



**CATHOLIC DIOCESE
OF DUNEDIN**

Covering Otago & Southland

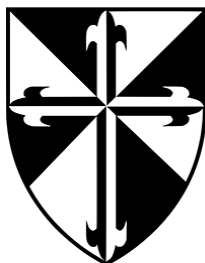
He Pūrongo Arotake Mātauranga

Ahurea Katorika ā Waho

Catholic Special Character

Evaluation for Development

VERITAS



WALK IN TRUTH

St Joseph's School

Queenstown

Evaluation conducted on 3rd – 4th May 2023

Confirmed report 1st June 2023



School Details

Name of School: St Joseph's Queenstown

Charisms: Dominican

Address: 25 Beetham St Queenstown 9300

School type: Year 0 – 8 Full Primary

Actual roll: 136

Maximum roll: 175

Non-preference maximum (5% of maximum roll) : 9

Actual non-preference number: 10

Roll based staffing entitlement: FTTE 7.97

Required number of Special Character CI 47 positions: 4

Filled number of Special Character CI 47 positions: 4

Principal: Alan Grant

Directors of Religious Studies: Emma Sullivan

Presiding Member – Board of Trustees: Catkin Bartlett

Chaplain: Rev Cipriano Fernandes

Evaluation Team

Lead Evaluator: Paul Richardson

Assisted by: Tessa Henderson – Director of Religious Studies – St Thomas Aquinas Winton

The Aims of Catholic Special Character External Evaluation for Development

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

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

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

Evaluation Dimensions

- Te tūtaki ki a Te Karaiti - Encounter with Christ.
- Te whakatupu mā - te mātauranga - Growth in knowledge.
- Te whakaatu Karaitiana - Christian witness.
- Te kaitiakitanga me to whakapakari i to tuakiri Katrorika - Safeguarding and Strengthening Catholic Character.

History St Joseph's School

“We have a great history in Queenstown - the Dominican sisters arrived to teach at our school on its current site in 1883. The Dominican pillars of prayer, learning, community and service are evident in our school and our learning. The Dominican charism or mission is based on truth, learning, discovery, thinking, excellence, prayer, community and service. That means that at St Joseph's School we will:

Always be honest
Always be learning
Always do our best
Listen to God's call
Do our bit

Our School Blessing embodies our school's vision, our value and our Dominican charism.

Our awesome God and teacher
We praise and thank you for all you have given us.
Bless us as we learn and play,
Watch over our families and our community.
May our school be a place of honesty, respect and learning,
where everyone does their best and does their bit.
May God be always with us.”

<https://stjosephsqt.school.nz/index.php/our-school>

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

² Ibid.

Progress with Recommendation from the 2019 Review Report

Te Tūtaki Ki A Te Karaiti - Encounter with Christ

Aim to ensure that teaching and learning in Religious Education enables students ākonga to integrate their faith and life. Consider strengthening pedagogies, already used or being developed, to engage students in their learning. By using tools from the Deep Learning project and explicitly making connections with the Principles for Catholic Social Teaching i.e. the dignity of the human person, the common good, subsidiarity and solidarity, practice will be strengthened. Considerations and suggested action based on discussions during the review:

1. During 2020, prioritise deeper learning about Teaching and Learning in RE, with a whole school approach

There is an ongoing need to continue to prioritise teaching and learning in RE. This was restricted with covid interruptions.

2. Study, in depth, the RE Bridging Document especially each key area e.g. “Applying Pedagogy for Religious Education”

The bridging document has been an ongoing focus in staff meetings and at our teacher only days. Kaiako have been trialling the use of AOs from new curriculum which is to be further resourced.

3. Study at the adult level the theology, scripture and prayer that relates specifically to each strand

“Staff completed the Māori Spirituality TCI paper in 2020. We said we would do one every second year and will work towards another one next year depending on the availability of a facilitator. We have attended Twilight meetings on prayer and scripture and staff meetings on strand (one per term)”

4. Collaboratively, build on planning developed to date and, guided by resources provided by NCRS, i.e. The RE Bridging Document, Faith Alive and booklets, include e.g. Key Learning (levelled) for Strands and Modules, Key Scripture, Key Prayers, Key Attitudes (greater clarity regarding assessment and reporting could evolve from this development)

Developing planning for strands and modules is a work in progress. Many staff have been trialling the new curriculum since 2020 so have been working on building new resources and planning, with continued resource assistance from NCRS.

5. Identify key Catholic practices (Level appropriate) which would include basics such as Sign of the Cross but could include participation in liturgy through to leading, reading at prayer time, to reading at School or Parish Mass

There are clearly identified key Catholic practices in which students participate. Students have input into and lead class prayers, school liturgies and Mass including parish and school Mass.

6. Study and analyse the models of planning for teaching and learning provided by the Caritas Resources for Schools, examples from other Catholic Schools and what is being currently used in The year 2 Class at St Joseph’s (in conjunction with school’s planning format for consistency), and consider using these as models when planning an inquiry based, integrated approach to teaching and learning in Religious Education

Planning for teaching and learning involves Caritas resources. Staff are working on integrating RE and inquiry and developing planning templates that support this. “We approached many schools to see what they do however no one was really integrating in a way that they were confident to share.” There is a keenness to work with other schools around this in the future.

DIMENSION 1: Te Tūtaki Ki A Te Karaiti-Encounter with Christ

How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?

Spiritual Formation

A spiritual life, grounded in Dominican values and heritage and centred on the person of Christ is at the heart of everyday life at St Joseph's School. There is a culture of collaboration through shared prayer and reflection. The staff value these opportunities to further develop their spirituality with a focus on 'the whole child.' A shared spirituality is evident in prayer and liturgical practice which involves the school and parish community. The principal sees the celebration of significant church feasts as integral in the community and a way to 'synthesise faith, culture and life.'

The school is active in its prayer and spiritual life and is focused on providing meaningful opportunities to encounter Christ. Examples of this can be seen as the school gathers to begin each week with each class group taking its turn to prepare and lead. This has been an area of growth since the 2019 review. Each day begins and ends with prayer also involving student leadership. The impact of this can be seen in discussion with ākonga who value their prayer and responsibility.

Staff prayer is held each Friday morning and occurs naturally in meetings and gatherings. Staff appreciate time for personal reflection and expressed a feeling of connectedness to the school and community. This is evident in teaching and learning which links the school Dominican-based values to the lives of ākonga who respond to the needs of others through their leadership and outreach activities. [ref dimension 3] The DRS has identified the development of school and parish Masses each term as an area of growth. A suggestion for further growth is to reintroduce a termly programme of class Masses, or class attendance at a parish Mass, and to support where necessary with liturgy preparation through assistance from DRS and parish priest.

The DRS lead a review of prayer in 2021. Through observed student language and engagement the impact of this could be seen in the value and ownership that ākonga have for their prayer. In 2022 the principal and staff chose the *Spiritual Formation Dimension One* focus area for internal evaluation. This reflects on the question, '*How does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ – and what is the effect of this?*' This evaluation effectively highlighted a number of areas of good practice, including an intensified prayer focus, retreat opportunities for kaiako, leadership in classroom prayer, sharing and reflecting on scripture.

There have also been retreat occasions this year for teachers with opportunities for reflection and encounter. The impact of these occasions can be seen in the 'sharing of insights.' The principal believes that spontaneous prayer is growing in daily routine and wider school activities. A recent

example of this can be seen in a year 7/8 Wellington camp from karaka mo te kai to a liturgy and retreat opportunity at the resting place of Venerable Suzanne Aubert. It could be concluded that an intensified prayer focus has strengthened the shared spirituality in the school.

Evangelisation

Families of students in the 5.2 – 5.4 preference enrolment category are supported and encouraged to proceed on their sacramental formation, aimed at year 4, and this is well supported within the school and parish community. Formation sessions, led by the DRS, take place within the school and may also involve children in the wider community. Families are invited to attend a parent meeting and are given booklets to work on at home. The school newsletter provides information about what is involved at each stage of the formation. From time to time families request baptism to commence the sacramental journey and receive support with this. The school is to be commended for its work within the parish.

Faith-based Leadership

It is clear in the most recent internal evaluation that there is a faith-based leadership in the school that seeks to ensure genuine and ongoing encounters with Christ. The school has a first time principal, new to the diocese, with considerable experience in supporting Catholic Special Character and Religious Education in schools. He is aware of the importance of professional learning and development opportunities to grow in the complex role of Catholic School leadership. Collaborative faith-based leadership is evident across a skilled and dedicated DRS and staff who have a strong ethos of teamwork. The principal has enabled the DRS to have a higher leadership profile and this is impacting positively on her role in supporting her staff, colleagues and the parish priest.

Further Development

- A suggestion for further growth is to reintroduce a termly programme of class Masses, or class attendance at a parish Mass, and to support where necessary with liturgy preparation through assistance from DRS and parish priest.

DIMENSION 2: Te Whakatupu Mā Te Mātauranga: Growth in Knowledge

How effectively does the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church?

Leadership

The faith based leadership of the school has immense capability to enable growth in knowledge and understanding. The strengthening of the DRS role has raised its status and enabled growth as a faith leader. This impacts positively and enables staff to collaborate and plan effectively

with curriculum and other special character events. The principal values the importance of this and acknowledges the need for continued growth and development. The DRS has established good links with colleagues in the wider Catholic schools' community and attends regional meetings, twilight meetings and commissioning Masses. Continued growth in knowledge at the board level has also become a focus with a recent initiative of providing professional reading and discussion to assist with governance most recently the NZCBC document 'Aroha and Diversity.'

Religious Education

It is clear that Religious Education has high status, is soundly managed, appropriately resourced and impacting on ākonga who are being well served through shared leadership and collaborative planning. In class observations the rapport between kaiako and ākonga was natural and positive. Lessons were well structured with ample evidence of a Catholic world view. In a junior lesson about "Belonging" the discussion featured real life examples, about sharing, the importance of groups, family, and emphasising God's family. Resources were well used with a balance of prayer, discussion, group interactions and hands-on activity. At a higher level this was similarly well balanced and included achievement objectives from the new curriculum including the innovation and trialling of a new planning format. The willingness and ability of teachers to work with the new curriculum in its early stage is commendable.

Catholic Special Character qualifications vary amongst kaiako, ranging from no qualifications to having gained tertiary (TCI) papers. It is important that this be managed through monitoring, close support, ongoing professional learning and encouragement for further study to support growth, confidence and satisfaction in the role. The challenge of attracting suitably qualified teachers for Special Character (tagged) positions is acknowledged.

Catholic Curriculum

A Catholic worldview and its integration into daily life and curriculum is described in various ways in staff feedback. This might include care of creation through an Enviroschools perspective, reflected in whole school and daily class prayer. Curriculum integration takes place across other learning areas with an emphasis on school values and respect in all they do and following the example of Jesus. This is described by teachers as 'occurring naturally' and was evident in classroom observation – e.g. using art to describe symbols for different sacraments. Waiata and karakia are selected to reflect Catholic Special Character acknowledging te Wairua Tapu – the Holy Spirit. The teacher responsible for music across the school describes messages of peace, drawing strength from God's love as a focus in song selection. e.g. Ka waiata led by the choir in the church. The St Joseph's Haka has been written to reflect the Catholic special character of the school with Kapa haka actions of praying to God, as well as our place of worship- our Mountain and Lake (Wakatipu). Kapahaka uniforms acknowledge the sacredness of the cross embroidered on them and also have the school colours and patterns. The principal

describes teaching and learning in all curriculum areas through a Catholic lens as a “key work.” Professional conversations in staff meetings regularly include the principles of Catholic Social Teaching.

The school teaches about Te Tiriti o Waitangi, the importance of tangata whenua and is seeking a deeper understanding of bi-cultural history through the Aoteroa NZ’s Histories Curriculum. The principal reported to the board about his engagement with a local mana whenua representative around preparing a draft document outlining the mātauranga Māori and korero that will become a part of teaching and learning for the school. The intent is to teach local stories, local content, ‘personalised to our context here in Tāhuna.’ This is also reflected in Catholic Special Character strategic planning.

Further Development

- Catholic Special Character qualifications vary amongst kaiako, ranging from no qualifications to having gained tertiary (TCI) papers. It is important that this be managed through monitoring, close support, ongoing professional learning and encouragement for further study to support growth, confidence and satisfaction in the role. The challenge of attracting suitably qualified teachers for Special Character (tagged) positions is acknowledged.

DIMENSION 3: Te Whakaatu Karaitiana-Christian Witness

How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life?

Catholic School Community

The willingness of school and parish to work together is a strength of the school and there is a recognised need to work to improve relationships. The principal works in partnership with the parish pastoral council and regularly attends meetings. The commencement of school parish Masses on Sundays throughout the year has been highly successful with the first one attracting a large number of parishioners in Arrowtown for Palm Sunday. This was a notable school and parish collaboration following on from conversations last year about strengthening relationships. This intention is also evident in the school’s strategic planning.

A highlight to begin each school term is a welcome Mass and presentation of the korowai to each new student to give a sense of welcome and support for new students and whanau. Families receive a regular flow of information about Catholic Special Character events and Religious Education themes through school newsletters, Skool Loop and Seesaw apps, reports, sharing learning afternoons, liturgies and prayer gatherings.

Partnership and Collaboration

Board members recognise that education is a collaborative responsibility involving various community groups. They see the size of the school as a positive, impacting on the quality of relationships across school and parish, and have observed a sense of belonging and pride amongst ākonga and whānau.

The school demonstrates a commitment to and education about Te Tiriti o Waitangi in the classroom, understanding, local and national history, te reo and tikanga and Māori spirituality. Te reo features naturally in liturgy and prayer. The staff participated in a Māori spirituality paper in 2021 which promoted understanding tikanga and confidence in the use of te reo in their teaching. Two years on, and with some staff change, staff might consider seeking out further knowledge and formation opportunities to collectively build upon this prior learning.

Whānaungatanga and kotahitanga (relationship and unity) are terms that reflect the school's mission and direction. The staff see the community as a place where early relationships are formed with ākonga and whānau and getting to know their students from 'start to finish.' There are numerous opportunities to form enduring relationships through many school activities that extend beyond the classroom and into the community. This is reflected in a strategic focus of strengthening the community and improving relationships, with initiatives supported by the PTA through its fundraising activities.

The notion of the tuakana teina partnership is evident amongst ākonga. Affectionately known as "big buddies" it involves older children caring for their younger peers, games, activities and working together in whānau groups at particular times, for example at singing practices. In a recent initiative the school's long-standing house groups, recently renamed whānau groups, have been given names of prominent Dominican Saints – *Rose of Lima*, *Martin de Porres*, *Dominic*, *Catherine of Siena*. Each whānau group is engaged in learning the significance of this. Ākonga spoken to across the year levels appreciate the various leadership opportunities available to them and displayed a sound knowledge of the Dominican heritage of their school – a likely impact of their leadership responsibilities.

Pastoral Care

The mana and tapu of each individual are acknowledged and upheld and there is much evidence to support this. The principal describes pastoral care as a strength of the school through a sense of 'connectedness and belonging.' An example of this is the school and whānau picnic held at the Lake Hayes Pavilion, attended by a majority of families. Such initiatives impact positively on newcomers to the community. Equitable access to school activities that might be otherwise cost prohibitive for some is evident with upcoming ski-camps. The impact of pastoral care is described as a personal awareness of being valued and feeling connected and feeling assured that support is always there. A strong pastoral care ethos is supported through initiatives such as the

Big Buddy Programme, Peer Mediation system and Ministry of Education PB4L (Positive Behaviour for Learning). The board values a culture of restorative practice that sits alongside these initiatives. ‘A part of who we are – that is our culture.’

The principal, since his arrival, has been proactive in acknowledging and affirming staff in their work through a number of initiatives such as Mothers’ Day gifts and a well-being teacher only day. The staff team in turn have supported the principal since his arrival and transition into first time principalship and he acknowledges the support from board and fellow school leaders within school and in the wider community. He attends to his wellbeing by managing his time in such a way as to accommodate his own personal family time.

Service and Outreach

Service and outreach opportunities, based on the gospel message, are an important focus of the school. Recognising the call of each person to care for others and contribute towards justice and equality, the school is explicit about its service and outreach activities through initiatives such as Caritas challenges, Young Vinnies activities, parish events and volunteer work within the community. The impact of this can be seen in the enthusiasm of participants in wanting to ‘do their bit’ and in whānau articulating the value of Catholic schooling for their tamariki.

Student leadership is a tradition within the school and is also regarded as a strength. This has been further strengthened with a focus on Servant Leadership to empower, enable and grow confident leaders, and has been a formation focus of leadership retreats for senior students. An example of this is the Ākonga Rangatira - year 8 programme.

“I am proud that my leadership role for my final year at St Joseph’s is one of Kaitiaki. Being kaitiaki means being a guardian” Emmanuel (St Dominic whānau)

“I want to inspire people to do what they want and help them understand and do things. I hope people see me as a responsible, helpful, kind leader.” Cecily (St Martin whānau)

Further Development

- The staff participated in a Māori spirituality paper in 2021 which promoted understanding tikanga and confidence in the use of te reo in their teaching. Two years on, and with some staff change, staff might consider seeking out further knowledge and formation opportunities to collectively build upon this prior learning.

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

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

Stewardship

The safeguarding of and intention to strengthen Catholic Special Character is clearly reflected in the school's strategic vision, planning and annual targets.

Through its strategic goal of celebrating special character the board aims to:

- *Strengthen pastoral care practices.*
- *Strengthen links with the Catholic community.*
- *Work with parish and diocese to ensure Catholic Education opportunities in Wakatipu.*
- *Explore Catholic and Dominican heritage and its relationship with mana whenua.*

The school has a meaningful plan of actions throughout the year from a stated target, "*Initiate storytelling of our Catholic Dominican heritage (our charism).*" To add further strength to this initiative, consideration should be given to stating the target in terms of a specific measurable outcome for example, *Ākonga will be able to tell stories ...*

Policy and procedural documentation pertaining to Catholic Character was not available during the evaluation visit or included in the portfolio of pre-visit information. It is understood that the school is in the process of engaging with SchoolDocs, the online policy and procedure service for schools. This presents an ideal opportunity to refresh school documentation and policy, also reflecting the four dimensions that will guide the board in its programme of internal self-evaluation.

Staff chose the Spiritual Formation focus area for the 2022 (Encounter with Christ) internal evaluation which reflects on the question, *How does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ – and what is the effect of this?* They reflected on the opportunities for quiet personal reflection and prayer, and for rich retreats which focus on encountering Christ. This review will be ongoing as staff plan how to complete this evaluation agreeing to maintain a narrow focus, specifically looking at opportunities for staff and students. Suggestions for further improvement in the internal evaluation process are to seek to include the voice of ākonga, whānau, hāpori pāriha and mana whenua to the discussion. This relates to the special character strategic goal exploring heritage and relationship. The principal is also planning to involve proprietor's appointees with internal evaluation. This will be made easier with the pending appointment of a fourth representative.

The board receives informative and detailed information about the various Catholic Special Character initiatives through principal reports. The reporting brief needs to be widened to include the Religious Education curriculum. There is a recognised need for the principal to become informed about the effectiveness of Religious Education at the classroom level, and to provide the board with information about the growth and development of ākonga. Following discussion with the principal and DRS consideration might also be given to the board receiving information from the DRS in terms of special character events and with references, where appropriate, to the evaluation dimensions, their effectiveness or impact on ākonga and community.

Legal Obligations

- The board and principal can confirm that the overriding principle of the Safeguarding Policy adopted by the proprietor is reflected in the wording of the school's Child Protection Policy.
- The Board and Principal can confidently attest that the school has sufficient measures in place to ensure the safety of children and vulnerable adults during all school related activities. (Children's Act 2014)
- The Health Curriculum is delivered in accordance with the Special Character of the school. The next community consultation is due in 2023.

The board attestation return for 2022 was submitted in March 2023. The following areas need attention to ensure full compliance.

1. The board attestation is to be submitted to the proprietor before the end of each year.
2. Proprietor appointees are required to submit their report annually to the bishop.

Preference roll as at the date of the review

Preference Criterion	Number of Students	% of Current Total Student Number
5.1	52	39%
5.2	2	1%
5.3	37	28%
5.4	22	16%
Special circumstance		
<i>Preference (not stated)</i>	12	9%
Non-Preference	10	7%
International		
Total roll	135	100%
Maximum roll	135 / 175	77% of capacity

Further Development

- The school has a meaningful plan of actions throughout the year from a stated target, *“Initiate storytelling of our Catholic Dominican heritage (our charism).”* To add further strength to this initiative, consideration should be given to stating the target in terms of a specific measurable outcome. eg *Ākonga will be able to tell stories ...*
- It is understood that the school is in the process of engaging with SchoolDocs the online policy and procedure service for schools. This presents an ideal opportunity to refresh school documentation and policy, also reflecting the four dimensions that will guide the board in its programme of internal self-evaluation.
- Suggestions for further improvement in the internal evaluation process are to seek to include the voice of ākonga, whānau, hāpori pāriha and mana whenua in the discussion. This relates to the special character strategic goal exploring heritage and relationship. The principal is also planning to involve proprietor’s appointees with internal evaluation. This will be made easier with the pending appointment of a fourth representative.
- The reporting brief needs to be widened to include the Religious Education curriculum. There is a recognised need for the principal to become informed about the effectiveness of Religious Education at the classroom level, and to provide the board with information about the growth and development of ākonga. Following discussion with the principal and DRS, consideration might also be given to the board receiving information from the DRS in terms of special character events and with references, where appropriate, to the evaluation dimensions, their effectiveness or impact on ākonga and community.

Catholic Special Character Evaluation Report Summary

Areas of growth since the 2019 review

Te Tūtaki Ki A Te Karaiti - Encounter with Christ

Spiritual Formation

- The school is active in its prayer and spiritual life and is focused on providing meaningful opportunities to encounter Christ. Each day begins and ends with prayer, also involving student leadership.
- The development of school and parish Masses each term with students having input into and leading class prayers, school liturgies.
- The 2022 internal evaluation effectively highlighted a number of areas of good practice, including an intensified prayer focus, retreat and leadership opportunities.

Evangelisation

- The school is to be commended for its sacramental formation work within the parish.

Faith-based Leadership

- The principal has enabled the DRS to have a higher leadership profile, enabling growth as a faith leader and impacting positively on her role in supporting her staff, colleagues and the parish priest.

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

Religious Education

- Inclusion of achievement objectives from the new curriculum including the innovation and trialling of a new planning format. The willingness and ability of teachers to work with the new curriculum in its early development stage is commendable.

Te Whakaatu Karaitiana - Christian Witness

Catholic School Community

- The commencement of school parish Masses on Sundays throughout the year has been highly successful with the first one attracting a large number of parishioners in Arrowtown for Palm Sunday.

Partnership and Collaboration

- The notion of the tuakana teina partnership is evident amongst ākonga and involves older children caring for their younger peers, games, activities and working together in whānau groups at particular times, for example at singing practices. In a recent initiative, the school's whānau groups have been given names of prominent Dominican Saints – *Rose of Lima, Martin de Porres, Dominic, Catherine of Siena*.

Pastoral Care

- Initiatives such as the Big Buddy Programme, Peer Mediation system and Ministry of Education PB4L (Positive Behaviour for Learning). The board values a culture of restorative practice that sits alongside these initiatives.

Service and Outreach

- Student leadership has been further strengthened with a focus on Servant Leadership to empower, enable and grow confident leaders, and has been a formation focus of leadership retreats for senior students. An example of this is the Ākonga Rangatira - year 8 programme.

Key Recommendations to support development

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

- Catholic Special Character qualifications vary amongst kaiako. It is important that this be managed through monitoring, close support, ongoing professional learning and encouragement for further study to support growth, confidence and satisfaction in the role.

Te Whakaatu Karaitiana - Christian Witness

- Consider seeking out further knowledge and formation opportunities to collectively build upon prior learning following staff participation in a Māori spirituality paper in 2021

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

- The school has a meaningful plan of actions throughout the year from a stated target, *“Initiate storytelling of our Catholic Dominican heritage (our charism).”* To add further strength to this initiative, consideration should be given to stating the target in terms of a specific measurable outcome, for example *Ākonga will be able to tell stories ...*
- It is understood that the school is in the process of engaging with SchoolDocs, the online policy and procedure service for schools. This presents an ideal opportunity to refresh school documentation and policy, also reflecting the four dimensions that will guide the board in its programme of internal self-evaluation.
- Suggestions for further improvement in the internal evaluation process are to seek to include the voice of ākonga, whānau, hāpori pāriha and mana whenua in the discussion and involve proprietor’s appointees with internal evaluation.
- The reporting brief needs to be widened to include the Religious Education curriculum. There is a recognised need for the principal to become informed about the effectiveness of Religious Education at the classroom level, and to provide the board with information about the growth and development of ākonga. Following discussion with the principal and DRS, consideration might also be given to the board receiving information from the DRS in terms of special character events and with references, where appropriate, to the evaluation dimensions, their effectiveness or impact on ākonga and community.

Compliance actions

- The board attestation is to be submitted to the proprietor before the end of each year.
- Proprietor appointees are required to submit their report annually to the bishop.

The evaluation team is confident that the St Joseph's School Board, Principal and senior leaders have the willingness and ability to address these recommendations and actions. Ongoing assistance is available from the Catholic Education Office.

We extend our sincere thanks to the board, leadership, staff, whānau and ākonga of the St Joseph's community for the welcome, hospitality and cooperation extended to us, opportunities to dialogue with various groups and for the opportunity to experience the way that they safeguard and strengthen their Catholic Special Character. The organisation and preparation for external evaluation by the principal and senior leaders is appreciated.

Ngā mihi nui

Paul Richardson B Ed, Dip Tchg, Dip Ed L, Dip RE, CFLE

Lead Evaluator

1st June 2023

