

**Diocese of Dunedin
Catholic Education Office**

**External Review
Catholic Special Character Review for Development**

**REPORT ON
St Joseph's Catholic School, Queenstown**

School Type:	Year 0-8 Full Primary
Visit:	18-20 March 2019
Principal:	Trisch Inder
DRS:	Lisa Dickson
Reviewer:	Phil O'Connell-Cooper
Accompanying Reviewer:	Jo Stanley Principal St Joseph's Cathedral School





St Joseph's School
Queenstown, NZ



CREATING CONFIDENT LEARNERS

WHO, LIKE JESUS,

MAKE A POSITIVE DIFFERENCE.

Catholic Special Character is at the essence of all that happens at St Joseph's. Leadership, by example, is strong. Service and outreach stand out as very significant strengths in this school community. A sense of respect and empathy is developed in students to allow them to recognise that others are not as fortunate and that action is required to", like Jesus, make a positive difference."

Learning about being accepting, caring and forgiving of others is consistent across the school. "By far the best inquiry we ever do is Caritas Inquiry and Challenge - great fun!" (student) Students drive initiatives for doing things for others and they are wholeheartedly supported by the parents, teachers and other students. Outreach is part of the school culture e.g. Baskets of Blessings, Relay for Life, Caritas. Students have a passion for service e.g. singing at the Senior Citizens, group of volunteers at Wakatipu Home, Year 8 Service Inquiry.

A student, when asked, "What opportunities do you get to help people in the community or the wider world? How important is this in your school? The reply was:

"IT'S VERY IMPORTANT FOR US TO DO THIS.

IT'S IN OUR DNA!

IT'S OUR REPUTATION TO HELP OTHERS."

Catholic Special Character Dimensions and Focus Areas

DIMENSION 1: TE TŪTAKI KI A TE KARAITI | ENCOUNTER WITH CHRIST

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

FOCUS AREAS:

Spiritual Formation

How does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ?

Prayer, Masses, Liturgies, Learning, Service and a shared and clear understanding of the school's vision, supported by strong leadership and role modelling, enable all involved in the school to have their Wairau, their spirituality, nurtured.

Teachers, when asked to give examples of how they encourage and support students' personal relationship with Jesus Christ and faith journey mentioned many things including: taking time to listen, encouraging children to have conversations with God, making connections with faith and life, making learning relevant, how when students want to become Catholic, the school is involved with Baptism preparation and ceremony, encouraging service by role modelling and support, connecting with our vision to "...like Jesus, make a positive difference" and when making choices and decisions, focus on "What would Jesus do?"

The DRS recognises that there are many ways in which both herself and other staff have opportunities to be formed spiritually, some of which are provided by the school, Parish, Dominican Sisters and Catholic Education Adviser, giving examples such as prayer, Twilight and DRS meetings and retreats, taking part in Masses/, including reading ministry, particularly at St Patrick's Arrowtown, leading children's liturgies once a month in St Joseph's Queenstown, attending the Dominican Conferences, Catholic Schools' Convention and the Diocesan Gathering.

Prayer time is recognised as time for reflection and growing closer to God and to one another. Clear guidelines are provided for all teachers to include e.g. scripture, reflection, participation, reverence, formal as well as personal prayer. Children see prayer time as very important: "it brings us together, it helps us to make connections between life and faith learning, we learn that God is good and listens to us when we talk to him through prayer".

A very spiritual and inclusive practice in the school is the welcome to children new to the school with a special Mass, that includes a mihi whakatau, where children are given a kakahu (made by a parishioner) to wear as they are blessed by the Parish Priest. At this time the families are invited to a Parish Mass as well.

Staff take turns to prepare and lead prayers on Friday morning. Teachers new to Catholic schools are supported with resources and ideas. Prayer begins staff and board meetings

Future development:

The Year 8 teacher is planning to have a retreat with Year 8 students this year

Opportunities developed for students to have greater autonomy in not just leading prayer and liturgy, but being more involved in the preparation

Evangelisation

How does the school, through its practices and communications, facilitate an encounter with Christ and spread the Good News to both churched and unchurched members of the community?

It is very clear from the school's website, the school's internal and external environments, the attitudes and behaviour of the adults and students in the school, the close relationship with the Parish Priest and the growing closer with the Parish initiatives, led by the Principal, Board of Trustees and teachers that the school is Catholic, not just in name, but in intention and practice. As mentioned above, parents and families are welcomed to school at the Welcome to School Mass and also invited to a Parish Mass where they are welcomed to the Parish. Regular and meaningful Information is published in the school and class newsletters regarding the current learning (Religious Education, Liturgical Year, Saints and Holy People) and parents are encouraged to ask their children about this learning. Sharing of Learning occurs once a term where children talk to their parents about what they have been learning. Easter and Christmas liturgies occur every year where the children share the stories of these important events to parents and the wider Parish community. Parents are invited to Sacramental Parent meetings where the Parish Priest and DRS lead the learning about the Sacramental Journey. Parents are invited and warmly welcomed to school prayers both in the classroom and on Monday mornings.

The school is fully involved in the Sacramental Programme. All children/families are asked if they would like to be part of the Sacramental journey and are offered baptism if this has not already been done. A parent meeting is then set up for families proceeding with the programme (which includes other families of the Parish not attending the school). Other parent meetings include one prior to prayer partner Sunday, Reconciliation and First Eucharist/Confirmation. The DRS organises the children who are at school, the meetings with the support of the Parish Priest, the Prayer Partners from the Parish, Prayer Partner Sunday, Reconciliation Liturgy, First Eucharist and Confirmation Masses. The teachers at St Joseph's also include some of the appropriate Sacramental Strand learning during this time of preparation. Children from the Parish, not attending St Joseph's, are encouraged to come along and be part of this learning. The Parish Priest instructs the Filipino children separately.

Around two thirds of the relevant cohort, attending St Joseph's, are involved in the Sacramental Programme each year.

Information on The Catholic Church and being Catholic is included in the Enrolment pack with free booklets available on application. At the time of enrolment, the Principal goes through different aspects of Catholic Special Character such as the RE Programme outline, the Dominican connection, the importance and routines of Prayer, the Sacramental programme.

Future Development: - Parent meetings - New Entrant teacher (AP/DRS)

The school has programmes for induction for Parish Priest, new Board members, and new staff.

Future Development: Deeper and more sustained induction for new staff, particularly those not Catholic; induction for a new BOT Chair; induction for children new to the school who are not New Entrants.

Faith-based Leadership

How does faith-based leadership effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ?

These extracts from the school's charter, clearly indicate the priorities. Faith leadership is supported and guided by these understandings "St Joseph's School provides an environment based on the Catholic Faith and Gospel Values, enabling the children to develop their full potential spiritually, academically, emotionally, socially, physically and culturally." (School's Mission Statement) "**Creating confident learners who, like Jesus, make a positive difference.**" (School Vision) The school was founded by the Dominican Sisters in 1883. The "charism" of the school is to follow The Dominican Way which is based on Veritas -truth, with strong emphasis on **learning** (discovery, thinking, excellence), **prayer**, **community** and **service** (mission). They live out their "charism" at St Joseph's School by: being honest, learning, doing our best, listening to God's message, doing our bit".

The Principal and DRS are committed to continuing formation in their knowledge and practice of their faith, showing leadership and role modelling through which, they support and encourage all staff members. They work collaboratively to lead a faith and service focused environment.

Extracts from the Guidelines for Catholic Special Character and Religious Education also indicate that teachers are guided appropriately:

- “St Joseph’s School is intended to be a community in which faith and practices of the Catholic Church are passed on and experienced.”
- “Through its Catholic Character, St Joseph’s School provides a faith environment for children to experience Catholic Life and to be evangelised and catechised. Through its Religious Education class programme, the school provides opportunities for children to learn what it is to be Catholic, what Catholics believe and how they celebrate, live and pray.”

Guidelines for Special Character at St Joseph’s School provide an overview, a checklist for Special Catholic Character at the school, the Learning Strands and Learning Modules and the Governing Principles Sustainability and Catholic Character includes Catholic Social Teaching.

The Job Descriptions for teachers holding S464 positions includes the following - “It is the policy of the New Zealand Catholic Bishops Conference (October 2011) that the person holding a Section 464 position (tagged) must be a baptised Catholic, active in a Catholic Parish or Catholic Eucharistic community, and who is an authentic witness and role model for Catholic students” (Page 33, Handbook for Boards of Trustees of NZ Catholic Integrated School, 2016)

And for teachers not holding a “tagged” position: “Not all employees of a Catholic School have to be Catholic. However, every teacher is obliged to uphold and support the Catholic character in all they do and must do nothing to damage or undermine it.” (Page 26, Handbook for Boards of Trustees of NZ Catholic Integrated School, 2016)

For those in leadership, regardless of their appointment status, the following expectations apply:

“Demonstrates understanding of the Catholic Special Character and the school charism

Supports the principal and DRS in nurturing the Catholic Special Character in the daily life of the school

Acts as a role model and provides leadership in, and articulates the Catholic Special Character to staff, children and parents

Undertakes Professional Development in Catholic Special Character and spiritual leadership

Supports the Principal and DRS in the effective planning and delivery of the Religious Education Curriculum”

DIMENSION 2: TE WHAKATUPU MĀ TE MĀTAURANGA | GROWTH IN KNOWLEDGE

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

FOCUS AREAS:

Leadership

How does effective leadership enable growth in knowledge and understanding, which are necessary factors in the disciple's journey?

Every staff meeting has a Special Character component. The Principal, DRS and DP lead the Religious Education talk in staff or syndicate meetings. As mentioned previously there are clear guidelines and support in relation to Catholic Special Character including expectations for Prayer, Religious Education, including time allocation, Parish Connection, Service. The Principal and DRS lead by example through their commitment to the faith, their willingness to learn and their Parish involvement. The DRS contributes to the School Newsletter. "The Special Catholic Character section in the Newsletter has been developed - always relevant and a timely and worthwhile read - spiritual input for adults." Comment from a BOT member

The Principal and DRS are fully involved in the internal process for Catholic Character Review and lead this. Next steps are identified and followed up. Catholic Special Character is always part of the BOT Report. The DRS reports to the BOT on the outcomes of Catholic Character Goals from the Strategic Plan.

A variety of Professional learning is offered each year and teachers are supported to take part. This year it includes Twilight Meetings, further work on the Bridging Document, the Dominican Conference.

Future Development:

It is planned that all teachers will enrol in the TCI Maori Spirituality Paper in the second half of 2019.

Staff Meetings dedicated to Religious Education with a particular focus on the theology of each strand (this is seen as an opportunity to deepen the knowledge of teachers supporting them to have a firm foundation from which to teach Religious Education in a more integrated way).

Extended time for induction to enable teachers new to teaching Religious Education to gain more knowledge, awareness of resources, observe in other classes and grow in confidence.

Religious Education

How is the Religious Education programme given high status, and what evidence is there that it is soundly managed, appropriately resourced, and professionally delivered by qualified Kaiako (teachers)?

Staff prayers gives teachers ideas for their class and where to go to get ideas, “makes you think and connect” (Staff Member)

Most of the learning around the Bridging document and Integrating the learning has happened in the context of staff meetings, using the resource provided by NCRS and also ongoing discussions and reviewing of planning in syndicates. Teachers were encouraged to explore ways of integrating learning of Religious Education. They found that teachers who are more confident about the content of the programme were more able to integrate into Inquiry. Leading the learning of Inquiry with RE seems a more effective way to ensure depth of learning.

Teachers have been asked to use the templates to inform their planning to ensure coverage of what needs to be taught and that the learning focuses on the key ideas for each strand. The Leadership Team wants to ensure depth of learning experiences. They recognise that they are not integrating for the sake of integrating but only where this has the potential to add impact and greater depth to the learning.

Teachers who are less familiar with the programme feel better supported by using the online resource and the books. There are some challenges with using the Faith Alive online modules.

Student voice is gathered, most recently in relation to the Communion of Saints Strand, and is included in reports to the BOT. In the process of this review students had the opportunity to talk about how they viewed what happens at St Joseph’s. Children are engaged in their learning and are happy to contribute ideas and talk about their faith. In relation to teaching and learning in Religious Education they mentioned valuing RE learning in particular: the CARITAS focus and challenge, learning time when there is no deadline or pressure, teachers relating stories to everyday lives or their own lives, Bible stories are interesting, learning about “stuff they didn’t know”.

They don’t feel as connected to the learning when they have to sit for too long listening; “if it’s too long we lose interest.” and they suggested ways that RE teaching and learning could be different by: letting older kids read for themselves instead of the teacher, more modern connections made to their everyday lives, making up own prayers, using online investigations, learning by fun activities They said that they want to drive their own learning and work independently instead of just listening. Their comment was: “By far the best inquiry is Caritas Inquiry and challenge - great fun.”

They also value how some teachers talk about how the faith learning is connected to them. “it makes it more interesting and more real”.

Future Development: Think about what students are saying in relation to teaching and learning in RE and what learnings there might be for us as teachers

See also: Recommendation from this Review

Catholic Curriculum

How is the Catholic worldview integrated into the daily practices of the school and into all curriculum areas?

The intent of the school vision is alive and well at St Joseph’s. There has been a very deliberate approach to integrating both the principles of Catholic Education and those of the NZ Curriculum, including values, virtues, Dominican Charism, Positive Behaviour for Learning (PB4L), principles of Catholic Social Teaching etc. The challenge now (because of recent professional learning developments, involvement in the local Community of Learners and a number of staff changes) is sorting and synthesising all the aspects into a new unified direction that remains strongly rooted in Catholic Special Character.

Wherever possible they try to make links to RE in other areas of learning. Excellent use of the Caritas resource occurs and discussion had been had around using this model of teaching and learning as a guide when developing other teaching and learning in Religious Education.

Their school production in 2017 focussed on science, social science and the arts through a Catholic view using the lead characters of Pope Francis and Dominic - a sustainability focus with Laudato Si being a resource.

The action of Service/Community from the school’s Dominican Pillars inform the action at the end of an Inquiry e.g. Garden project, Caritas Challenge to “Move It, Live It, Sweat it, Stop It”, and the Book Fair.

Year 8 Leadership programme and Service is a real strength of the school and is valued by parents, staff and students. Among their roles are Catholic Character leadership, Tuakana Teina, Buddies with New Entrants, Playground support, part of the induction of new students and families, hosting visitors and showcasing school (the Church is always included as a key part of the school)

The students graduate from the school, mostly to the local High School,” confident learners, who like Jesus, want to make a positive difference in their world”.

DIMENSION 3: TE WHAKAATU KARAITIANA | CHRISTIAN WITNESS

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

FOCUS AREAS:

Catholic School Community

How does the school, as an authentic Catholic community, promote and support active Catholic witness and practice in the school and in the Parish community of which it is an integral part?

The Welcome - Mihi Whakatau and Mass for New Entrants and their families, followed up with a welcome to the Parish Mass is a number one priority as is knowing their students and connecting with families/whanau.

The school has made consistent and persistent efforts to build up School/Parish relationships and contribute fully to events with the Parish including: Parish and School picnic, Mid Winter Christmas, World Day of Prayer (in 2017 this event was at their church - students participated and hosted by serving morning tea), Queenstown Way of the Cross (again in 2017) hosted at the school and a Hangi meal with Parish and School at their Maori and other cultures consultation evening. Children's Liturgy is a positive way to make connections. It is held in Queenstown regularly, run by the DRS and another teacher. A parent at Arrowtown has started Children's liturgy this year.

Ministries are carried out by the Principal and teachers who are Catholic. Welcome Masses, four times a year, are held for new families into the Parish including a Mihi Whakatau (welcome). The Principal also leads liturgy at St Patrick's Church. Parents and parishioners are invited to Class Masses. When Masses or Liturgies are celebrated for special events, families are invited via the newsletter, texts, personal approach. Parishioners are also invited.

Respectful relationships are encouraged between students, all staff, families and visitors and Restorative practices are used for any behaviour incidents. Connection with the Sacrament of Reconciliation is made when relevant.

An Information package is given to new families - reviewed to support them by including contact person for Brazilian and Filipino families and there is an updated leaflet to include Catholic Character information. Connecting new parents is easier in the New Entrant class through Welcome Wednesday, transition to school programme. The school tries to connect families from the same cultural background where this is possible.

The Parish Secretary continues to be a great connection between school and Parish and ensures school news is regularly part of the Parish news. The Sacramental programme is a joint School and Parish responsibility. Prayer Partner Sunday is successful with Prayer partners from both St Patrick's Church in Arrowtown and St Joseph's Church in Queenstown. Children are invited forward after Communion with their Prayer Partners and given a Blessing. The children write letters to give to their Prayer Partners. Morning tea afterwards is a further opportunity to make connections.

Pou have been installed in the Basement area to show the Dominican connection (2 more planned). The Principal uses every opportunity to make a Dominican connection and ensures messages from a Dominican Sister are included in the newsletter with her photo and the Dominican crest. The Dominican Pillars of service and community continue to drive the learning. At the enrolment meeting, the Principal lets new families know that St Joseph's is a Dominican School explaining about the 4 Pillars: prayer, learning, community and service.

There is a positive relationship with the Parish Priest who addresses the children at Monday prayers, presides at class masses, is involved in the Sacramental program, and joins staff for social activities.

Partnership and Collaboration

Recognising that education is a collaborative responsibility, how does the school build strong commitments to all the groups it relates to including its whanau, its Parish, its founding religious congregation, its Proprietor and its Bishop? How do ākonga (students) develop an understanding of, and respect for, the cultural diversity of New Zealand?

There are many strengths at St Joseph's and inclusivity, welcoming approach, acceptance of difference, and a growing acknowledgement of the need to understand cultural diversity are among them. Examples, as well as others previously mentioned, include:

- Welcome Masses - Mihi whakatau where the school's written haka is performed – recognition of our Tangata Whenua before they recognise other cultures
- Prayers in other languages
- Dominican pillars - Learning, Prayer, Community and Service are part of their every day as well as focus for learning
- Connections maintained with the Dominican Sisters and Dominican Conferences attended
- Maori Creation story and Dominican pillar at one entrance to the school (POU)
- Other pillars planned to represent other cultures - 2 per year

- Consultation with all main cultural groups at the school, parents to act as liaison with families from other cultures - minimise language barrier, Information booklets in different languages sourced for families, learning support provided for students who speak other languages
- Active attempts to build good relationships to ensure smooth transitions to school - families, Early Childhood facilities, other schools including High school with regular visits by Principal and Assistant Principal to all Childcare Centres to strengthen relationships and make transitions for our students better
- Active participation in Wakatipu Kahui Ako (Community of Learning) St Joseph's Principal is now the Lead Principal
- Transition from Early Childhood is one of the goals of the Kahui Ako. A Hui "Strengthening Pathways to School" with ECE Services was attended by the Principal and Assistant Principal
- Visits welcomed from St Peter's College, Gore and St Kevin's College, Oamaru as Catholic pathways and also Wakatipu High School to support transitions

Further Development: Developing strength for Board to attend cultural Masses – One Proprietor's Appointee is from the Filipino community so representation from other cultural groups as appropriate is encouraged

Te Tiriti o Waitangi

How does the school, as an authentic Catholic community, demonstrate a strong commitment to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bicultural partnership?

Welcome Masses - Mihi whakatau- as already mentioned, are part of the school's culture. Visitors to the school are welcomed with Mihi whakatau and there is a developing culture of "this is the way we do things here". The Religious Education Curriculum is well supported for Te Reo Maori and teachers use the appropriate Reo regularly. Guided by a teacher who is Maori, people in the school are learning to make links with Maori spirituality and Catholic Spirituality, e.g. Holy water as go into church and use of water when an area is tapu, e.g. at a funeral or visiting a home when a person has died. Children can make the Sign of the Cross in Maori and know some class prayers in Maori. The School waiata has been written in Te Reo Maori, using our school blessing.

Further Development: Students and teachers to learn the waiata and sing it regularly.

The Principal and Within School Lead Teacher attend Te Ohu Maori o Wakatipu cluster Hui where planning occurs for building connections across schools in the Wakatipu in relation to Kapahaka performance and enhancing learning in Te Reo, Tikanga and Te Ao Maori e.g. Matariki Celebrations. Moa class is learning about Te Whiti, making links with Leadership.

Developing knowledge of the local stories, with Darren Riwi, kaumatua, and understanding cultural responsiveness is an area of growth going forward. The Principal uses Te Reo in Liturgy, both within the school and in the Parish, particularly when leading Liturgy of the Eucharist at St Patrick's Church, Arrowtown.

Further Development: Staff plan to study the Maori Spirituality TCI paper later this year

Further Development and area of growth: School audit by Rawinia Paringatai to further develop understanding of cultural responsiveness

Pastoral Care

How does the school ensure that education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God?

Restorative practices are used to support our students to understand impact of their behaviour on others and when this is negative, to be given the opportunity to repair any harm they have caused. The challenge is for staff to remain consistent. Induction and annual refreshers need to focus on this practice. There is a focus on students learning to take responsibility for their own behaviour which is supported by the Restorative process. A further development has been the introduction of Positive Behaviour for Learning (PB4L) and two of the team have used this approach for the past year. Staff feel that it more accurately identifies our special character, in that we are using a positive approach, looking for the good and praising so that, "like Jesus, they are making a positive difference".

Financial support is provided to enable families to participate fully, using Trust funds and donations. Families are also supported, in many different ways, when suffering hardship through e.g. illness, bereavement, often combining with the Parish to support parishioners and families. Parents, students and staff are very caring and responsive in a multitude of ways.

The Parish Priest regularly visits the school, is present at Monday morning prayers. He gets to know the children and they know him - they love Class Masses.

The Board of Trustees is supportive of the Principal and Staff and works together with them to ensure the school is a safe, inclusive place where each member of the community is valued. The Principal cares for the wellbeing of staff and aims to be responsive to their needs e.g. giving leave as needed. The staff are recognized and supported in a variety of ways. Praying together each week creates a positive and supportive culture through which staff all support each other. Maintaining a positive culture is an ongoing process and the leadership team and all staff work at this. Staff are acknowledged e.g. by messages in the newsletter, on the School's Facebook Page, with special morning teas.

All children are welcome at this very inclusive school. The Principal and teachers have a very professional approach combined with empathy and compassion. Support for English Language learners, Resource Teachers of Learning and Behaviour, Ongoing Resourcing Support, Individual Education Plans are in place for those children needing additional assistance. Two dedicated teacher aides support the teachers and their students who require additional support.

Students, when asked how they are cared for at school and how does the school keep you safe, were confidently able to explain how the Principal, teachers and other staff cared for them, that they are people they could trust and could rely on for help if needed. The Year 8 Big Buddies were also mentioned as people to whom you could go for help. They mentioned how older children would always look after the younger ones. Children didn't consider there was bullying behaviour at the school but said sometimes people do make wrong choices and adults have to help them sort out the problems, especially if they have really hurt someone. They could also list a variety of strategies which could be used to sort out conflict situations themselves.

They recognised that some children need special help in their learning or managing themselves and that plenty of help is available both within the school and with special people coming in to help. They said that the teachers give out different ways of learning to help children. They think that mostly children are treated with respect but sometimes there is name calling which is not respectful. They knew what to do if that happened.

Service and Outreach

Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities in the Gospel message, and grow the practice and understanding of caring for others?

Much has been mentioned throughout this report in relation to service and outreach because it is a strength of the St Joseph's Community.

Various initiatives and practices include:

- Service as an action leading from our areas of Inquiry - making a positive difference in their community
- Fundraising - Camp Quality, Caritas, Nano Nagle Trust (for families who can't afford attendance dues)
- Catholic Social teaching as regular part of learning - Caritas Lenten programme
- Leadership programme where Year 8 students "like Jesus, make a positive difference" for fellow students and in their community by their initiatives
- Emphasis on "What would Jesus do"? Stories in Bible about how Jesus lived is their guide for choices they make.

- Inquiries where they are trialling to integrate RE learning to make the learning deeper and more relevant to the lives of the learners. The school's goals are to have outcomes based on the Dominican pillars of Community and Service – i.e. focus on what they can do to make a positive difference in their communities
Student Council meetings - bring initiatives to table about what they can do to make a positive difference in their school and communities e.g. activities organised at lunchtime, leading House activity afternoons, sharing of learning from Mātariki celebration, teaching Kapa Haka to juniors, Dance Off competition, Volunteering at Wakatipu Home on Fridays
- 2017 hosting World Day of Prayer and the Way of the Cross - seniors helped with serving morning tea
- Prayer partners from the Parish work with the students making their First Reconciliation, Eucharist and Confirmation which develops positive relationships between the children and Parishioners. Both Arrowtown and Queenstown churches involved.
- Student led initiatives such as, raising money for Cancer -Relay for Life and Soda Steam fundraisers, selling baking for Happiness House (a local Support network) and Baskets of Blessings (students helped pack baskets as well as fundraising), Mental Health - Gumboot day for Mental Health, Caritas actions as an outcome of learning or in response to a crisis or disaster.

Students recognise and value the opportunities they have to help people in the community and the wider world and see it as extremely important. “It’s in our DNA. It’s our reputation to help others.” They recognise that they are called “like Jesus” to make a difference in their world.

Future Development: The DRS, working with the teachers, plans to investigate Young Vinnies as an aid for the social justice component of the Inquiry process in the senior school.

**DIMENSION 4: TE KAITIAKITANGA ME TO WHAKAPAKARI I TE TUAKIRI KATORIKA |
SAFEGUARDING AND STRENGTHENING CATHOLIC CHARACTER**

School Information

Name:	St Joseph's School, Queenstown		
Address:	25 Beetham Street, Queenstown		
School Type:	Full Primary (Year 1-8)		
Decile:	10		
Roll at Time of Review:	120	Maximum Roll:	175
Preference Enrolments:	1.1 53	1.2 4	1.3 15 1.4 11 1.5 0
Preference category not stated	31		
Non-preference Maximum: 9	Actual Non-preference: 7		
Staffing Entitlement: 7.1	BOT Funded: Management release for DRS, DP and AP,		
Technology, Science and Music	0.12 each		
Required No of S464 positions	4.3	Current No of S464 positions	5
Ancillary Staff:	Teacher Aides 2	Administration	1
Ethnic Composition:	NZ European/Pakeha	55.8%	
	Maori	11.6%	
	Latin American	10.8%	
	Filipino	8.3%	
	Indian/Sri Lankan	3.3%	
	European (other)	4.1%	
	Pacifika (Tongan)	1.6%	
	Chinese	0.8 %	
Board of Trustees Chairperson:	Cheryl Robertson		
Principal:	Trisch Inder		
Director of Religious Studies:	Lisa Dickson		
Deputy Principal:	Brendon Martyn	Assistant Principal: Lisa Dickson	
Parish Priest/Chaplain:	Father Jaime Lalaguna		
Priest on Board of Trustees:	Father Martin Flannery		

FOCUS AREAS

Stewardship

How does Governance and Management safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment?

The Board is committed to its role and is well aware of the importance of safeguarding and strengthening Catholic Special Character.

Legal Obligations

St Joseph's is compliant with its integration agreement with regard to:

- The number of S464 positions
- Maximum Roll and Enrolment Scheme
- Number of Preference students although the Parish Priest and Principal need to ensure that the category of preference enrolment is recorded and updated if the status changes
- Number of non-preference students
- Consultation with and Reporting to the Proprietor

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

Board of Trustees Strategic Plan contains Catholic Character Goal and Annual Goals and is reported against at Board meetings. The Strategic Survey and Parent evening contains very clear Catholic Character focus. The Audit Cycle in the Triennial Plan - includes review of Special Catholic Character - now based on the Dimensions. Attestation and Proprietors Report annually. Attendance at Bishops Forum. Budget contains amount for PLD, Special Catholic Character and Property maintenance budget. Property Maintenance inspection occurs with follow up actions. The Board is supportive of employees e.g. giving leave as good employers (compassionate), supporting career developments e.g. allowing the Principal to take on the role of Lead Principal of the Wakatipu area's Kahui Ako (community of Learners). The biggest challenge for the current Board and Principal is ensuring that the option for quality Catholic Education in the Wakatipu is available now and, in the future, particularly with the school's current location and available accommodation, difficulties regarding transport and the proliferation of new state schools close to large housing developments which are easily accessed by the residents. Without urgent action by the Catholic Education Office and Ministry of Education, the challenge for Board and Principal is significant.

As evidenced, the responsibilities of the Board of Trustees, in relation to Catholic Character are reviewed at Board meetings, in the Triennial Review Cycle, Strategic Review, Attestation, and Report to the Proprietor.

The Catholicity/charism of St Joseph's is promoted through outstanding signage on roadsides at entrances to the school, the work of a combined Board, parent, Principal - Marketing group. Included in the signage are the School's Vision and the Dominican crest. Also used for promotion are up to date leaflets, booklets, the website, media coverage, BOT involvement in the Parish and district and word of mouth.

What have there been some of the areas of growth since the last review?

More focused reports to Board on Special Catholic Character Goals
More community consultation feeding into Strategic Planning
Huge development in being bicultural - Haka for Mihi whakatau welcome as new families come to Welcome Mass, Kakahu made by ex-family presented to children to represent belonging, care, protection and guidance during their time at St Joseph's School, Families given card and welcomed to Parish Mass where welcomed to community
Use of other languages - incorporating other cultures by saying prayers - experience of family shared at Children's Liturgies now in both main churches
Current Catholic Character leader is very committed to her role
Principal leading Sunday Liturgies at Arrowtown
Pou to celebrate Dominican charism
New planning format for RE incorporated curriculum levels rather than years - working at integrating RE where possible into other learning and other learning into RE and linking this into Social action - linking Dominican service and community.
Prayer partners have strengthened - children write letters to Prayer partners - Prayer Partner Sunday followed by morning tea.
Prayer reflection garden in front of Paddy Burton seat

School's Response to Key Recommendations for Development from 2015 Review

That the school looks to strengthen its three-year cycle of review for Special Character.

Dimensions incorporated into the Cycle. Goal is to get more parent input; looking at variety of ways to engage. Strategic review used to inform goals for 2019

That the school continues to work on the formation of staff through qualifications and courses with The Catholic Institute.

The Catholic Institute papers completed - Catholic Social Teaching, Introduction to Christology. Maori Spirituality planned for 2019

That school continues to develop its work with appraisal as a way of helping staff engage with the expectations of their tag.

Tagged - added clause, code of ethics and elaborations in Job Description
Goal either personal or from Strategic plan/ annual goal

That the school continues to develop their Annual Plan so that the layout supports regular review.

Strategic Catholic Character goal reported on; regular reporting against annual target to Board; Analysis of Variance presented by DRS

That the school continues to explore ways that it can enhance and build the Parish School relationship.

Strategic Goal 2017. The Strategic survey following on from this goal showed positive gains

That the school continues to review and refine the work done to track and record progress in Religious Education so that it adds value to teaching and learning.

Work in progress

That the school looks to develop the website to include material for parents on Religious Education topics that can support their conversations with children.

The website provides significant information.

More relevant or topical information is provided through newsletter - Special Catholic Character section, class information sent home about what students are learning, sharing of learning afternoons, Easter and Christmas liturgies

That the school continues to renew the commitment to the Dominican Charism and find ways that make it lived within the culture of the school.

Strategic and Annual Plan 2019

Production with St Dominic as character -2017 - with Sustainability focus

Sister Mary Anna O.P - photo and message in newsletter

4 pillars - focus for new parents and in Inquiry - action through community and service

Pou in downstairs school entrance which was blessed on St Dominic's Day 2018

The Welcome to School - Welcome to School Mass- Kakahu - belonging, care and protection and guidance

That school looks to consider its role as an evangelising agency and consider the changing demographic of the role through its degrees of preference.

Degrees of Preference

Analysis of preference level using data on SMS. Actions taken as appropriate.

RECOMMENDATION FOR DEVELOPMENT FROM THIS REVIEW

DIMENSION 2

Te Whakatupu Mā Te Mātauranga Growth in Knowledge Leadership Religious Education Catholic Curriculum

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:

- During 2020, prioritise deeper learning about Teaching and Learning in RE, with a whole school approach
- Study, in depth, the RE Bridging Document especially each key area e.g. “Applying Pedagogy for Religious Education”
- Study at the adult level the theology, scripture and prayer that relates specifically to each strand
- 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)
- 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
- 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 base, integrated approach to teaching and learning in Religious Education

**Catholic Special Character Review Team
March 2019
Phil O’Connell-Cooper
Lead Reviewer**



St Joseph's School
Queenstown, NZ



Proprietor:
Bishop Michael Dooley
2019