

CATHOLIC DIOCESE OF HAMILTON



*He Pūrongo Arotake Mātauranga
Ahurea Katorika ā Waho.*

*Catholic Special Character
External Evaluation Report*

St Joseph's Catholic School Paeroa

Evaluation conducted on 14 -15 November 2022

Confirmed Report 12 December 2022

School Details 2022

Name of School: St Joseph's Catholic School (Paeroa)

Address: 200 Normanby Road, Paeroa 3600

School type: Co-Educational Full Primary (Year 1-8)

Actual roll: 60

Maximum roll: 150

Non-preference maximum: 8

Actual non-preference number: 5

5.1: 44

5.2: 4

5.3: 1

5.4: 6

5.5 : 0

Roll based staffing entitlement: 3.6

Required number of Special Character CI 47 positions: 2

Filled number of Special Character CI 47 positions: 2

Principal/Director of Religious Studies: Emalene Cull

Presiding Member, Board of Trustees: Michelle Clive

Elected Members (C NC)

1. Bethel Hallett (NC)
2. Carolyn Walker (NC)
3. Carson Wigley (NC)
- 4, Michelle Clive (NC)
- 5.

Proprietor's Reps

1. Kieren Casey
2. Tracy Kennedy
- 3.

Staff Rep: Alex Harwood (C)

Parish Priest: Father Mark Field

Review Team:

Lead Reviewer: Terry Consedine

Accompanying Reviewer/s: Wendy Consedine

The Aims of Catholic Special Character External Evaluation for Development

The Catholic special character evaluation process produces a focused picture of the impact of Catholic schooling and the effectiveness of its goals on the lives of all tamariki and rangatahi¹. The process seeks to determine whether they have encountered the living God revealed in Jesus Christ, grown in knowledge of Him and His Church, and as a result are forming a deep and lasting relationship with Jesus Christ and the Church². The process also evaluates how the whole school community engages in authentic Catholic Christian witness and evangelisation.

The evaluation also investigates how the school is acting as kaitiaki of Catholic special character including meeting its statutory compliances.

A collaborative external evaluation process between school and the evaluators helps the school see what it is doing well and identify next steps.

¹ New Zealand Catholic Bishops' Conference. *The Catholic Education of School Age Children*. Wellington:2014.

² Ibid.

Introduction

St Joseph's Catholic School is a full primary school catering for Year 1 to Year 8 tamariki operating as a Catholic Integrated School. It was founded in 1900 by the Sisters of St Joseph's of the Sacred Heart (the Josephite Sisters or "Brown Joes"). The school shares its site with St Mary's Church and is an important part of the Parish of the Holy Family. St Joseph's maintains a close connection with parishioners and parish groups and this association is actively nurtured and encouraged by the Board. At the school gates the sign reads 'Te Puru-o-te-Rangi' - The Gate of Heaven. As a Josephite school, it is founded on the Josephite Charism and tamariki and kaiako strive to live by St Mary of the Cross MacKillop's words: "Never see a need without doing something about it".

The school provides a great many opportunities for all learners to experience achievement and success in the academics as well as sporting ventures and cultural activities amidst a strong Catholic character. The school offers a robust curriculum, centred on the core learning areas of Literacy, Numeracy and Religious Education. The tamariki enjoy well resourced and attractive, modernised learning spaces and quality learning programmes.

The school is led by a tumuaki who began in the school in October 2021. She has two new staff who began at the start of 2022. The school has a roll of 60. There is a modern learning environment for two classes with flexible learning spaces and a second large building houses two classrooms, a school library and administration areas. The grounds are extensive (1.8hectares) including a paved courtyard with built in seating and picnic tables beneath shade sails, two astroturf courts and a large playing field.

The community is culturally diverse with families from the Pacific Islands and parts of Asia. The demographics at the end of 2022 showed 32% NZ European, 30% NZ Maori, 15% Asian and 1% Pasifika. The school is well equipped with digital learning tools. Each classroom is fitted with digital display screens with chromebooks available in the middle and senior classes and ipads for the junior room.

**Progress with Recommendations from the 2019 (2 - 3 APRIL)Catholic Special Character
Review for Development Report**

Key Recommendations:

- 1. The staff have a desire to be more upskilled with the religious education Bridging Document. We recommend that the Religious Education adviser be contacted to conduct this meeting in the school.**

Currently in 2022, the staff are using the Bridging Document and Faith Alive to help them plan and deliver the Religious Education Curriculum. Work is already underway in the school to align the local curriculum with Tō Tātou Whakapono and ensure our school is ready for this document's full implementation by 2024.

- 2. Plan for signage and environmental art that reflects the special character and charism of the school. Planning can be done while finishing touches are made to the renovations. Examples of good Charism art can be seen at St Joseph's Matata; St Mary's Rotorua.**

Limited progress made here and a work in progress. Murals were created for the School Values however this was prior to the school local curriculum review where new School Values were identified through community consultation.

- 3. It was drawn to the attention of the Board, that all teacher appointments and sub committees of the Board should contain a proprietor's representative. This is in keeping with good practice and the integration agreement.**

This has been noted by the Board. Subcommittees for appointments include a proprietor's representative. Proprietor's representatives also are on property and discipline subcommittees.

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?

At St Joseph's Catholic School Paeroa opportunities are available for the spiritual development of both the kaiako and the tamariki. In recent times a number of measures have been introduced to increase the opportunities for facilitating the development of a personal relationship with Jesus Christ. Key among these has been the introduction of a school prayer that is known by tamariki and kaiako. A further initiative has been the Monday morning prayer and Gospel Liturgy assembly for the whole school. This is linked to the Sunday Gospel and the school values. This has provided an opportunity for the tumuaki to break open the Gospels for the tamariki as well as kaiako. This has had the impact of setting a positive tone for the week. The Gospel is proclaimed by tamariki leaders. This liturgy time is also used as an opportunity to link to school values to the Gospel message.

Each day kaiako take time at the start of the day to place themselves in God's presence and reflect on the daily Gospel and the 'thought of the day. Tamariki are encouraged to pray in rich and varied ways in their daily classroom prayer. There is a focused prayer session at the start of the day. This is followed up by prayer before lunch and before the tamariki go home. These prayer times include both traditional as well as devotional prayer for depth of understanding. The evaluators witnessed the prayer among the junior school where the scripture was read by one of the tamariki. Each tamariki then prayed and affirmed their neighbour as well as sharing intentions for the whole group to pray together with a traditional prayer. The effect of this is that tamariki spoken to by the evaluators seemed to value the opportunities for prayer and were able to articulate the importance of prayer in their own lives.

There are opportunities to develop their relationship with Jesus further through celebration of the Eucharist. Each week one class attends the weekly parish Mass. There is also a school Mass twice a term and a parish-school Mass once a term. There is strong encouragement from the tumuaki and kaiako for families to join in this celebration. Numbers have slowly increased. Alongside these Eucharistic celebrations the school has taken the opportunity to develop a number of creative liturgies to mark particular times in the liturgical year as well as significant feast days. The result is that tamariki are growing in their understanding of liturgising special days. Opportunities are taken for tamariki to pray some traditional prayers at particular times of the year. Such as the Angelus in May and the Rosary in October. There is a plan to work on developing meditation as a further opportunity in the future.

Under normal circumstances there are special opportunities for senior tamariki to encounter Christ more deeply through Retreats including aspects of leadership for Year Seven and keeping

the light of Faith for Year Eight as they launch themselves into life at a secondary school. Due to the amount of sickness of staff around Covid this was not possible in 2022.

The school is on a journey towards incorporating tikanga and te reo Māori as well as Māori expression of Katorikatanga into some aspects of Catholic special character, including Masses, liturgies, and school prayer. The tamariki are at home with the Sign of the Cross in te reo and are currently learning the Hail Mary. Use of himene and karakia are part of an effort to normalise Te Reo and Maori Spirituality. Tamariki Māori feel valued due to the normalisation of te ao, tikanga and wairuatanga Māori into the Catholic special character of the school. The group of Maori tamariki spoken to by the evaluators said how much they appreciated having the kapa haka led by the tumuaki. They felt very valued with the great recognition of their culture as being māori within the school.

The school has recently gone through a consultation with the community on the values and has come up with new values of integrity, compassion and kindness. This work of consultation has brought the Vision to the foreground "Realising our Passion" "Did not our hearts burn within us?" These are clearly sourced from the Gospels and are taught as an integral part of the Religious Education programme and integrated curriculum. It is clearly modelled by the kaiako and promoted at every opportunity especially through the Gospel Liturgy each week. The values also recognise the bicultural values by connecting maunga Karangahake to the river Ohinemuri meeting Tikapa the open waters. This powerful imagery is reinforced to the tamariki by their being nominated for Awards when they exhibit these powerful values. These awards are celebrated at Gospel Liturgy and in the School newsletter.

"This is a comfortable community - there are no bullies here. We try to live by our values of Compassion Integrity and Kindness" (tamariki)

There is a very friendly vibe as part of the culture of the school. Tamariki are very happy to belong. New tamariki are warmly welcomed into the school by other tamariki and by kaiako. They receive a school blessing as part of their welcome to the school. prior to starting they have a number of pre-school visits. They are welcomed by name at the assembly and tamariki make honest efforts to ensure they feel welcome.

" We clap them on in welcoming them to the school" (tamariki)

The school newsletter provides an opportunity for members of the community to develop and deepen their knowledge and understanding of the Scriptures and teaching of the Catholic Church. Each newsletter has a page which is dedicated to some aspect of Catholic character.

There is authentic faith-based leadership by the tumuaki who is also the DRS, including being an example of Jesus' servant leadership. She is a true witness within the school and parish community. She is creative, and energetic and uses her gifts in leading the parish and school singing. In her short time as the tumuaki she has made a huge impact on the Catholic special

character building on the foundations that have already been laid. Her work and consultation on the vision and values for the school has been exemplary and is set to provide opportunity for genuine and ongoing encounter with Christ. Her leadership is well described by the parish priest

“She is Catholic from beginning to end and everything in between.”

She walks very easily in both the Maori and pakeha world. The impact of all of this is that the direction is well set to continue to build the strength of the Catholic character in the school.

Next Steps for Development

- Establish a tamariki led liturgy committee to assist with organising and leading liturgies in the school.
- Increase the opportunities for tamariki to lead meditation

Dimension 2: Mā te Mātauranga ka Tipu: 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?

The tumuaki is a faith-filled, positive role model. She has held this position for just over a year. Two of her accompanying staff are new to the school this year, the other has been there for some time. Both these new teachers have had significant experience in other Catholic schools.

Kaiako engage in a regular, planned programme of Catholic special character professional learning and formation. The formation is linked to the strategic plan which is linked to the needs of tamariki and the aspirations of the community. There have been some excellent internal professional learning opportunities led by the parish priest, Father Mark Field. One session was on the Trinity and the other on the Communion of Saints. Staff involved were most appreciative of these opportunities. The school has also made use of Catholic Religious Education Advisor in helping strengthen prayer across the school. There is a plan to ensure that they are supported in further developing their knowledge base for the teaching of Religious Education. Kaiako express that they have effective support from the tumuaki for the teaching and learning in Religious Education. They feel affirmed and supported by the tumuaki.

The school has taken further strides to educate for a deeper understanding of the bicultural history of Aotearoa New Zealand. The tumuaki recognises that the school and its community are on a journey towards biculturalism. Katorika Māori practices are increasingly evident in the school. The focus currently is looking at the alignment between Tō Tātou Whakapono, Tātaiako and the four Catholic character dimensions to see how the school can strengthen the commitment to Te Tiriti and Te Hahi Katorika. Kaiako are using te reo interchangeably with the children. As a beginning examples include use of tamariki, mahi, karakia, 'inoi mo matou'. There is an intention moving forward that all curriculum is delivered with a culturally responsive pedagogy.

The tumuaki ensures that Religious Education is given high status. She is actively involved in the teaching of Religious Education to the middle school and provides an excellent framework for other teachers to follow as an assistance to planning. There is comprehensive use of 'Faith-alive' and huge enthusiasm for what the new Religious Education curriculum

"The localised curriculum development has ensured that the Catholic special character of the school is truly and deeply at the heart of what is taught." (tumuaki)

Tō Tātou Whakapono will be a focal point within the developing integrated localised curriculum. The tumuaki brings extensive experience to the Religious Education teaching and willingly shares her experience with other kaiako. As a result other kaiako are developing confidence in

the use of the programme under her guidance. The team are looking forward to preparing for the new Religious Education curriculum and further developing the assessment and reporting to parents. The school provides whānau with material to support the religious development of their tamariki through the use of the 'Educa' Programme.

Religious Education induction is provided for tamariki who are new to a Catholic school initially by the kaiako. Senior tamariki pride themselves on being welcoming to new tamariki to the school. They take on a buddy and take opportunities to work with them.

The school develops tamariki' awareness of their responsibilities as global citizens as well as citizens of Aotearoa, New Zealand. There is work being done to align Catholic Social Teaching as a follow up to the work completed on the School Values. The intention is to develop a values programme and have Catholic Social Teaching deeply embedded here so that it forms a critical part of the localised curriculum. Tamariki who spoke with the evaluators were keen to tell us about how they were caring for the environment. Vegetables are grown in their school garden. tamariki were familiar with Laudato si and seemed to be clear on its connection with what they were trying to do with the environmental enterprises.

All aspects of the Health Curriculum, including human sexuality and personal relationships are taught from a Catholic perspective. The school has conducted effective and culturally appropriate consultation on the Health Curriculum. There is a comprehensive sexuality programme that has been delivered to the senior tamariki and work is being done to align it with the 'Aroha and Diversity' document. Health consultation to the community was carried out in term three this year. Kaiako involved in teaching the Human Sexuality and Personal Development components of the Health Curriculum have participated in professional learning and formation approved by the Bishop. This will be extended to the new staff when the time is appropriate.

Next Steps for Development

- Further individualising Religious Education professional learning support for teachers through Professional Growth Cycle. It is a likely development with a reviewed Professional Growth Cycle in 2023.

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?

Tamariki are given the opportunity to develop faith leadership by taking responsibility at the Gospel assemblies and the significant part they play in school liturgies and some Masses. The leadership roles of senior tamariki is an ongoing developing area. Tamariki also take responsibility for leading with special character activities as well as within their Houses. This year the Senior Awards called 'MacKillop Honours' were introduced to promote and encourage participation and contribution to the school, parish and wider community. Tamariki collect points Special Character, Academic, Sport, and Service. The tamariki give a presentation to the Board and it is acknowledged at an academic prize giving or Mass.

The tumuaki through her style of leadership promotes the school as an authentic Catholic community and supports Catholic witness and practice in the school and in the parish. She is an active participant in the life of the parish where she leads the singing on a regular basis. The parish priest is invited to have an integral part to play in the life of the school. He takes up this opportunity with enthusiasm and goes into the staff room to support the kaiako. He has led some kaiako meetings on aspects of Catholic character. He also takes the opportunity to interact with tamariki in the classroom and knows a significant number by name as well as their whanau.

The charism of the school is actively promoted as a lens through which the school's Catholic identity and commitment to Jesus Christ are made visible. The St Joseph's Catholic School promotional pamphlet is very clear about the charism of the school coming from St Mary of the Cross MacKillop. 'never see a need without doing something about it.' Tamariki, spoken to by the evaluators, understood her significance in the setting up of the school and what that meant for the values that are lived out in the school.

The school contributes to awareness raising and action for justice within the school and in the wider community, explicitly relating this to the Gospels' portrayal of Jesus' care for the poor and marginalised, which is central to the Gospel message. Some activities in this area have been restricted due to Covid restrictions. Understanding of Catholic Social Principles has been exemplified through tamariki recognising Pink Shirt Day in an effort to increase awareness around bullying, Solidarity Day was held in an effort to support the people of Ukraine.

The tumuaki, as an authentic Catholic community leader, demonstrates a strong commitment to Te Tiriti o Waitangi and its principles of protection, partnership, and participation, thus reflecting the commitment of the Aotearoa New Zealand Catholic Church to bi-cultural partnership. The Catholic Special Character Evaluation St Joseph's Catholic School Paeroa 14-15 November 2022

school is working to develop an understanding of te ao Māori through its vision. The displays and symbolism around the vision and values the school provide witness to the Catholic special character of the school as well as developing an understanding of te ao Māori by including the Karangahake Maunga, the Ohinemuri awa and Tikapa moana. The school is working to build and maintain respectful, affirming and inclusive relationships with whānau Māori so that they feel welcome and 'at home'.

The school and parish work collaboratively to promote the involvement of tamariki and their whānau in the life of the parish community. The school has an impact on the parish and the parish has an impact on the school. The school and parish work collaboratively to build relationships that exemplify Christian witness. One very innovative way that has been developed is the 'Prayer Partners' initiative in the parish. These are volunteer parishioners who in pairs connect with each hub and pray for those tamariki in particular. They write to the tamariki and tell them what their faith means to them. The school participates in parish celebrations of the sacraments, especially the Eucharist. The school is very supportive of the sacramental programme led by one of the parishioners. The school community has the opportunity to encounter Christ through school celebrations of prayer and liturgy. Parents are personally invited to School Masses and Liturgies that celebrate particular feast days. There is a challenge in whanau taking the opportunity to be part of school parish Masses and a number of different initiatives have been trialed.

"The Parish is very proud of our school and the Josephite Charism. They are very supportive of our school, evident in their willingness to be Prayer Partners with our classes and financial support from St Vincent de Paul." (tumuaki).

The small nature of the school ensures that tamariki are personally known, cared for, and provided with support as required. The mana and tapu of each individual are acknowledged and upheld. Behaviour management processes are just, fair, clear to all, and guided by restorative practice and linked to both Catholic social teaching and the school's newly developed values. An outstandingly creative booklet has been created by the tumuaki that connects all these aspects in one place. "We are called to love God and love others, we follow in the footsteps of Jesus, a community code of conduct based on the new values of compassion Integrity and Kindness, we support each other to make positive choices." Tamariki understand there are consequences when we do get it right as well as when we don't get it right. The impact of this is that tamariki, tumuaki and whanau are all on the same page when it comes to the pastoral care of their tamariki. The fact that it is so closely tied to the recently developed values of the school means that the system is underpins the direction of the school.

As people of the Gospel and in the light of the preferential option for the poor, kaiako and tamariki treat each person with respect and aroha and reach out to those most in need. Service and outreach opportunities based on the Gospel message are an important focus of the school.

Tamariki in Year seven and eight tamariki are invited to participate in MacKillop Honours Awards. These provide a wonderful opportunity for them to walk in the footsteps of St Mary of the Cross MacKillop She was a woman who gave her life for God and worked tirelessly in her will to help others in need. Tamariki are required to collect points under four categories: Special Character, Academic, Sport and Service. The school hopes to establish stronger links with national Catholic groups in their campaigns and activities (e.g. St Vincent de Paul - Young Vinnies groups) now that Covid restrictions have ceased.

Next Steps for Development

- To work on visual representation of the school values and charism and bring these alive through art in and around the school.
- Establish stronger links with the St Vincent de Paul Society with a view to increasing tamariki opportunities for service and wider participation in community service events. E.g. working with the elderly, food bank, Goldfields

Dimension 4: Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika-Safeguarding and Strengthening Catholic Special Character

Catholic Special Character Evaluation St Joseph's Catholic School Paeroa 14-15 November 2022

How effectively does the school, in its stewardship, and its compliance with legal obligations, safeguard and strengthen its Catholic identity?

The School Board and tumuaki ensure that the vision and strategic direction for the school clearly openly reflect the school's Catholic character. There has been comprehensive work done to consult the community and reconnect the values of the school in line with Gospel values, the school vision and mission statement.

At the time of the evaluation, the school had submitted the attestation document covering off the compliance requirements, as well as the 2022 Proprietor's Appointee report.

Based on the current staffing of the school at 3.2 Full Time Teacher Equivalent, the school is required to have two tagged kaiako under Schedule 6, Clause 47 of the Education and Training Act 2020. There are two tagged positions on the staff which include the tumuaki. The tumuaki is also the Director of Religious Studies.

In reviewing the letters of appointment for permanent teaching kaiako, it was noted that the letters not always explicitly state if the position is tagged. It was surprising to see that the tumuaki's letter of confirmation had no mention of Catholic special character. This may be something for the Board to consider in any future appointments.

The Professional Growth Cycle for teaching kaiako continues to be a work in progress, partly due to the recent changes in staff. There is an opportunity in the future to include the Catholic elaborations in this process. The Board of Trustees may need to include the Catholic special character in the tumuaki appraisal also.

Consideration needs to be given as to what support is needed to continue to provide opportunities for faith formation and increasing knowledge of kaiako.

The school is under its compliance with regards to preference and non-preference pupils.

At the time of the evaluation the school had 60 pupils. Records are kept of the enrolment status of tamariki as to what preference criteria they are enrolled under or whether they are non-preference. If tamariki are baptised or received into the church while attending St Joseph's school, the records on the student management system are updated. Of the 60 tamariki in the school at the time of this visit, 80% are enrolled under the 5.1 preference criteria.

The annual budget reflects the commitment to special character with money allocated for Religious Education development. Religious Education resources are purchased from the curriculum resourcing budget.

The tumuaki reports to the School Board at each meeting on matters relating to special character. All school promotional material reflects the Catholic identity of the school including Catholic Special Character Evaluation St Joseph's Catholic School Paeroa 14-15 November 2022

the content of the school's Facebook social media page.

All Board of Trustees policies are dated and reviewed as part of the Board's three year review cycle. The school uses School Docs for hosting its policies. Although there is a general Catholic character statement in some policies it is important that in the review of some of these policies, that they are viewed through a Catholic lens.

Self-review is well established and is regularly used to evaluate initiatives in the school. It would be great to see this process used each year to evaluate an aspect of one of the Dimensions.

Next Steps for Development

- When reviewing policies ensure that where appropriate the Catholic Character is included e.g. Enrolment and Behaviour policies.
- The opportunity for the Board to take opportunities to support the tumuaki in her own self care amidst the many calls on her time.

Recommendations

- Have a deliberate staff professional development plan for kaiako with the purpose of both growing knowledge in the faith and building leadership capacity in the staff.
- Introduce an annual school evaluation process of the Catholic special character initiatives in the school in the light of the Four Dimensions. This is with a view to enhance present initiatives asking: why are we doing this and what is the impact on individual tamariki, kaiako and whānau.
- Continue to build staff knowledge and confidence in effective implementation of the new Integrated Curriculum To Tātou Whakapono, by building on the foundations of the Integrated curriculum that has been developed over recent years.

The evaluation team is confident that the tumuaki has the willingness and ability to address these recommendations fully before the next external evaluation. The Catholic Education Office staff are available to assist the tumuaki, Board and kaiako in compiling an action plan to address these recommendations.

The evaluation team thanks the community of St Joseph's Catholic 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 external evaluation by the school is greatly appreciated.

Terry Consedine
Lead reviewer

Wendy Consedine
Assistant Reviewer