



DIOCESE OF  
PALMERSTON NORTH



CATHOLIC  
EDUCATION  
OFFICE

Te Rau Aroha  
Diocesan Centre  
53 Annesbury Street  
Private Bag 11 012  
Palmerston North 4442

T +64 6 354 1780  
[www.pndiocese.org.nz](http://www.pndiocese.org.nz)

COPY

**St Joseph's School  
Dannevirke**

**CATHOLIC SPECIAL CHARACTER  
REVIEW REPORT**

**Te Pūrongo Kaupapa Arotake  
Mō Ngā Āhuatanga Katorika**

**February 2017**



# REVIEW OF CATHOLIC SPECIAL CHARACTER St Joseph's School, Dannevirke

## School Details

**Principal:** Nenah Kelemete

**Board of Trustees Chairperson:** Glen Higginson

**Board of Trustees Proprietor's Appointees:** Aroha Peckman-Walker

Tony Joseph

Vaughan Barrow

**Director of Religious Studies:** Helen Collier

**Decile Rating:** 5

**School Roll:** 104

**Date of on-site review:** 23-25 November 2016

**Date of this report:** February 2017

The Catholic Special Character Review of St Joseph's School, Dannevirke, was conducted by the Palmerston North Catholic Education Office (PNCEO) review team of:

**Rosalie Connors**

Review and Development Advisor

**Jane Dravitzki**

Religious Education Advisor

## Recommendations from the October 2013 Catholic Special Character Review

*The school must work to rectify enrolment issues identified by this review.*

Enrolment issues have been rectified.

*The school must ensure that all Religious Education (RE) classes are meeting the required teaching hours as specified by the New Zealand Catholic Bishop's Conference (NZCBC).*

All RE classes are being taught for the required teaching minutes.

*Many of the school's preference students are not baptized. Consider promoting to these families, by individual invitation, the opportunity for their children to be initiated into the Church family.*

The school in partnership with the parish, from 2014 onwards, has had a strong focus on encouraging ākongā and their whānau to become initiated into the Church through baptism. This has followed on with a strong First Eucharist programme.

*Continue to develop a sound Catholic Character internal review process by using the gathered data when writing the school's Catholic Character Strategic and Annual Plan and goals.*

The school has conducted self-review through a recent parent survey covering Catholic Community, Pastoral Care, RE and Catholic celebrations. This identified next steps in Catholic character development. The self-review process still needs to be formalised from policy to procedures and to include input from all stakeholders. Next steps identified should become developmental annual goals within the Charter.

***Consider staff professional development with prayer by either visiting other schools or working with PNCEO staff to provide enriched prayer experiences for students.***

Professional learning and development (PLD) on prayer has occurred and the Director of Religious Studies (DRS) has developed a document on school-wide classroom expectations and examples of different prayer types that can be used.

***Consider developing the Choices behaviour management programme with the integration of restorative justice practices and or Ministry of Education initiatives such as Incredible Years or Positive Behaviour for Learning.***

Restorative justice practices have been integrated into the *Choices* behaviour management programme.

***Further collegial sharing of good practice during, and at the conclusion of strands will allow all teachers to explore pedagogical practices and enrich their own classroom programme. The 2010 Review Report stated this as a Key Recommendation and it is also identified in the School's strategic aims. In addition, finding opportunities to collaboratively share practices and professional learning with other Catholic Schools could further enhance the teaching and learning within the School.***

Collegial sharing of good RE classroom practice is occurring at RE strand meetings.

***Continue to work on formally reporting and celebrating student achievement within Religious Education to students and their families through student portfolios, reports and interviews.***

Formal reporting to whānau on ākonga achievement in RE is occurring.

## **CATHOLIC COMMUNITY – Te Hāpori Katorika**

St Joseph's school is an authentic Catholic faith community where gospel values are central, faith is nourished and Catholic celebration is highly valued. The promotion and nurturing of spirituality is central to the school's Catholic ethos. Prayer is at the heart of this. Te whare karakia, considered a taonga by the community, stands proudly in the foreground of the school and hui karakia is held there as the first and last events of the school week.

The review team experienced a morning hui karakia and the ākonga's respect for and deep involvement with it indicated the extent to which spirituality is valued and the school's motto '*Nurturing Spirits, Encouraging Excellence, All for the Glory of God*' lived. Many whānau members attend these hui providing them with their own time of spiritual nourishment so they in turn are better able to be first teachers of faith to their tamariki.

The encounter with Christ is evident in the manaakitanga offered to all. The review team found St Joseph's to be a warm, welcoming and inclusive environment. Many whānau and visitors were in the school over the review period and all were treated with great respect. Ākonga interviewed stated that they will remember the school for its teachers, the friends they have made, the inclusion of everyone and how the school has taught them to respect differences.

The whole school completed a pilgrimage to the Cathedral of the Holy Spirit *Doors of Mercy* in 2016. Senior students continue to have a retreat opportunity in the yearly 'Faith and Fun

school camps. Since the time of the review and this report staff have participated in a retreat at the Southern Cross Monastery, Kopua.

A lived spirituality is taught through the social justice teaching programmes. The principles of Catholic social teaching are integrated into teaching units and information on them has been included in school newsletters. Caritas teaching resources are used in both Lent and Social Justice Week. Learning is actioned in a range of outreach opportunities.

'At the heart of the Catholic character of a school are the Catholic hearts of those who work in the school, principal, teachers, chaplains and other staff. They are witnesses to the students of a mature faith, and an integration of faith with life (*The Catholic Education of School Age Children*, paragraph 47). St Joseph's is a strong example of this; staff willingly share their own faith beliefs and practices and the majority are actively involved in the parish.

Ākongā regularly participate in weekday Mass with the parish and are involved in a variety of ministries. This participation is continued by some in Sunday Masses.

The gospel values of whānau, whakapono, mana and tika are woven through the fabric of school life. They are taught and modelled by staff and incorporated into documentation, for example, the Charter and curriculum plans. They are known and understood by ākongā. Assembly provides a platform to introduce the concepts and allows time for the values to be broken open into 'what they sound like, look like and feel like'. Teachers acknowledge ākongā's lived responses, for example, when they see ākongā acting justly in the playground or classroom. Tuakana teina relationships are strong in the classroom, playground and other learning environments, for example, hui karakia where the older ākongā support the younger in activities.

The school has created a 'Graduate Profile' that includes: respecting the dignity of themselves and others; be willing to serve; live faith filled lives through living the gospel values, the Beatitudes and the Acts of Mercy; understand and act for the common good. This is good practice as it will assist the school in keeping ākongā's spiritual and faith formation to the forefront alongside their academic and social development.

Since the last review the school has used preference criteria data to identify and personally invite tamariki and their whānau to be part of sacramental programmes. Since the last review the number of ākongā who have 5.1 criteria for preference has increased from 24% to 64%. Both the principal and parish priest stated that conversations around sacramental journey and participation in parish life are part of enrolment and granting of preference conversations. Most tamariki who are eligible to make their First Reconciliation and Eucharist do so.

There is a strong and collegial relationship between school and parish. Parish members are frequently in the school and are regularly invited to attend school events. The 'Kids Crusaders' group provides an opportunity for whānau and parish to work together to provide resources and out of school opportunities for ākongā. The parish priest is a regular and welcome visitor to the school. He meets regularly with the Principal and the Principal is on the parish council. These direct links assist in clear communication and co-operation between the two parts of the faith community.

The school maintains strong links with both Māori Colleges in the diocese. Both colleges are frequent visitors to parish Masses.

The Principal and DRS work to ensure the Catholic character of the school is safeguarded and strengthened. They are both committed to their faith and enthusiastically share their 'joy of the Gospel' with others. Together they are a strong voice for Catholic character. This is a strength of the school.

The charism of the Sisters of Our Lady of the Missions is integrated into the ethos of the school. The motto 'All for the Honour and Glory of God' derives from the Mission charism and constitution. The history of the sisters and their charism is taught each year.

### **Opportunities for Development**

Ākonga are connected to their faith and are fully engaged in faith practices within the school. Next steps are for the school to assist them in developing a faith commitment not only lived at school but in the parish and the wider Catholic network. Young people need their whānau support to achieve this. The school together with the parish could develop a strategic plan to achieve this vision. Extra elements related to this vision could be included within the 'Graduate profile' to ensure that it remains at the forefront in planning and goal setting.

### **PASTORAL CARE - Manaakitanga**

The school continues to nurture, support and care for all individuals. Staff relationships are strong as are their relationships with ākonga and whānau. Ākonga are respectful and caring of each other.

Powhiri each term, for new ākonga and their whānau, is an explicit and powerful way St Joseph's extend welcome and embraces new members into the school faith community. Poroporoaki at the end of the year for leaving students and their whānau acknowledges the contribution they have made to the school community.

The pastoral care policy sets out expectations and procedures for the implementation of practices within the school. This includes the engagement of outside agencies including St Vincent de Paul.

Behaviour management practices and procedures are restorative in ethos with the school's gospel values as a benchmark for behavior. Ākonga understand the expectations.

The school's commitment to Te Tiriti o Waitangi is strong and this is seen in the increased engagement and consultation practices with the Māori community (both local iwi) and involvement with Māori performance and regular visits to the local marae. A whānau group operates which was originally set up for event organization, but is now evolving into a medium for discussion on Māori hauora and achievement. Both local iwi are represented on the Board of Trustees. Members of the Rangitane iwi support the teachers in teaching traditional Māori games. Māori imagery is present throughout the school as are the use of te reo and tikanga Māori. Miha Māori occurs in the parish once a month and is strongly attended by staff and whānau of the school. Staff and some Board members completed the Catholic Institute (TCI) paper on TCI paper on Māori Spirituality in 2016.

## RELIGIOUS EDUCATION – Te Whakaakoranga Whakapono

The DRS is a vibrant and passionate leader, teacher and faith witness who is dedicated to strengthening RE throughout the school. She is a well-respected member of both the parish and wider community. The Principal and staff actively support her in her work as DRS. This solidarity and witness is a particular strength of the school.

The DRS leads RE entry and exit meetings where the staff spend time together exploring pedagogical practices and reflecting on ways to enrich their own classroom programme. The RE programme is well resourced and is given high status within the teaching programme throughout the school.

The DRS completes observations of prayer and RE teaching within each class, providing sound feedback and feed forward. Teaching staff regularly attend diocesan PLD cluster meetings.

A teachers' induction programme is in place to support new staff. The DRS also conducted a Catholic character and RE induction session for newly elected Board members.

Ākonga spirituality is fostered through classroom prayer which is rich with variety including both modern and traditional prayer, meditation, songs, scripture, drawing, silent reflection times and ritual. Ākonga often lead prayer. They are reverent and respectful and show an enjoyment of this special time with a particular appreciation for times of silence. Along with the classrooms and church, te whare is also a very significant place of prayer where students encounter the wairua and feel close to God.

Classroom environments are warm, contributing to a safe productive atmosphere for learning. Ākonga are friendly and inquisitive. Teaching staff are faith filled and often facilitate thoughtful conversations that link learning to the world around them. Ākonga are respectful, engaged and inclusive in their learning. The teacher's use of the values language to reinforce expectations, along with restorative justice practices allows for teaching and learning to be the focus of the classroom.

Lesson content and the teaching of theological concepts was particularly strong when the *Faithalive* online resources were utilised as learning intentions were explicit and there was robust structure to the lesson. Ākonga were particularly engaged and responsive when the teachers made links to themes/examples/people in the ākonga's lives for example when discussing role models and the attributes of saints. The ecclesial nature of a Catholic school is reflected in its educational activity "in which faith, culture and life are brought into harmony" (*The Catholic Education of School Age Children*, para 4).

The school has a strong focus on Catholic character and RE professional learning and development. They engage in both in school and externally provided PLD and many staff have completed papers through the Catholic Institute (TCI). The Board supports this through budgeting for costs.

Classroom displays share RE learning and te reo Māori word banks are evident and referred to. Te whare also displays current learning and is an excellent way to share with whānau concepts within the RE programme.

Documented evidence of planning, learning, and assessment was strong in some classes. The DRS and staff have identified there is room for more robust consistency. Twice –yearly the DRS reports RE achievement data and emerging trends to the Board. Next steps would be to collate teacher evaluations on teaching and learning and use this as specific evidence to share in her reports.

Whānau are inducted into the school through new whānau meetings and are kept informed through RE 'Keeping in Touch' books, class blogs, the school's Facebook page, and in weekly newsletters.

### **Opportunities for Development**

Continue to look for ways to implement differentiation within lessons to extend and meet the individual needs of students.

The DRS has made significant progress in developing and instigating a robust RE programme and could benefit from regular release time and involvement in senior management planning and accompanying leadership development to continue this.

Planning of RE has started to evolve. The new planning template could be refined and implemented consistently through the school, with the DRS monitoring and reviewing on a regular basis.

A new inquiry planning format is currently in its infancy stage. Be intentional in planning for a Catholic worldview within these other curriculum areas. This will provide authentic learning opportunities that support an integration of faith and life.

### **GOVERNANCE AND COMPLIANCE – Te Mana Whakahaere, te Whakaaetanga me Ngā Whakaritenga**

The Board of Trustees is aware of their governance responsibilities for Catholic special character and is very supportive in assisting the school to safeguard and strengthen it. This is stated in the Charter “ ..We aim to model what it means to follow in the footsteps of Jesus ...” and that “Jesus Christ is the foundation of our Catholic school. Our vision and Gospel values begin and stem from his ‘Law of love’.” The Board is able to clearly articulate the strengths of the school including those attributed to Catholic character.

The Board has used data gathered from a recent self-review process to identify next steps in strengthening Catholic character.

The preference/non preference details, at the time of the Catholic Special Character Review (November, 2016), were as follows:

**Maximum Roll: 160**

**Actual: 104**

**Non-Preference Maximum *as per Integration Agreement* is: 8 (5 % max roll)**

**Actual: 8 (5% of the maximum roll and 8 % of the actual roll)**

Preference Criteria	Number of Students	% actual roll
5.1	67	64%
5.2	1	1%
5.3	11	11%
5.4	15	14%
5.5		
Preference with no criteria	2	2%
<b>Total of signed preference roll</b>	<b>96</b>	
Non-preference	8	8%

St Joseph's School meets statutory and Catholic special character requirements in most areas.

### **Opportunities for Development**

The Charter contains strategic and annual goals and actions that primarily safeguard Catholic practices within the school. The Board should now look to ensuring that all goals and their actions are developmental and not a list of current practices.

All school policies contain some reflection on Catholic character. This tends to be generic and non-specific. As the Board continues to review all policies and procedures add statements and actions that will reflect how the policies will direct decision making from a Catholic world view. Consider how different your policies look compared to those of a non-Catholic school. Do they reflect this difference?

As job descriptions for all staff are reviewed include expectations that are differentiated for different roles, for example, Scale A S65 position or DRS, and clearly identify responsibilities for professional development and spiritual formation related to Catholic character. This is an expectation of the NZCBC as per page 93 and 94 of the *Handbook for Boards of Trustees, Principals and Staff of Catholic Integrated Schools (The Handbook)*.

Gaining the appropriate level of Certification and working towards a qualification has been a priority, and teachers have completed a variety of TCI papers. The Board along with the Principal should consider the need to provide adequate budgeting for release time to assist staff to complete not only the course but the assessment aspects.

Aspects of Catholic teaching are in some health units. This needs to be consistently applied to all teaching and learning within the health curriculum. The DRS must be involved in all aspects of planning. This will ensure ākonga have a Catholic understanding of the human person and relationships.

The 2015 Education Review Office report stated that health consultation needs to be set into policy and procedures to be developed for it to occur at least every two years. This is also a requirement of the Proprietor as per Section 60B (2) (a) of the Education Act 1989.



# ST JOSEPH'S SCHOOL DANNEVIRKE CATHOLIC SPECIALCHARACTER REVIEW REPORT SUMMARY

## Areas of growth since the last review report

Establishment and promotion of a parish based sacramental programme that has seen an increase in the number of ākongā baptised.

Strong promotion of, time allocation and budgeting for staff Catholic character professional development and learning.

The invite to more whānau to be part of the whānau group and the development of its ethos from an event organising group to looking at ākongā and whānau participation in education and ākongā hauora and achievement.

Incorporation of restorative justice practices within the behaviour management programme.

Collegial sharing of good practice at RE strand meetings to allow teachers to explore pedagogical practices to enrich classroom programmes.

The quality of prayerful experiences being facilitated and in particular the structure of and content of the hui karakia programme.

The strengthened relationship and links between parish and school, particularly the involvement of more staff in the life of the parish.

Formal reporting to whānau and the Board on ākongā RE achievement, allowing all members of the community to be aware of progress made.

Connecting and communicating with whānau about the RE programme.

## Statutory compliances to be met:

The 2015 Education Review Office report stated that health consultation needs to be set into policy and procedures to be developed for it to occur at least every two years. This is also a requirement of the Proprietor.

## Key recommendations:

Ākongā are connected to their faith and are fully engaged in faith practices within the school. Next steps are for the school is to assist them in developing a faith commitment not only lived at school but in the parish and the wider Catholic network. Young people need their whānau's support to achieve this. The school together with the parish could develop a strategic plan to achieve this vision. Extra elements related to this vision could be included within the 'Graduate profile' to ensure that it remains at the forefront in planning and goal setting.

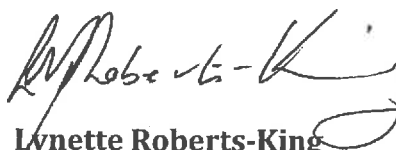
Planning of RE has started to evolve. The new planning template could be refined and implemented consistently through the school, with the DRS monitoring and reviewing on a regular basis.

A new inquiry planning format is currently in its infancy stage. Be intentional in planning for a Catholic worldview within these other curriculum areas. This will provide authentic learning opportunities that support an integration of faith and life.

We are confident that the St Joseph's School Dannevirke School leadership (BOT, Principal and DRS) have the willingness and ability to address both the recommendations and the opportunities for development highlighted in this report.



**Rosalie Connors**  
Review and Development Advisor



**Lynette Roberts-King**  
Manager Catholic Education Office