Families of Faith*' Formation programme as a way of developing the school and parish relationship.

DIMENSION 4: TE KAITIAKITANGA ME TO 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?

Student Numbers for Each Preference Criterion and Non-preference

Preference Criteria	Number of Students	% actual roll
5.1	85	55
5.2	1	0
5.3	33	21
5.4	20	13
5.5	0	0
Preference with no criteria	0	0
Total of signed preference roll	137	90
Non-Preference Roll	15	10
International Fee Paying Students	-	-

Stewardship

The Board of Trustees ensures that the vision and strategic direction for the school clearly and explicitly reflect the Catholic Character of the school. Strategic planning includes the aim of continued strengthening of Catholic Character in the school and has a specific goal connected to this. Board governance policies reflect Catholic Character and the Behaviour Management Booklet is centred in restorative justice and the SERVE Values, underpinned by the Gospel values and CST.

Board meetings begin and end with prayer. There is a strong relationship between the church

and the Board with the Parish Priest a member of the Board. Some members of the Board are also actively involved in a variety of parish activities e.g. St. Vincent de Paul.

Application forms, job descriptions and appraisal systems indicate the specific responsibilities of staff members to actively support the Catholic Character of the school. The principal and Board Chair have an open and positive professional relationship, keeping in touch regularly to discuss school matters and meeting always prior to a Board Meeting. Board members have received training from Frank Wafer from ADW and where possible Board members have attended other NZSTA PLD opportunities. Frank Wafer has also supported the Board with the last Principal appointment process.

The Principal, DP and DRS have carried out a generalized self-review. However the Board needs to have a rolling plan for Catholic Character internal evaluation, which ensures the review of one of the main dimensions of Catholic Character each year. Reviews need to involve staff, ākonga, whānau and parish personnel, depending on the dimension being reviewed.

Legal Obligations

The school is compliant with its Integration Agreement with regard to the:

- Number of CI 47 positions held compared with number or percentage CI 47 positions specified in the Integration Agreement. However, with the recent roll growth in July of this year, staffing entitlement has increased, which now requires five teachers to have a CI47 tag. Currently there are four tagged teachers. This means that the next full time permanent appointment will need to carry a CI47 tag.
- Maximum roll compared with actual roll at time of review.
- Number of preference students.
- Number of non-preference students: The Integration Agreement allows for non preference students to make up 5% of the maximum roll.

There are 56 preference students not yet baptized. This is 40% of all preference students. This is therefore an opportunity for a Baptism programme to be run within the school in conjunction with the Parish.

The Board of Trustees consults, communicates and works with the Proprietor on matters relating to Catholic Special Character.

Next Steps for Development

- Internal evaluation process (*Refer Recommendations*)
- The next full time permanent appointment will need to carry a CI47 tag
- Principal Report to the Board has a designated section that addresses the school's RE Programme and Catholic Character.

- The Annual Special Character Report to the BoT (usually presented by the DRS), includes a school-wide picture of the impact of RE and Catholic Character on students.

Recommendations

- 1. As an evangelizing community, initiate a regular invitational process for receiving the Sacrament of Baptism as part of the school's welcoming culture.**
- 2. Ahead of time, merge the school's Catholic Character and parish calendars and decide, in partnership, the events and occasions that will be shared celebrations and how these will be planned and carried out.**
- 3. Continue to develop an authentic, integrated RE curriculum that engages and empowers students in the following ways:**
 - Refine the school's long term RE plan as part of developing the Local Curriculum
 - Trial the principles of Catholic social teaching as overarching themes for RE and use an enduring understanding that clarifies the essence of each theme.
 - Develop greater student agency in the learning process and student voice to evaluate their learning and describe their faith journey in the light of this (affective assessment).
 - Use the information gathered in the SMS from the RE Teacher Evaluation to build a school-wide picture of Catholic Character in the school, in order to inform next steps.
- 4. Ensure internal evaluation takes place each year as part of the Board's three year workplan. Use the Draft *Catholic Special Character Review for Development* document as the basis for this and ensure that any outcomes which indicate areas for development are included in the school's annual plan with specific and measurable actions.**

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

The review team thank the community of St. Joseph's 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 special character. The organisation and preparation for the review by the school is greatly appreciated.



Zita Smith

Lead Reviewer