



CATHOLIC SCHOOLS EDUCATION SERVICES

Te Ratonga Mātauranga ki nga Kura Katorika

Catholic Special Character Review and Development
Ahuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua

Report on an external review of

St Patrick's School Kilbirnie

Review conducted on: 7 and 8 June 2017

Reviewers:

Alan Fleming

Kay Tester

School Information

Name	St Patrick's School, Kilbirnie.
Address	5 Childers Terrace, Kilbirnie, Wellington 6022
School Type	Co-educational primary, years 1-8
Decile	5
Actual Roll	119
Maximum Roll	195
Non-preference Maximum	10
Actual non preference	9
Roll based staffing entitlement	6.26
S65 Tagged Positions Required	4
Actual S65 Tagged positions	3
Principal	Vanessa Quinlan-Madhar
Director of Religious Studies	Fiona D'Souza
BOT Chairperson	Irene Beamish
Parish Priest	Fr Ephrem Tigga

Ethnic Composition and Preference Roll (Those who have preference include children who are members of the Holy Apostolic Catholic Assyrian Church of the East)

Ethnic Composition	
Ethnicity	% of Roll
Indian	26
Middle Eastern	14
Samoan	11
African	10
Māori	8
NZ European	7
Filipino	6
Tongan	5
SE Asian	4
Chinese	4
Latin American	3
Fijian Indian	1
Japanese/European	1

Student Numbers for Each Preference Criterion and Non-preference		
Preference Criterion	Number of Students	% of School Roll
5.1	89	75
5.2	3	3
5.3	7	6
5.4	11	9
5.5	0	0
Non-preference	9	8
Total	119	100

All data as at the date of the review. Percentages to the nearest whole number. Some may not total 100% due to rounding.

Report Format

The External Review is a Review and Development process based on the requirements of the National System of Review and Development of Catholic Special Character that came into effect at the end of 2003 and was last reviewed in 2013. This document reports on Catholic Special Character using the four key dimensions:

Catholic Community - Te Iwi Whānui Katorika, Pastoral Care – Manaakitanga, Religious Education - Te Whakaakoranga Whakapono, and Statutory Requirements - Nga Whakaaetanga me nga (including Stewardship – Kaitiakitanga).

An external review of Catholic Special Character has a dual focus, that of assuring the Proprietor and the School Community that the Catholic Special Character of the school is effectively maintained and strengthened, and of offering suggestions for development. This report contains recommendations and suggested opportunities for development.

The report also includes information about the school, a brief summary, a report on achievement of recommendations from the last external review and recommendations arising from this review.

Report Summary

St Patrick's School is an authentic and successful Catholic School. It presents a consistent faith message through its Religious Education programme, prayer, Gospel Values and pastoral care. Its culturally diverse community is served by a committed and hardworking leadership team supported by a dedicated staff team. There is a culture of prayer in the school which everyone participates in. The school works closely with the Holy Trinity Parish and the St Patrick's church community to evangelise the students and their families.

Pastoral care, centred in the school's Gospel Values, is a core part of the school. It is founded on a warmly welcoming approach and trusting relationships. All are encouraged to be responsible for pastoral care and the school responds quickly and fully to identified needs or requests for assistance. The school is a safe place for all and a well-structured behaviour management plan ensures that everyone understands school expectations for good self-management and interactions.

The Religious Education programme is well planned and delivered by knowledgeable teachers whose programmes are designed to meet the learning needs of the culturally diverse students. An innovative approach is used to assess student achievement.

The Board of Trustees collaborates with the Principal to provide sound governance of the school. It has a proactive approach to ensuring its membership reflects the cultural make-up of the school community.

School Response to the Previous External Review Recommendations

Key recommendations from the 2013 Review

- 1. That the non-preference number is reduced from eleven to ten to comply with the Integration Agreement.***

This recommendation has been achieved. A system to manage non preference enrolments was introduced in 2014. The non-preference roll was closed in 2015 to enable a reduction of over-enrolment by attrition. There are now nine non-preference students enrolled, one less than the maximum.

- 2. That the self- review of Catholic Character be expanded to a manageable system i.e. in a three year cycle, cover the dimensions of Catholic community, pastoral care and religious education***

A three year Catholic Character Review Schedule was established following the 2013 external review. Catholic Character self-reviews are now carried out annually.

- 3. That the Enrolment Pack and the web site include a short history of the school and its charism.***

This recommendation has been achieved. Some actions included: writing a teaching and learning unit 'History Of Our School', a new enrolment information booklet created with history and charism statements included, and a new website launched which included school history and charism statements

- 4. That the school continues its impressive commitment to the further strengthening of Parish/School Relationships.***

This recommendation has been achieved. The school remains actively committed to strong parish and school relationships.

- 5. That the difference between values and virtues is clarified and that Gospel values are promoted and clearly linked to the Scriptures.***

The recommendation was achieved in 2014. As a result of a review the values/virtues programme was clarified to include the School Values underpinned by the Mercy Charism, and the Gospel Values. These Values programmes are now embedded into the culture of the school.

- 6. That the Religious Education Statement which is detailed and comprehensive, also includes some guidelines on professional development expectations.***

This recommendation has been achieved. The Religious Education guidelines have been updated with professional development expectations which link with the appraisal process.

- 7. That the R.E. Consultant is made aware of which staff members qualify for a new certification level so that the process can be started.***

This recommendation has been achieved. This process has been linked to an annual plan goal. The DRS takes a lead role in monitoring Catholic Character Professional Development hours, advising teachers of appropriate PD and ensuring Certification applications are completed and forwarded to CSES annually.

Catholic Community – Te Iwi Whānui Katorika

The spirituality of St Patrick’s School reflects that of the students’ families. The students and their families display a strong commitment to their faith which is seen in their openness to prayer, their participation in Mass and celebrations, and the students’ engagement in their Religious Education learning. The school builds on this by ensuring that everything that is done in the school has the aim of nurturing each person’s faith life. This is evident in the way that teachers put Catholic Character the heart of all aspects of school life.

The school is authentically Catholic and all school processes are built around this. The teachers are dedicated and knowledgeable, and present a consistent faith message through the Religious Education programme, prayer, the Gospel Values assemblies and the pastoral care provided by the school. All parts of school life give witness to the Gospels and, through their participation in school life, parents are evangelised.

Much is done in the school and community to maintain a culture of Mass participation, within both the St Patrick’s church community and the Holy Trinity Parish. In 2015, the DRS designed an extensive resource and led a teaching programme to help students understand the meaning of the Mass and its individual parts. The knowledge gained by the students at the time is still active in the school resulting in full participation at each celebration. Wherever possible students are given roles in Masses to further promote engagement.

Collaboration is evident between all parts of the school community and between the school and the parish. School leaders and staff are open, receptive and facilitate communication and parents comfortably approach the school to discuss needs or concerns. The school works closely with the parish so that both are seen as integral parts of the St Patrick’s faith community. In all classrooms teachers and students share respectful relationships which provide a climate to enable success in learning. The school is a close neighbour of St Patrick’s and St Catherine’s colleges. The Principal has made it a priority to strengthen collaboration with both schools and has recently contracted St Catherine’s to provide Technology classes for the Year 7 and 8 students. The relationship with St Patrick’s College will be strengthened through joint activities undertaken between the two schools.

Close relationships with Maori and Pasifika communities are maintained through regular consultation. The consultation is made authentic by discussing core issues such as student learning and achievement, and providing holistic support to ensure these students meet success.

Following a recommendation in the last external review, the school reviewed its values programme. It was discovered that, in effect, there were three sets of values:

- the school values of Love –Aroha, Respect –Te Tapu o Te Tangata, Unity –Whanaungatanga, Social Justice –Tika, and Resilience—Manawaroa;
- the Mercy Values of Excellence, Compassion, Service and Hospitality and

- the Gospel Values which are selected on an ongoing basis to align with the school Mission Statement, the Motto, the RE programme and the Mercy Charism.

The school values, underpinned by the values of the Mercy Charism, were brought to the fore and are taught in the classroom RE programme. The Gospel Values are taught at the Monday Prayer Assembly and are reinforced in daily school life. Through teaching the Gospel Values programme, the school evangelises students by providing them with knowledge of the Gospels and gives them the opportunity to show the face of Christ to those around them through the practice of the Values. The Sacrament of Reconciliation, offered twice a year, and an invitation to Baptism for preference students who are not baptised are other ways evangelisation is offered to students. In 2017 three students accepted the invitation and, after a programme of instruction, were baptised in a school ceremony.

The school ethos is an example of the Catholic Faith in action. All who enter the school are made to feel welcome and accepted. Children are known by name and greeted warmly by staff. Parents are welcome in the school and freely approach staff. Displays inside the school feature Catholic Character themes and classroom wall displays include student responses to RE learning, prayer guides and values posters. On the outside of the school a mural that contains some faith related images is painted on an exterior boundary wall. However, apart from a school name sign displayed near the main entrance of the school and the school's proximity to the church, there is no external evidence that the school is Catholic. *An opportunity for development is to consider ways that the school's Catholic identity could be made more evident to those viewing the school from the outside.*

The faith based direction of the school is very clear – St Patrick's is a community where Gospel values are central, faith is nourished and celebration in the Catholic tradition is highly valued. The Catholic Character of the school is led with vision, commitment and energy by the Principal and the DRS. The School's Catholic Special Character lead document is based on the structure of the current Catholic Special Character Review and Development Handbook and contains school responses to various focus statements from the handbook. As the Review and Development Handbook will soon be superseded by a new framework the next review of the school document will need to consider the relevance of the current focus statements.

The key channels of written communication to the parent community are the newsletter, the website and the enrolment pack. All of these contain Catholic Character messages which relate to current school practice and are written in easily understood language. The enrolment pack and the website display excellent practice by outline many aspects of the Catholic Character such as the school's history, the school founders, what Catholic Character means and the Religious Education programme. The messages are presented are clear and inviting, and are attractively illustrated. The newsletter is bright and also attractively presented. It contains news of Catholic Character events, a reminder of the gospel value focus, news from the parish, social justice projects and a list of awards presented, particularly the Gospel value awards. At the start of each term a page is included which outlines the long term learning plan for that term, including a summary of learning in the RE strand.

The Principal leads the school with a Servant Leadership ethos supported by relationships built on mutual respect. She is committed to the success of the school as a Catholic School and as place where students achieve in their learning to the best of their ability. She believes in building the capacity of others and giving the opportunity for them to follow their passions. The Principal has

high expectations of herself and of her staff. The Principal finds that there are many opportunities for the growth of her personal faith in her position and she nurtures her faith with a variety of spiritual practices.

The Catholic Character leadership of the Principal and DRS is complementary. Each brings their own philosophy and approach which when combined provides a collaborative strength. The Principal has used Distributed Leadership principles to coach and mentor the DRS into more influential aspects of the role such as assisting in developing the annual plan, leading Catholic Character reviews and undertaking classroom observations of RE. The success of their leadership is evident in the unified provision of Catholic Character across the school.

A rich programme of liturgies and celebrations is a hallmark of the school and key part of the evangelization offered to students. The Monday prayer assembly starts the week with a gathering to reflect on the current Gospel value. This includes a passage from a gospel, an explanation of the value, and prayer. Classes attend a parish morning Mass on a weekly timetable. The Church seasons are commemorated with Masses or liturgies, and Masses are celebrated for key school events. Once a year the school leads a parish Sunday Mass and school families are invited to provide morning tea for the congregation. Parents are invited to attend all Masses and ceremonies and a number take the opportunity.

A culture of prayer is well developed in the school and prayer is a central part of school life. Board of Trustee meetings begin with prayer and sharing of a Gospel passage. Teachers fully participate in school prayer. Each takes a turn to lead weekly staff prayer based on the selected Gospel value and then use their plan to lead the prayer assembly. Thoughtful preparation enables the staff prayer sessions and the assemblies to reach a depth of spirituality and an awareness of God's presence. Classroom prayer observed during the review was characterized by the students being present to the spirituality of the session and participating respectfully and fully. All class prayer sessions were led in age appropriate ways by students and included a reading from scripture, shared prayer that was focused on the needs of others, and the use of languages of cultures represented in the class. The older students were encouraged to share interpretation of the scripture reading in the light of their own understandings and experiences. At prayer time each class gathered around a prayer focus with various holy objects and spiritual artifacts, and there were wall displays to prompt aspects of the prayer session. IT resources were used in several sessions.

School wide prayer and liturgies are prepared by teachers with students taking leadership roles during the ceremony. Languages from the different cultures in the school are used in all ceremonies. *An opportunity for development is to take advantage of student understanding and familiarity with liturgies and ceremonies and include them in the planning and preparation. A further opportunity for development is to consider the bible translation used for prayer assemblies to ensure that one with the simplest and clearest language is used.* This would assist full participation of those who do not have English as their first language. A well-used prayer board is displayed in the school foyer on which community members are invited to write prayer intentions. The board is monitored and these prayers are included in class and school prayers.

The students' understanding of reaching out to serve others is founded in their own lived awareness of the difficulties that can effect daily life. Based on this understanding, outreach activities are a balanced between directly supporting people in the local community and raising funds for projects in the wider community. A high priority is a spiritual outreach to support the

parish. Students volunteer to be active participants in Sunday Masses and the school parent community provided practical support for the Parish Priest during a time of need. Establishment of a Young Vinnies group is under consideration and Caritas projects are supported with fundraising activities. Projects that have taken place in the local community include groups of students visiting the local rest home to spend time with the residents, and welcoming a visiting student from a neighboring school for students with special learning needs for a mainstreamed classroom experience.

The school collaborates closely with the Parish of the Holy Trinity and the Eucharistic community of St Patrick's Church. A mutually supportive relationship with the parish is given high priority through inclusion of a target for this in the School's Annual Plan. The Parish Priest is a Proprietor's Appointee on the Board of Trustees and visits the school as often as time permits. All in the school regard him as a friend. The Principal attends a parish council meeting each term and parishioners are invited into the school to discuss ministries such as altar serving, youth ministry, and Eucharistic ministry. While there was a parish youth minister, that person was welcomed into the school to engage with the senior students but this role has been disestablished. The school supports the parish Sacramental programme through staff attendance and facilitation. The DRS personally contacts families with eligible children to ensure they understand the programme and offers support if needed. Parish and school newsletters are shared and displayed on each other's noticeboards and the school contributes to parish publications.

Pastoral Care - Manaakitanga

The pastoral care provided at St Patrick's is embedded in a Catholic Character context and is of high quality. All who were consulted during this review spoke of the key role that positive relationships play in the success of St Patrick's and of the effort that is applied by school leaders and staff to nurture and maintain them. The relationships in the school are founded on trust which enables everyone to feel confident that they will be acknowledged with respect. This results in staff believing that they are affirmed and appreciated, and have a stake in the success of the school. In this atmosphere of trust, parents are able to share any problems and know that they will be listened to and supported. This is particularly important as, for a number of families, St Patrick's is their first experience of New Zealand schooling. In addition to being supported on any matter to do with their children's learning, a number of parents seek the school's assistance with personal and family matters which is willingly given.

Eighty five percent of students at the school are from cultures outside of New Zealand which brings a richness in diverse languages, experiences and ways of life. This diversity is incorporated into school life in such a way that everyone feels welcomed and part of the community. Students' first languages are used at every opportunity and cultural difference is celebrated. Students described how they learn some of each other's languages during playground games. The programmes and activities of the school recognise the rich diversity of cultures and are designed to ensure that the particular needs of these students are met through additional support to learn English, focussed teaching in classes, and inclusive activities and celebrations.

The school's inclusive environment extends to those students who require additional support in their learning. A strong commitment to ensuring they achieve to the best of their ability and that

their parents are supported is evident throughout the school. All students are treated as individuals whose needs and successes are known by all the staff.

The Pastoral Care policy document begins with the statement “With Christ the Good Shepherd as its model, St Patrick’s School Community nurtures, supports and cares for individuals”. The policy frames pastoral care within dimensions of spirituality, success in learning, and meeting health or emotional needs and states that everyone has a part to play in ensuring pastoral care needs are met. Alongside the policy a guidance statement ensures a holistic approach to caring which covers all aspects of school life and all members of the school community. The Principal is given freedom by the Board to act within generous parameters so that urgent needs can be responded to quickly. A number of agencies are listed for all aspects of need and indicate that the school has developed a comprehensive external network of support. Everyone in the school knows of the pastoral care structure, many by personal experience. However it would be useful to have an easily accessible written summary of the school’s approach available to new families and those who might want a guide to seeking assistance. *An opportunity for development is to summarise the Pastoral Care policy and practice statements into an easily read document or brochure which can be included on the website and in enrolment packs, or be readily available at the office.*

Policy documents indicate a strong commitment to Te Tiriti o Waitangi and goals for achievement by Māori student are included in the strategic plan. The school consults with its Māori community annually and Te Reo is used in classrooms, prayer and liturgies. The achievement of all priority learners, including Māori, is monitored and interventions provided where needed. The entire school has taken part in an overnight noho marae experience so that all families had the opportunity to learn more about tikanga Māori.

A very well structured behaviour management plan is in place at St Patrick’s School. It sets out high expectations of behaviour founded on the School and Mercy Values. The central understanding of the plan is that appropriate behaviours are skills to be learned and that a lack of these skills is an opportunity for further learning rather than for applying a sanction. The plan outlines a well thought out approach to behaviour management which enables it to be applied consistently across the school. It is divided into sections for minor and major misbehaviours. Resolving minor misbehaviours includes guided problem solving for those involved, and for major misbehaviours a whole school process is put in place to support those affected. If resolution cannot be reached using school resources, the individual will be referred to professional assistance outside the school.

A section of the behaviour management plan combines consequences and restorative practice actions but the actions listed could be more characterised as consequences whereas restorative practice generally involves a structured and guided conversation between those involved in a situation. *An opportunity for development is to create a process of restorative practice and include it in the behaviour management plan.*

The behaviour management plan is supported by an adapted Peer Mediation programme in which selected and trained senior students follow a script to assist when playground behaviours break down. The process is well instilled in the school culture and accepted by both mediators and those they assist. Recently the school has introduced the Positive Behaviour For Learning programme (PB4L) and is working to incorporate it into school practice.

All of the behaviour management measures are well known and accepted by staff and students which contributes to a school environment where everyone feels safe and supported. Reviewers observed settled and cooperative behaviours in classrooms and the playground which enabled a strong focus on success in learning and development of positive relationships among the students. *An opportunity for development is to document the behaviour management plan into a form where it can be stored on the website and also be available as a leaflet.* As well as informing parents of the process, it could be a useful resource for them when developing behaviour management processes within their families, and supplement programmes like the APLHA Parenting Course that was facilitated by parish and supported by the school.

St Patrick's is a successful school. It has worked through a redevelopment phase that now sees quality systems and processes well embedded, and a strong reputation in the community, as evidenced by the growing roll. It is led by a committed leadership team which is supported by highly motivated, dedicated and generous staff. There is evidence throughout the school that the staff team, through a sense of loyalty to their students and school families, work beyond expectation to ensure that the Catholic Character, educational, and pastoral care programmes provide opportunities for success for the students. This culture of service is well established and may itself have become a motivator among the staff to strive for even greater service. There is a risk that this high level of investment in the students and families of the school comes at a personal cost to staff members through lessened opportunity for family time and adequate recreation and rest. The school is now in a position to move from a development approach to a consolidation phase and consider how some of the activities that are led by staff could be devolved to others. The theoretical approach of Distributed Leadership could provide a guide for this. *An opportunity for development is to work as a staff to identify school action priorities and categorize which of them need to be enacted by school staff and which can be devolved to community members, supported with consultation and training. Those actions identified for staff action could be further reviewed and structured to enable them to happen, as much as practicable, in work time.*

Religious Education – Te Whakaakoranga Whakapono

The Religious Education programme of St Patrick's School is soundly led by a complementary team of the Principal and the DRS. The teaching team describe the leadership as genuine, collaborative, inspiring and holistic. One teacher noted "They plan teaching programmes and Catholic Character activities together ... to strengthen our faith community, and deepen our faith and knowledge".

The lead documents 'Religious Education' and the 'Religious Education Programme' are clear as to what the school's RE programme contains and the general approach to teaching it. The Board's Religious Education policy document is based on the RE section of the Catholic Special Character Review and Development handbook. It contains school responses to various focus statements from the Catholic Character external review. As this handbook will be superseded by a new Catholic Special Character Review For Development framework by the end of 2017 the next review of these school policies should consider the relevance of the current focus statements.

The School's Religious Education Document requires the New Zealand Catholic Bishops Conference Religious Education Curriculum to be taught and states the RE time allocation for each year group. It also contains guidance on the Gospel Values programme; Prayer and Meditation; Mass, Liturgy and Sacraments; St Patrick's School Special Character and Teacher Professional

Development. A document, 'Assessing in the Affective Domain', provides underlying principles for this aspect of assessing the RE programme. *An opportunity for development is to add a section to the 'Religious Education Programme' document which details expectations for the teaching and learning process in RE, thus capturing the existing quality practice evident in the school.*

The DRS is acknowledged by the teaching team and the wider school community for her leadership of RE and Catholic Character. She ensures that resources are available and their use understood by teachers. She leads staff meetings and undertakes classroom observations of prayer and RE lessons with feedback being provided to affirm teachers and to make suggestions to strengthen their practice. The DRS is a member of the management team and receives one permanent unit.

The Religious Education programme is given high status in the school. It is guided by lead documents which enable student centred classroom teaching. Management time is devoted to planning for development and for timetabling liturgies and celebrations, and generous amounts of staff meeting time are devoted to RE. The DRS is resourced to support classroom teachers with advice and guidance in their preparation and delivery of the programme. The RE programme is well resourced and appropriate budget allowance is made for additional resources and professional development. According to timetable evidence supplied, all classes meet the teaching time requirements as mandated by the New Zealand Catholic Bishops Conference. Teachers attend professional development opportunities provided by CSES.

Observations of classroom lessons revealed a consistent approach to teaching and learning across all classes. Students were introduced to the lesson with shared learning intentions and reference to prior learning. Teacher and student learning conversations occurred in a variety of modes including cooperative learning activities, group processes, student to student feedback, teacher modelling and teacher feedback. A range of well selected resources were used including the Faith Alive website. Student feedback to the reviewers indicated they were strongly aware of the learning intention for their lesson and how they had achieved it. Teachers displayed sound knowledge of programme content and were able to adapt what was being taught to either provide extra support for students or extend them where appropriate.

The style of teaching and learning was well-matched to the predominant numbers of students with ESOL backgrounds, and to the willingness of the students to learn more about their faith. Although the Catholic Faith is universal, various cultures have different understandings and practices. These could be explored in the prior knowledge section of planning and lessons by asking such questions as "how does your family or people from your culture do that/say that/show that/ think about that?" *An opportunity for development is to include more learning from the variety of cultures in the prior knowledge section of planning and delivering RE lessons.*

Planning for a teaching unit is developed as a whole staff. Each teacher then adapts the plan to suit their class level. Assessment information is gathered using a variety of methods, including student self-assessment, and synthesised so that a summative assessment statement is prepared for the class. In exemplary practice the school has developed an assessment process for RE which incorporates assessment in the cognitive and affective domains. To give structure, aspects of the Solo Taxonomy have been adapted to provide a rubric so that students can self-assess their achievement. Teacher assessment and student self-assessment are combined for the class report.

Using this assessment system, quality information about student achievement is gathered at classroom level. However it is not collated and gathered on a school wide basis to inform school leaders or the Board of Trustees about student achievement in RE. Collated information is useful to check that the programme continues to be well delivered and could also help to identify trends or feed into internal evaluation questions. Reporting student RE achievement information to the Board of Trustees indicates it has the same high status as other key curriculum areas. At Patrick's has identified this as an area for review during 2017, ***it is recommended that high priority is given to a pending review of assessment, evaluation and reporting of student achievement in Religious Education to the Board of Trustees and systems are established to implement the review findings.***

Anniversary and end of year student reports contain information on the learning that has been covered in the RE programme during the year. This information is supported by a teacher comment on general participation and achievement in RE and Catholic Character activities.

The six RE Strands are covered on a two year cycle and units are planned so that strand achievement objectives (AOs) can be integrated with broader Catholic Character themes that arise through teacher study of Church documents such as Laudato Si'. A tracking document showing overall coverage of the strands is maintained on an ongoing basis but does not record the AOs taught in each cycle. To ensure the entire content of a strand is taught over time, *an opportunity for development is to include coverage of the strand AOs in the RE curriculum tracking document.*

In addition to professional development provided by CSES, the Principal has taken an innovative approach to evangelization of the teaching team by ensuring they are knowledgeable about recent documents published by Pope Francis, the New Zealand Catholic Bishops Conference and for the Archdiocesan synod. Regular staff meeting sessions have been held to discuss Laudato Si', Amoris Laetitia, Catholic Education For School-aged Children and the Synod discussion documents. The discussion sessions are led by the DRS and are provided in sessions over a period of weeks. Teachers expressed appreciation for this and noted how it had helped them to develop their personal faith. This professional development has been used to contribute to the planning of integrated teaching units one of which resulted in an invitation to the Cardinal to visit the school to talk with students about the Synod.

St Patrick's Sexuality Education guidelines centre the teaching of this curriculum area within the Catholic Character and the Gospel values of the school, and mandate the use of the Myself and Others module. They list a set of holistic beliefs which focus on understanding changes encountered by a growing person, and include a comprehensive and useful framework for a sexuality education programme for all class levels. There is a detailed guide for the teaching of the puberty programme but not an equivalent one for teaching sexuality education at other levels of the school. The guidance has a firm tone which does not match the holistic and positive nature of the belief statements and the teaching framework. This could lead teachers to be overly cautious when planning units for their classes. *An opportunity for development is to review the Sexuality Education document with a view to including guidelines for sexuality education for all class levels and to create a tone which celebrates the joy of God's creation of people as sexual beings.* A community consultation on the school's Health curriculum was undertaken in December 2016. The results will be used as part of a review and redesign of the school Health programme during 2017 and 2018.

Four of the six permanent teachers have completed the Understanding Sexuality professional development course and recognise how the knowledge gained can contribute to developing a holistic teaching programme in health and sexuality. The Deputy Principal plans to work with the DRS and teachers to develop an 'Understanding Myself and Others' unit for use in the school. This unit would assist teachers to further their understanding of Church teachings when teaching sexuality.

All teachers meet the requirement for a minimum of 12 hours of professional development per year and all are on a pathway to the next stage of Certification. Four have achieved leadership level and the remainder, who are relatively new to the school, are progressing towards Classroom Level Certification.

Statutory Requirements- Nga Whakaaetanga me nga and Stewardship - Kaitiakitanga

Stewardship

The Board of Trustees is committed to sound governance of St Patrick's. The Chair and Board members work closely with the Principal to guide the direction of the school, upholding the school vision that the Catholic Special Character is put into practice through pastoral care. The Board is conscious that its membership should reflect the varying cultures present in the school and takes the opportunity at elections and when vacancies occur to promote leadership opportunities to parents from different cultures represented in the school community.

With a change to a proprietary system of managing school policies, the Board is reviewing all its policies as they are due for entry into the system. The Catholic Special Character, Religious Education and Pastoral Care policies sighted have been based on the structure of the Catholic Character Review and Development Framework. Each of the focus statements from the review document are listed in the relevant policy and then some school responses are noted. This gives the policies the feel of a review document rather than capturing the aspirations and practice unique to the school. At the next scheduled review of them, *an opportunity for development is to write these policies so that they capture the core beliefs of the school and indicate aspirations and goals.*

Section 65 Tagged Positions

Based on its staffing entitlement, St Patrick's should have four S65 Tagged positions and currently has three permanently appointed and a one-year fixed term S65 Tagged positions. Best practice is that all S65 Tagged positions are permanent appointments so the next permanent vacancy in the teaching staff should be advertised as such to achieve the correct number. It is acknowledged that there is currently a difficulty across the Wellington region in recruiting suitable teachers who qualify for a S65 Tag and it is suggested that the issue be discussed with the Proprietor should the school be unsuccessful in filling the S65 position.

Preference and Non- Preference Students

The school's enrolment policies and practices meet Catholic Character requirements. Preference certificates are stored in a well-managed system.

Staffing Processes

Policy documentation to support staff recruiting and management practice is sound and provides a basis for appropriate procedures. The documents outline the Board of Trustees' responsibility as a Good Employer and detail performance management and appraisal processes. *An opportunity for development is to strengthen these documents by including Catholic Character statements as applicable, such as inclusion of Catholic Character Professional Standards or performance exemplars in performance management processes.*

The recruiting process also meet Catholic Character requirements. A Proprietor's Appointee is a member of appointments committees and successful appointees are thoroughly inducted into the Special Character of the school.

Performance agreements for the Principal and teachers include Catholic Character targets and they are appraised as part of the annual process. In addition, teachers are supported during the year with observations of RE lessons and prayer sessions by the DRS who provides supportive feedback.

Effective Monitoring of Religious Education and Catholic Observances

A comprehensive programme of self-review (internal evaluation) has been undertaken annually since the previous external review, with two or more being completed each year. The review topics have been selected from the domains in the Catholic Special Character Review and Development document, from external review recommendations or to investigate the progress of school initiatives. They have taken various forms including strategic, regular or emergent reviews. Each one starts with a review question and the report notes a summary of findings, identifies strengths and barriers, and concludes with future actions. Although some community consultation is evident, the reports do not include an outline of the process of the review to make clear who was consulted, the questions asked or from what information the strengths or barriers were identified. Future actions from reviews are carried through to planning documents for the following year except for those in 2016 which were completed in the same year. The current programme of reviews creates a heavy workload for those undertaking them and risks overloading other school work programmes. ***It is recommended that the Board of Trustees reviews its Self-Review (Internal Evaluation) programme with a view to adopting a simplified programme using the guidelines of the Catholic Special Character Review For Development document.***

Other opportunities for development within this recommendation include:

- *Developing a best practice model for internal evaluation which gives a consistent process for all evaluations*
- *Over time, providing the opportunity and training for Proprietor's Appointees to develop the skills to lead Catholic Character internal evaluations with support provided by school management and teaching staff where needed.*

Consultation With the Proprietor

Proprietor's Attestation reports and Proprietor's Reports are forwarded to the Proprietor on a timely basis after being considered by the Board of Trustees. A copy of the school's 2016 Health Consultation was forwarded to the Proprietor early in 2017. The school further consults with the Proprietor as opportunities arise.

Key Recommendations From This Review

It is expected that the Board of Trustees and staff will include these recommendations in its strategic and annual plans and address them fully before the next external review. Catholic Schools Education Services staff are available to offer any assistance should it be needed.

1. It is recommended that high priority is given to a pending review of assessment, evaluation and reporting of student achievement in Religious Education to the Board of Trustees and systems are established to implement the review findings.

2. It is recommended that the Board of Trustees reviews its Self-Review (Internal Evaluation) programme with a view to adopting a simplified programme using the guidelines of the Catholic Special Character Review For Development document.

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

In concluding this report, the reviewers thank the St Patrick's School community for the warm and genuine welcome extended to them and for the opportunity to observe and experience the Catholic Special Character of the School. In particular, the comprehensive preparation was appreciated. It is a privilege to work with the school to affirm its current practice and identify areas of growth and development in Catholic Special Character and Religious Education.

Alan Fleming
CSES Reviewer

Dated: 4 September 2017