



catholic diocese
of christchurch

to sanctify - to teach - to care for

*Āhuatanga Katorika Kaupapa Arotake
Te Puronga Arotake o Waho*

*Catholic Special Character
External Review Report*

**St Joseph's School, Temuka
Te Kura o Hato Hohepa, Temuka**

March 2020

Ngā Whāinga o te Arotake - Aims of the External Review

The New Zealand Catholic Bishops' Conference wishes the review to show how effective the school is in handing on the faith and forming a new generation of Catholics, and how students have grown in faith as a result of the Religious Education programme. This is the evangelising mission of the Church, in which the school participates.

The external review process is based on the requirements found in the document, *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua, Catholic Special Character Review for Development.* (New Zealand Catholic Education Office Limited, November 2018 Draft Edition).

In the review, schools are asked to consider and demonstrate the ways in which they provide for their students:

- an encounter with Christ
- growth in knowledge and
- the development of Christian witness

The review also investigates stewardship of the relationship with the Church and the State.

Reviewers encourage and commend best practice, and, working with the school, provide indications of opportunities to further strengthen and develop the Catholic culture.

School Details

School Type:	Full primary school Years 0-8
Roll based staffing entitlement	7.4
S464 Tagged positions	3 plus Principal and DRS
S464 Tagged positions filled	No
Maximum roll	130
Actual roll	116
Non-preference entitlement	7
Non-preference actual	6
Principal	Bernie Leonard
Director of Religious Studies	Bernie Leonard
BOT Chairperson	Mellanie Fraser-Tate
Parish Priest	Fr Francis Joseph (Jolly)
Dates of onsite review	4-5 March 2020
Review Leader	Mark Gregory
Support Reviewer	Cath Blacklow (Principal, St Joseph's School, Ashburton)

Response to Recommendations from the 2015 external review

- 1. There are good appointment and appraisal procedures in place. These would be significantly strengthened by including specific reference to special character requirements in job descriptions and by including annual special character goals for all staff, teaching and non-teaching.**
 - Catholic special character requirements and expectations included in annual job descriptions.
 - *Our Goals, Our Standards* now include the Catholic School Elaborations. Any concerns noted by appraiser become goals for following year.
 - Staff use *Our Goals, Our Standards* for their professional registration journal.
- 2. Parish and school continue to explore ways of welcoming parents and children into the established parish community and involving that parish community directly with the school. Some of the challenges of family lives can be shared and solutions explored e.g. shift work, Mass times, children's liturgy and occupying energetic pre-schoolers.**
 - The principal has been member of Pastoral Council for three years to look at ways to address dwindling engagement of school families in Sunday Mass and Parish life.
 - The principal has suggested a Strategic Plan be developed for the parish to find ways to build "people connections", rather than concentrate on property issues. Mike Stopforth from the Diocese will facilitate the process.
 - The principal leads the parish Baptism and First Communion programmes each year through school and in conjunction with the parish.
 - Altar serving and involvement in Sunday Mass is part of the school's, *St Joseph's Challenge* (Incentive Award).
- 3. The school is making significant progress in developing te reo Māori and including tikanga Māori in school affairs. Continued work with the Aoraki Cluster in the short term will give a foundation for ongoing independent development the school can continue later. This development could find expression in procedures and documentation including enrolment and behaviour management.**
 - The school has managed the te reo Māori cluster for three years for eleven schools with a facilitator working in its school and in all classrooms.
 - Built up strong whānau group with annual consultation, wānanga and Kapa Haka group.
 - The school has created its own waiata and school song.
 - Thrive Aoraki has been established to develop this area and establish a support network for local community and schools.
 - Whānau Huis have been very successfully run with whānau leading discussion groups and direction for school in this area.
 - 'Jesus' Acronym has been developed by students to promote school wide behaviour management systems.
 - Te reo Māori curriculum has been redesigned with clear expectations incorporating online resources.
- 4. There is benefit in drawing up your Professional Development Plan for religious education and special character development. In this way, teachers know the expectations of them in their roles and the Board of Trustees can budget appropriately. With the Diocesan recommendation that teachers complete the Diploma in Religious Education the Board and Staff could consider completing one diploma paper each year in order to complete the Diploma within a reasonable time frame.**
 - Staff undertake one Diploma paper every three years alongside COL schools in the South Canterbury area. Teachers are given the opportunity to undertake a paper each year if they wish.
 - **Please note - Reviewers agree this recommendation still requires further development.**

5. **The school has made a commitment for teachers to complete the Understanding Sexuality course when it is next delivered in South Canterbury. Until teachers have completed the course, there is increased responsibility on DRS and Principal to support teachers as they deliver sexuality education. The Principal and DRS should have this plan in place for the 2015 delivery of sexuality education to the current pupils.**
- The principal completed the course in 2017.
 - A new programme for Y7-8, Toward Loving (Loving For Life, NZ), has been implemented in 2018/2019 with involvement from students and parents.
 - **Please note - Reviewers agree this recommendation still requires further development.**
6. **The employment and personnel policy covers the legal requirements and principles of being a good employer including appointment and appraisal procedures. The comprehensive employment and personnel policy and procedure could be further improved by including the Code of Ethics for Catholic Schools and including specific reference to the employment of teachers for S65 positions.**
- Co-constructed *Our Goals, Our Standards* to clearly outline expectations for all staff.
 - BOT Code of Conduct reviewed at the start of each year.
 - Annual job descriptions outline Catholic special character requirements.

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?

Areas of Success

Spiritual Formation

Students have a meaningful range of spiritual formation opportunities that encourage a personal relationship with Christ through regular school and class prayer, liturgies and experience of the Sacraments of Initiation.

The Catholic special character is clearly first and foremost and naturally integrated into all aspects of the school day. The school week commences with a Monday morning liturgy in the church. The principal and liturgy team lead the liturgy and use this time to share the Gospel reading, simplify into 'child-speak' and make connections as to how we can all respond to this message in our daily interaction with others.

There are several occasions for students and staff to celebrate the Eucharist. A class joins parishioners each week for Mass in the St Mary MacKillop Chapel. The school combines with the parish on a Sunday once a term and on a variety of Feast Days at the parish church where the students take on a service role by reading, altar serving and welcoming parishioners and school whānau. Whānau, are not only encouraged, but expected to join their children for these Eucharistic celebrations.

Fully embedded in the daily routine of the school is a devotion to prayer. Individual classroom prayer comprises a variety of traditional and contemporary forms that encourage a personal relationship with Jesus Christ. Opportunities for regular prayer occur at the beginning of the school day, grace before lunch, at the end of the day, and at assemblies and liturgies. Classes have regular opportunities for Christian and mindfulness meditation experiences for quiet personal reflection and prayer. Staff gather in prayer at the end of every morning tea break and before staff meetings. Each staff member takes responsibility for organising prayers on a rotational basis.

The school community is establishing a prayer garden as a sacred space within the school grounds. The *Garden of Prayer and Tranquillity* stemmed from a presentation by students for its development. Since then, the project has received some funding and offers of voluntary labour.

There is a strong connection to the school's founding religious order, the Sisters of St Joseph of the Sacred Heart and their foundress, St Mary MacKillop. Monday morning liturgies, regular prayers and communication to the wider school community promote the Gospel values lived by Jesus Christ and taught, modelled and promoted by St Mary MacKillop. This connection and focus on the school's chosen Gospel values are well known and continually promoted by the school and acknowledged by many, as an area of strength.

All senior students participate in a Year 7-8 Catholic Schools' Leaders' Day in Timaru. Students from St Joseph's Temuka meet with senior students from the two Catholic primary schools in Timaru. The theme, *'It's cool to be Catholic'* allows students to hear keynote speakers, Roncalli College leaders and participate in liturgies and faith-based activities celebrating the common bond of the Catholic faith.

Evangelisation

Staff understand their role of being strong agents for evangelisation. Two shared the following insights from the *pre-review questionnaire*:

- *"Seeing students embrace the faith and values systems and let their lights shine is inspiring and very rewarding. I enjoy watching students grow in their faith as they grow and move through the school. It makes me proud and humbled that I played a small part in their journey."*
- *"My faith journey is being challenged and I have embraced my faith through daily prayer and meditation."*

Ākonga and their whānau are actively encouraged to participate in the sacramental programmes. The principal takes a leading role in presenting the programmes. She phones all eligible whānau prior to the First Communion Programme. As a result, a high enrolment rate is accomplished. Parents interviewed spoke positively about the parent sessions offered and how they appreciated gaining the increased knowledge.

Every second year, depending on demand, a Baptism Programme is offered that is led by the principal. In 2018, 16 children, some of whom were non-preference, were initiated into the Church. In 2019 a teaching staff member chose to become baptised. These celebrations were both strong examples of evangelisation at work within the school community.

Offered to parents are opportunities to participate in the faith life of the school. Parents are encouraged to attend the Monday morning liturgies, fortnightly assemblies and various liturgies and Masses. They also appreciated the 'Faith Diary' as being an excellent link between school and home and a source to increase one's knowledge of the Catholic faith.

As a means of evangelisation, school communications, including the regular newsletter, website, Facebook and other social media, assist members of the school community to integrate their faith, culture and life. Parents interviewed appreciated the detailed communication they received from the school, especially the individual classroom Facebook pages that celebrated student success, individually and collectively on a frequent basis.

Faith-based Leadership

The principal, who is also DRS, is an experienced Catholic school leader who articulates her own faith and expresses her desire to work collaboratively with staff and board to strengthen and enhance the development of the Catholic special character. The senior leadership team includes the school's

previous DRS, now a team leader, who possesses the knowledge and experience to support the principal in all matters relating to Religious Education and Catholic special character.

Documents recording Certification hours indicate regular professional development opportunities in Religious Education during the last 3-4 years either presented by the school's faith-based leaders or the Religious Education Advisers.

The Board of Trustees will have the opportunity to advertise for a Director of Religious Studies when a teaching vacancy occurs to support the workload of the principal and strengthen the school's faith-based leadership team.

Opportunities for Development

- To create an induction programme for kaiako (teachers) who are new to Catholic schools and have no or little understanding of the Catholic Church, its beliefs and its practices.

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?

Areas of Success

Leadership

The principal is an active witness of faith in the school and in the parish. She is a member of the Parish Pastoral Council and acts as a strong link between the parish and its Temuka school. At the beginning of 2020, the principal took on the extra responsibility of Director of Religious Studies. To compensate the extra role, she has relinquished the position of leading the senior syndicate. The management unit usually allocated to the DRS is re-distributed to staff as release days to manage workload.

Increasing the Religious Education qualifications of staff and managing the associated workload remains a focus. St Joseph's, like a number of South Canterbury Catholic schools made a decision to enrol in TCI papers every third year. All teaching staff will participate in a paper during 2020. Bishop Paul Martin SM is of the view that it would be appropriate to complete the six (Level 5) TCI academic papers within an eight-year period. One teacher is qualified having gained a Certificate in Catechetical Studies while another has completed two TCI papers. Two teacher-only days will assist the workload of teachers for the delivery of this year's paper. It is encouraging that staff are working, albeit at their own pace, towards a formal qualification in Religious Education.

The principal/DRS encourages students and whānau to engage in faith practices and make connections between faith and life. She also encourages and supports teachers in matters relating to Religious Education and Catholic special character.

Religious Education

The school implements the nationally mandated Religious Education curriculum. Class timetables indicate Religious Education is being delivered regularly according to mandated hours and is receiving priority teaching time (mornings).

Reviewers observed the teaching of Religious Education in all six classes. Ākonga were well engaged in their learning and the relationships among students and between the teachers and students were very respectful. Reviewers noted well-planned, structured lessons that were collaboratively written within their two distinct teams, junior and senior. Generally, the experienced teachers of RE offered quality lessons for their students while those less experienced and knowledgeable were developing their teaching skills in this new curriculum area. It is planned to offer these teachers more support through the modelling of quality teaching using senior staff and/or the RE Advisers. Increased staff

knowledge will occur as a result of the planned delivery of one of the TCI academic papers this year. It is hoped staff will experience the value of these professional learning opportunities and take advantage of further study.

School leaders have decided to cover three strands of the RE Curriculum on an annual basis to provide a deeper understanding for students. It is hoped that the effectiveness of this change of emphasis will be demonstrated by increased knowledge of ākonga. One potential risk with this approach is that the school may struggle to deliver the entire religious education curriculum effectively to all students every year – “The Aotearoa New Zealand Religious Education curriculum, and body of knowledge, needs to be taught effectively and fully in New Zealand Catholic schools” (NZ Religious Education Bridging Document (REBD), p17).

If the school does choose to implement this plan, careful planning, assessment, tracking of students and evaluation will be required in order for this approach to be effective. Where this approach has been implemented successfully teachers’ theological knowledge has played an important part in that success – “The education and formation of teachers in Catholic schools are critical in ensuring that the formation offered to students is authentically Christian and Catholic” (Catholic Education of School Aged Children, 2014, p.12).

Students interviewed shared how they enjoyed RE lessons and how it was good to know about their faith and expand their knowledge. Older students shared their enjoyment of doing their own research using devices. They enjoyed lessons more when their teachers made them more fun and interactive.

Teachers and learning support staff worked gently and patiently with ākonga with specific learning needs to adapt the curriculum and provide appropriate tools and individual assistance to reinforce their learning outcomes. Learning support staff are to be commended for the compassionate manner in which they work with their students.

The DRS endeavours to observe most teachers of Religious Education annually and works with new teachers to Catholic schools on matters relating to RE and the Catholic special character. Now could be an opportune time to introduce more formal observations of teachers to give them feedback and feed forward about the effectiveness of their teaching.

Classrooms are vibrant and clearly create a way to share faith learning and concepts with whānau. All rooms feature a wall space to display work achieved in Religious Education, as do the electronic devices for the sharing and storing of individual and group work.

Professional learning took place on the Religious Education Bridging Document led by diocesan RE Advisers with particular emphasis given to the principles of Catholic Social Teaching. There is a desire to integrate the teaching of RE into other areas of the curriculum and to monitor the key ideas covered.

The assessment of Religious Education is generally classroom-based for the majority of strands and modules. Provision for analysing student achievement is incorporated in the teacher’s RE Concept Plan. Strategies include the *RE Benchmarks*, now referred to as the *RE Progressions*, and assessing whether students have attained a ‘beginning, proficient or advanced’ level of understanding. Staff have been working with the RE Advisers linking the RE Progressions with the Achievement Objectives of the RE Curriculum. Gaining a school-wide picture of student achievement in a chosen strand or module and presenting the collated report to the Board of Trustees would be an opportunity for development.

Likewise, there is an evaluative section at the conclusion of the RE Concept Plan where teachers inquire about the effectiveness of their teaching, the changes they would alter in their practice, and the next steps in learning for their students. Due to the review scheduled in early March, teachers had not reached the completion of their teaching plan to make any informed evaluative statements.

The Year 4 RE Online Assessment indicates students are achieving below the Diocesan Average. The Strands of *Holy Spirit* and *God* are somewhat weaker than the remaining strands and modules. Faith-based leaders, in consultation with staff, should review these results and look at ways to boost the knowledge of students within the weakest strand(s) during 2020 and 2021. The actions taken could form a Student Achievement Target / Learning Improvement Plan to be included within the school's charter document.

Updates about individual children's progress in Religious Education occurs twice a year. Mid-year and end of year comments reflect the knowledge gained, effort demonstrated and an indication of the overall achievement level. For senior students, essential skills that include Catholic special character desired behaviours and traits are self-assessed and assessed by the teacher and included in the end of year report.

Whānau receive useful information about the content and emphasis of the Religious Education programme and matters relating to the Catholic special character. Each teacher writes an extensive newsletter each term to inform parents of a range of issues including the classroom RE programmes at their level of the school. This is supplemented by regular updates using the individual classroom Facebook page. Regular communication occurs in the fortnightly newsletter informing whānau of upcoming liturgies, Masses and the school's values currently being promoted. Parents are appreciative of the communication between the school and home on matters relating to the school's Catholic special character and teaching of Religious Education.

Catholic Curriculum

To ensure a growth in knowledge occurs, Religious Education is still taught as a separate learning area but with a natural overflow into other curriculum areas. Teachers are encouraged to look for opportunities to integrate RE across the curriculum when planning. The school's integrated topics link to the RE focus for the term, and teachers' RE planning indicates possible curriculum integration opportunities.

Supporting teachers new to Catholic schools to understand the Catholic culture of the school and to integrate a Catholic perspective across the curriculum occurs within the two syndicate planning teams, with mentoring from their team leaders and support from the principal/DRS.

When teaching Sexuality Education, a Catholic perspective is central to the delivery of the programme. Senior students participated in sessions from the *'Loving for Life'* programme facilitated by their own presenters. Senior leaders should now begin the process of developing a sexuality programme for all levels of the school using the recently released NCRS (National Centre for Religious Studies) *Framing Document Human Sexuality Education: A guide for Catholic communities in Aotearoa New Zealand*. Due to changes in teaching staff, very few current staff have participated in the professional learning, *'Having Life to the Full'* or *'Sexuality Education'* delivered by Catholic Education Office staff. Priority should be given to enrol new teaching staff in *'Having Life to the Full'* over time.

Opportunities for Development

- Upskilling the knowledge of teachers by actively participating in TCI academic RE papers on a more regular basis.
- To offer teachers more support through the modelling of quality teaching using senior staff and/or the RE Advisers.
- To re-introduce more formal observations of teachers to give them feedback and feed forward about the effectiveness of their teaching of RE.

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?

Areas of Success

Catholic School Community

Throughout the two days, reviewers experienced a welcoming environment and were treated with hospitality and courtesy. All groups with whom we interviewed expressed the inter-relationships between students, students and staff, board and staff, and staff and parents were positive, collaborative and respectful.

Due to changes in teaching staff, the principal is the only active witness of faith in the parish. She is committed to her faith and role models the importance of integrating one's faith and life in the wider community. Unfortunately, reviewers were unable to speak to the parish priest as he was on overseas leave. As the principal has the extra responsibility of Director of Religious Studies, the prime importance of safeguarding and enhancing the school's Catholic special character, overseeing the teaching of Religious Education and liaising with the parish community falls on her shoulders. Thankfully, the previous DRS is still on the teaching staff to support the principal through their collaborative work in the senior leadership team.

Displays and symbols provide witness to the Catholic identity of the school. Each classroom and staff room featured wall displays relating to the school's Catholic special character and featured prayer tables comprising appropriate Catholic symbols and resources for class and staff prayer. However, reviewers did note some classrooms did not display a crucifix, an essential Catholic tradition reminding us of Jesus' witness of faith to the world.

The school arises from and serves the Catholic parish of St Mary MacKillop which comprises the former parishes of Temuka, Geraldine and Pleasant Point into one Opihi Parish. Each town has its own Mass Centre. Parishioners are adjusting to the new model and associated challenges.

Parents and staff spoke of the challenge and need to enhance the relationship between the parish and its school. They shared that parishioners felt there was a disconnect between the parish and school. Sadly, very few school whānau attend Sunday Eucharist. The school has trialled several initiatives to promote and celebrate School Masses at varying times and locations to encourage the attendance of as many whānau members as possible. Examples include combined School Masses with St Joseph's Pleasant Point at the camp facilities at Raincliff followed by a shared BBQ tea/hangi, and late afternoon Masses on a Friday combined with a meal. Opportunities like these have attracted larger numbers of family members than the School Masses on a Sunday morning.

Good liaison occurs between the parish and school by having the principal on the Parish Council and the parish secretary, a parent at the school. Visits to the school by the parish priest are scheduled weekly when he is available. The school invites parishioners to school events and distributes the Parish Newsletter to the whānau.

Partnership and Collaboration

The school is a member of the South Canterbury Catholic Kāhui Ako. Roncalli College, St Joseph's Timaru, Sacred Heart, St Joseph's Temuka and St Joseph's Pleasant Point work as a collaborative Catholic network of schools in the region. Their goals are to strengthen their combined Catholic community by working collaboratively, facilitating a smooth transition between primary and secondary school, and improving the teaching and learning outcomes of students and staff. It is encouraging to note that most students further their education at the Catholic secondary school in Timaru, Roncalli College.

The school fervently acknowledges its past and the connections with its founding order, the Sisters of St Joseph of the Sacred Heart, founded by St Mary MacKillop. 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. Having the Mary MacKillop Chapel and Heritage Centre in close proximity to the school and available for the children to use safeguards this strong bond. Each week, a class attends the parish Mass in the chapel, a sacred space where the children know Mary MacKillop spent time in prayer. Information is included in the school's website and other important documents to inform others and acknowledge this important historical connection.

The parent body is consulted through the school's internal self-review process. Parents' feedback is open and honest and used to evaluate performance. There is a range of opportunities for parents to participate in the wider life of the school. In relation to the Catholic special character, the school actively works to build whānau participation in the faith development of their tamariki, most notably in the Sacramental Programmes where parent classes to update their own knowledge were communicated as effective.

Te Tiriti o Waitangi

The importance of te Tiriti o Waitangi and the status of Māori as Tangata Whenua is well recognised by the school. A South Canterbury cluster of 11 schools secured funding to develop further integration of te reo Māori over a three-year period. The cluster contracted an exceptional facilitator to upskill staff within the 11 schools. Leading the cluster was the principal of St Joseph's Temuka. During this time, the school built up its confidence in te reo and tikanga Māori and fostered a strong kapa haka group and whānau support team.

Reviewers experienced the school's mihi whakatau and kapa haka group as part of the official welcome. Students took an active role and student leaders were confident in their use of te reo Māori, considering they were new to their positions. The school has its own school waiata and its unique haka written by a parent.

All classes studied the treaty at the beginning of the school year as part of the Social Sciences curriculum. Bicultural elements such as Māori tikanga, te reo, karakia, customs and spirituality are part of the daily life of the school. Classrooms feature te reo Māori consistently in wall displays. Teaching staff are making an effort to use te reo Māori where appropriate. During RE observations, some teachers integrated instructions and words into their class lessons.

Consultation with the school's Maori community occurs on an annual basis. The school's Kapa Haka leader is facilitating a Whānau Hui next month. During this consultation session, ideas from whānau will be discussed with the purpose of developing an action plan for 2020. Invitations include wider whānau members with provision for kai.

Pastoral Care

St Joseph's School community nurtures, supports, and cares for individuals. Pastoral care offered by the school is based on the Gospel values and those of St Mary MacKillop. School staff work hard to provide a secure physical and emotional environment for all students, where each child feels spiritually, socially and culturally safe.

The school has been fortunate in accessing the Oceans Programme thanks to the support and funding from Presbyterian Support Services for students who are grieving through loss and separation.

Unfortunately, the school has had no access to the Social Worker in Schools (SWiS) service as this is primarily only available to decile 1-3 primary and intermediate schools. Despite its decile 6 rating, the school has several students with high needs. The principal is leading a campaign with other local principals for a special case in the greater Temuka area.

Sectors of the community including staff, children, board and parents are surveyed as part of the internal programme of self-review. Surveys conducted in 2017 as part of the self-review of Pastoral Care provided school leaders and staff with plenty of feedback, both positive and a range of areas to work on.

The parent group, Friends of St Joseph's (FOSJ) has a designated person with the responsibility for pastoral care. Whānau are supported during difficult circumstances, such as illnesses or a family death, and to celebrate events such as the arrival of a new baby. The designated person arranges the delivery of food prepared by supportive school families.

Successful applications to the Christchurch Catholic Bishop's Hoatu Fund, a Westpac grant and financial support from the local St Vincent de Paul Society all provide valuable assistance to school whānau. The school leadership team is very aware of the pastoral needs of the school's community and protects the confidentiality of its information.

The school's *Behaviour Management Policy* includes restorative practice. A *Restorative Chat Card* outlines the process for the person who made the wrong choice, and the victim. The process incorporates quotes from scripture, for example, *Love one another as I have loved you (John 13:34)*. Other strategies include the school's *Right On St Joseph's* and the JESUS acronym as demonstrated in the adjacent photo.



Analysis of the staff questionnaire, which forms part of the Catholic special character external review, indicates teachers feel affirmed and appreciated by fellow staff and school leaders. Teaching staff consistently shared the positive, collaborative relationships that occurred on the staff and how appraisals were opportunities where they received positive affirmations about one's contribution to the school and its community. As one teacher wrote, *"The school has a 'goose' philosophy where we have each other's backs when we think someone needs something. We are never walking alone."*

The principal feels well supported by the South Canterbury Catholic Kāhui Ako and accesses an experienced educational consultant who provides valuable advice and mentoring opportunities that, in turn, support her well-being.

Service and Outreach

A *St Joseph's Challenge* provides a structured process promoting service and outreach for senior students. The challenge can be awarded in four levels: Platinum, Gold, Silver and Bronze. There are three categories that students focus on: Work Ethic, Citizenship and Actively Catholic. Expected outcomes under each category stipulate the required behaviours. For example, *I can offer my services to 'Do My Bit' within our school and the community, I can display Jesus' teachings of tika, aroha and pono, and I do take an active role in Sunday Mass.*

Other opportunities shared by students included, making Easter cards to deliver to the elderly, playing bowls with the elderly, washing the rest home van and visiting the local kindergarten and assisting the young children.

The school recognises and acknowledges the service efforts of ākongā by presenting the St Joseph's Challenge Certificate to senior students and celebrating their success in liturgies, assemblies, school

newsletters and Facebook pages. The school has a culture of building up the individual success of students so they experience their 'time to shine.'

Local and national Catholic organisations such as Caritas and St Vincent de Paul are supported by St Joseph's School fundraising projects.

Opportunity for Development

- Continue to focus on increasing the knowledge and confidence of staff to integrate te reo Māori into their natural vocabulary, particularly during Religious Education lessons.

TE KAITIAKITANGA ME TO WHAKAPAKARI I TE TUAKIRI KATORIKA – SAFEGUARDING AND STRENGTHENING CATHOLIC CHARACTER

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

Areas of Success

The Board of Trustees reviewed its strategic goals in 2018 under the guidance of a facilitator from NZSTA (New Zealand School Trustees Association). The board engaged the wider community which resulted in the development of the following three new key goals; *Maintain wellbeing of our students and staff as part of a caring community, Students striving through an engaging learning environment and Living and growing in our Catholic faith*. Under each goal, the board identified annual core strategies. Firmly embedded in the school's strategic goal of *Living and growing in our Catholic faith* is the school's Catholic special character.

The school has a Catholic Special Character Policy linked to separate policies on Religious Education and Pastoral Care. As these dimensions have been superseded by Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and Strengthening Catholic Character, the board ought to review the Catholic Special Character Policy to reflect these changes.

The internal self-reviews of Pastoral Care (2017), Growth in Knowledge (2018) and Christian Witness (2019) provide a useful account of work achieved and areas for further development. Making use of the RE Adviser in assisting with the Internal Evaluation Plan has developed a more relevant, streamlined approach. These detailed plans indicate significant progress achieved on a range of measurable indicators relating to the school's Catholic special character.

Employment documentation includes clear and concise information relating to the Catholic special character of St Joseph's School and the expectations of staff. During the appointment process, these expectations are clearly communicated. Once appointed, staff sign their job descriptions agreeing to uphold the Catholic special character expectations. The school has an Appointments Policy in keeping with the Catholic special character and tagged positions with correct wording used to advertise teaching vacancies. At least one proprietor's appointee is included in the process appointing teachers to S464 tagged positions. Letters of appointment templates recommended by the New Zealand Catholic Education Office should be used to confirm the appointment of new employees, whether teaching, non-teaching, permanent or fixed term.

All promotional material reflects the Catholic identity of the school. Enrolment procedures are transparent and meet the requirements of the Integration Agreement.

Job descriptions and appraisal systems acknowledge the importance of staff members supporting the Catholic special character of the school. Catholic special character requirements and expectations are included in annual job descriptions and the appraisal process, *Our Goals, Our Standards*, now include the Catholic School Elaborations.

The Board budgets for Religious Education and for Catholic special character including release time for professional development opportunities for teaching and support staff as required.

The school is compliant with its Integration Agreement in terms of maximum roll compared to actual roll, non-preference roll and consultation with the Proprietor through its annual Attestation and Internal Review reports. However, it is not compliant with the correct number of S464 positions filled according to the school's Integration Agreement. Due to the school being three S464 positions short, priority must be given to rectifying this shortfall as soon as practicable.

The preference/non-preference details, as at the time of the Catholic Special Character review (March 2020), were as follows:

St Joseph's School, Temuka	Maximum Roll (as per Integration Agreement) = 130 students	Non-Preference Maximum (as per Integration Agreement) = 7 students
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Preference Criterion	Number of Students	% of Current Total Number Students
5.1	75	64.7%
5.2	2	1.7%
5.3	21	18.1%
5.4	12	10.3%
5.5	0	0.0%
Non-Preference	6	5.2%
Total	116	100%

Please note that the 5.2% non-preference level is not a breach of the Integration Agreement for St Joseph's School – the 5.2% is as a result of the school having, at March 2020, a roll of 116 domestic students (14 students less than its maximum roll).

Opportunities for Development

- The school has a Catholic Special Character Policy linked to separate policies on Religious Education and Pastoral Care. As these dimensions have been superseded by Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and Strengthening Catholic Character, the board ought to review the Catholic Special Character Policy to reflect these changes.
- Letters of appointment templates recommended by the New Zealand Catholic Education Office should be used to confirm the appointment of new employees, whether teaching, non-teaching, permanent or fixed term.

RECOMMENDATIONS

It is expected that the Board of Trustees and staff include these recommendations in its strategic and annual plans and address them fully before the next external review. Catholic Education Office staff are available to offer professional support as required.

The following recommendations have been identified in conjunction with the faith-based leaders. Most of these have been acknowledged in the school's own processes of self-review and evaluation.

Encounter with Christ

1. School and parish leaders are encouraged to continue looking for evangelising opportunities to nurture, strengthen and increase the number of families active in regular Catholic worship and parish life.
2. Continue to promote and nurture positive relationships with the parish community by participating in the proposed development and implementation of a Strategic Plan for the parish.

Growth in Knowledge

3. The Year 4 RE Online Assessment indicates students are achieving below the Diocesan Average. The Strands of *Holy Spirit* and *God* are somewhat weaker than the remaining strands and modules. Faith-based leaders, in consultation with staff, should review these results and look at ways to boost the knowledge of students within the weakest strand(s) during 2020 and 2021. The actions taken could form a Student Achievement Target / Learning Improvement Plan to be included within the school's charter document.
4. Senior leaders should now begin the process of developing a sexuality programme for all levels of the school using the recently released NCRS (National Centre for Religious Studies) *Framing Document Human Sexuality Education: A guide for Catholic communities in Aotearoa New Zealand*. Due to changes in teaching staff, very few current staff have participated in the professional learning, *'Having Life to the Full'* or *'Sexuality Education'* delivered by Catholic Education Office staff. Priority should be given to enrol new teaching staff in *'Having Life to the Full'* over time.
5. School leaders have decided to cover three strands of the RE Curriculum on an annual basis to provide a deeper understanding for students. Careful planning, assessment, tracking of students and evaluation will be required in order to effectively evaluate this change of emphasis while ensuring the school delivers the entire religious education curriculum effectively to all students every year.

Christian Witness

6. Ensure all classrooms have a crucifix displayed providing witness to the Catholic identity of the school.

Safeguarding and Strengthening Catholic Character

7. Due to the school being three S464 positions short, priority must be given to rectifying this shortfall as soon as practicable.

The review team is confident that the leaders of St Joseph's School (Board, Principal and DRS) have the willingness and ability to address the recommendations of this report. The reviewers thank the community of St Joseph's School for the welcome extended to them and for the opportunity to observe and experience the way they safeguard and strengthen their Catholic special character.



Mark Gregory
Catholic Special Character Reviewer