



***He Arotake Whanaketanga mō te
Mātauranga Ahurea Katorika-Te Ture mō
ngā Kura Katorika***

***Catholic Special Character External
Evaluation for Development
Report***

**Te Kura O Hato Patariki
St Patrick's School, Masterton**

June, 2023

Evaluation conducted on 15th-16th June

Confirmed Report 19th July



School Details

Name of School: St. Patrick's School

Address: Chapel St, Masterton

School type: Year 1 - 6

Actual roll: 215

Maximum roll: 320

Non-preference maximum: 32

Actual non-preference number: 32

Roll based staffing entitlement: 15.15

Required number of Special Character Cl 47 positions: 9

Filled number of Special Character Cl 47 positions: 8

Principal: Steve Wheeler

Director of Religious Studies: Chris Connor

Presiding Member, School Board: Ali Philps

Parish Priest: Fr. Bruce England

Evaluation Team:

Lead Evaluator: Zita Smith

Accompanying Evaluator: Anna-Maria Vissers

Accompanying Principal: Matt Kolic, Principal, St. Anne's School, Newtown



The Aims of Catholic Special Character External Evaluation for Development

Effective evaluation processes enable the school to understand how ākongā are developing in relation to valued outcomes, how improvement actions have impacted on ākongā, what needs to be changed and what further actions are required. Therefore, 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 rangatahi. 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 Church. 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.



Introduction

St Patrick's School is located close to the heart of Masterton on the former site of St Bride's College.

Since the last review, the Wairarapa Parish which extends from Masterton in the north to Featherston in the south has closed and sold the church in Carterton. St Patrick's Church in Masterton is no longer used by the school because of low seismic rating. Therefore any whole school Masses and celebrations are now held in the school hall, including sacramental celebrations where appropriate. There is one Parish Priest for the whole Parish resulting in less interaction with him, although he still shows a warm interest in the school and celebrates fortnightly Mass in the school.

The school has had significant internal upgrades, and the interlinked classrooms support learning in hubs.

The ethnic makeup of the school has changed since the last review, with many more Filipino and Indian families settling in the area. The roll has reduced also in the last four years.

St Patrick's School continues to nurture its relationships with the other Catholic schools in the Wairarapa Parish, particularly the positive and growing relationship with Chanel College, which has seen a change in Principal since the last review.

The Principal and DRS continue to lead, nurture, promote and live out the Catholic special character of St. Patrick's School.



Progress with Recommendations from the 2019 Catholic Special Character Review/Evaluation for Development Report

1. Ensure that the school's new philosophy of learning and curriculum design, which includes the RE curriculum, are relevant and dynamic for these students, with Catholic Character at the heart.

- *Planning and teaching of RE is aligned to the REBD and its vision*
- *Authentic evaluation and student self-reflection shows the impact of learning*
- *Student voice consistently informs the design of learning*
- *Ensure consistent teacher practice across the school in approach and engagement*

Since the previous review, the school has invested significantly in the development of a rich local curriculum with the adoption of Catholic social teaching principles as a framework for curriculum integration. The development of a Faith Leadership Team that includes teachers holding special character positions ensures support and consistency across the school.

2. Continue to find ways to involve families and whānau in the Catholic life of the school.

Since the last review, the school has been pro-active in the intentional promotion and sharing of Catholic Character content in the school newsletter, updated, real time reporting to whānau system, termly newsletters from the two school syndicates explaining Catholic character content, Parish and school-based masses – now only fortnightly.

The connection with Chanel College continues to grow and recently there have been stronger connections through shared PLD, student tutors, visits, students on work experience, cultural groups and the upcoming joint Rarotonga trip.

There has been parental and whānau support in school projects such as choir, baking, foodbank drives and community gardens. This is helping to connect whānau in the service aspect of the school.

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?

Spirituality

St Patrick's School provides both the environment and ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ.

The school values, based on the Brigidine charism of strength/kaha, kindness/atawhai and more recently added excellence/kairangi, are displayed in poster form in every classroom, on prayer tables in every hub, in office spaces and in common areas. They are well known to the whole school community, and used as the basis of the school's PB4L behavioural management framework. Ākongā seen demonstrating these values are recognised with tokens for House rewards at the end of the term.

The prayer life of the school is well embedded, with regular staff prayer and a rhythm of whole school prayer and worship on alternate Monday mornings. Classroom prayer is integral to this. Tamariki experience a rich variety of prayer including meditation, praying with Scripture, using an individual prayer journal in the senior hub and using the "lucky dip" prayer box. Tamariki have the opportunity to encounter Christ through wairuatanga Māori, with some prayers and waiata in te reo Māori. Some classrooms have Māori and European images of Mary.

A dedicated virtue is used each month from the Fruits of the Holy Spirit as the focus for prayer, along with discussion about what this virtue looks like in practice.

The junior hub has a prayer book which is rostered home to each family, who are invited to use it for their own whānau prayer and then to add a prayer before returning it to school. This was commented on very positively by whānau as a way to connect the faith life of home and school.

Whole staff annual retreats take place each year and these, along with regular DRS input, Te Kupenga Papers and courses offered by ADW are seen by staff as important to their spiritual wellbeing.

At the start of each year, units always include a Belonging theme that includes learning the history of the founding order of the school, the Brigidines, and their charism.

Evangelisation

The Sacraments of Baptism, Reconciliation and First Eucharist are organised, planned and run through the school by the Director of Religious Studies (DRS) in school time. The school and in particular the DRS, are to be commended for the ongoing commitment to this programme, for providing such a service to the Catholic Parish consistently over time.

Sacramental opportunities are well advertised, well organised and well supported. The DRS is pro-active in communicating with whānau, reminding about meetings, following up to answer any questions and generally encouraging and keeping whānau in the loop. Tamariki from other schools are invited to attend the sessions at St. Patrick's. There are currently 16 tamariki preparing for Baptism.

There is a regular programme of Masses and liturgies in the life of the school. Significant Feast Days and special times in the Church's seasons are celebrated and other occasions like Matariki and end of year celebrations always have a clear spiritual focus. Parishioners and whānau are invited to attend the fortnightly Masses held in the school hall. Tamariki are involved in Masses, writing and reading prayers, doing the Scripture readings and singing.

Displays and symbols, including those significant for Māori especially in the many painted murals in and around the school, bear witness to its Catholic special character in relation to its context. Posters of the school's values and banners for each virtue, represented bilingually, as well as icons and statues are evident throughout the school.

Catholic special character practices and events, and communications, including the website and other social media, are used as a means of evangelisation, helping members of the school community to integrate their faith, culture, and life. Since the last review, the school has worked hard to ensure all written communication informs and invites whānau to all events.

The effect of the spiritual life of the school on its ākonga was expressed well by those spoken to and is evidence that tamariki are indeed encountering Christ: *"I like talking to God when stuff is stressful. It's OK to be sad or stressed. It's good to express it to Jesus."*

"I felt upset, but after doing the lesson I felt Jesus could keep me safe."

"I'll never forget what I've learnt here."

"Jesus has faith in people and the school has faith in me."

Comments from whānau included, *"My son insists on prayer before meals,"* and appreciated the confidence their tamariki had in praying.

Faith Leadership

The Principal and DRS demonstrate strong and effective Faith leadership in the school and Parish. The Principal and DRS confidently and competently articulate their own faith and are committed to their own ongoing faith formation. They work collaboratively to lead the development of Catholic special character. The DRS is actively involved in the strategic and annual development of Catholic special character strategic and annual planning and both are actively involved in the internal evaluation of Catholic special character.

A strength of the school is the formation of the Faith Leadership team (teachers holding a CL47-previously referred to as "tagged teachers") with PLD to empower and give them

guidance and support in this role. Teachers holding the Cl47 tag were redistributed across the school to ensure a better balance in leading and supporting Catholic character.

Dimension 2: Mā te Mātauranga ka Tipu: 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 staff enjoy strong and effective leadership through their Faith Leadership Team (FLT) which consists of the Principal, DRS and teachers with special character responsibilities. The team ensures there is an annual Catholic character and RE PLD plan which is appropriately funded. Professional development support is consistently delivered to the whole school, in teams and at an individual level through each teacher's professional growth cycle.

The DRS is active and instrumental throughout the year in building teachers' theological understandings and ensures that staff are supported into becoming familiar with the new RE Curriculum.

There is an induction process for all new teachers to the school and those who are new to teaching in a Catholic school are supported to participate in the Teachers New to Catholic Schools foundation course offered through the Archdiocese.

More recently the Principal has invested in growing the Faith leadership capacity of teachers who hold special character positions, bringing them into the FLT. These teachers are instrumental in growing the capacity and confidence of all teachers in their teaching hub by supporting the planning, teaching, and resourcing of RE. The FLT engages in reflective practice, ensuring that teaching and learning in RE is both authentic to the curriculum and to the lives of the students.

Religious Education

As noted in the section above on progress since the previous review, there has been significant development of both the school's local curriculum and the place of the RE curriculum. Catholic social teaching (CST) principles are embedded into the school's local curriculum. The staff note that this has resulted in rich contexts to both apply the RE Curriculum into and to enable students to authentically follow in the footsteps of Jesus.

The school is working with the RE Bridging Document and is delivering this with integrity within the framework of CST principles. There are systems in place to ensure all RE achievement objectives (AOs) are taught and planning reveals specific teaching of the RE

AOs. There is evidence of a well thought out synthesis between the CST principle and enduring understanding for the term and the RE strands and AOs to be taught. There is evidence of planned cognitive and affective assessment of RE achievement and staff understand this through the use of the terms “know and do”.

Parents are offered multiple opportunities to look in on their child’s RE learning, e.g., start of the year “pop in”, blog posts, mid and end of year reports and teacher/whanau conferences. The individual comments in the termly blog posts provide parents with some insight into achievement throughout the year. The mid and end of year reports provide a sense of progress in the demonstration of the school values, participation in RE and living by the CST principles.

The DRS completes an annual report for the Board noting what has been happening across the school over the year, commenting on the impact on students and their learning, and considering the implications for the following year.

The school has begun the process of immersion into the new RE Curriculum, Tō Tātou Whakapono Our Faith. The FLT is taking full advantage of the PLD available to help build understanding of the new curriculum and the DRS is active and instrumental in facilitating in-school PLD for the staff. The FLT has noted the importance of considering the impact of the new RE curriculum on the school’s local curriculum. This, along with the refinement of assessment and reporting to ensure both achievement and progress are captured will be a recommendation of this evaluation.

Catholic Curriculum

The staff have been supported to undertake the *Having Life to the Full* course. There is evidence that Catholic principles guiding the delivery of the Health Curriculum are embedded into the Health Curriculum, human sexuality statement and into planned teaching units.

The school has made a consistent effort to provide a focus and give life to the principles of CST. This is well established practice at St Patrick’s School. These principles form part of the school’s local curriculum and thus flow through into other curriculum areas.

The school demonstrates an active commitment to Te Tiriti O Waitangi. Staff are able to articulate multiple ways in which te ao Māori and te reo are embedded into the teaching of RE and the school’s expression of Catholic character. Engagement with the new RE Curriculum provides an opportunity to further deepen understandings of Māori Katorika spirituality and bi-cultural practice.

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 school provides a hope-filled Catholic Christian witness which helps staff and students to integrate their Faith and their life. The culture of the school is characterised by warm relationships at all levels, friendly communications and respectful interactions. The school is a welcoming environment where all are treated with hospitality, aroha and courtesy and where the virtues of Faith, Hope and Love are tangible in the environment and in relationships. Classrooms are settled and relationships between staff and students, and among students are respectful and inclusive.

St Patrick's School is part of the Catholic Parish of Wairarapa and is the feeder school for Chanel College. Since the last review the Catholic churches in Carterton, Greytown and Martinborough have been closed, and the two remaining churches in Featherston and Masterton with low seismic ratings mean that schools no longer use them. Since the last review the number of Priests has reduced to one. Every fortnight, the Parish weekday Mass is celebrated at school with invitations to the Parishioners and whānau always evident in the school and Parish newsletters.

Since the last review, the school has worked hard to ensure that the special occasions celebrated in the life of the school e.g. Whānau Day, Matarika, Mothers' Day etc. are clearly communicated to whānau, are invitational and dates are clear. Newsletters from classroom hubs reiterate this. The need for more effective community engagement continues to be an area raised by all groups spoken to for this evaluation and it became clear that a personalised, one-to-one approach from teaching staff to whānau could make a positive difference in helping whānau feel a sense of belonging and inclusion. Teachers meeting with each whānau before the start of the school year to find out about ākonga and their needs will set a positive platform to help all whānau experience inclusion in the life of the school. Teachers being pro-active, by following up with regular, individual phone calls or meetings to touch base with those whānau who may not be visible in the school is a powerful way of building community engagement. This will be a recommendation of this report.

Partnership and Collaboration

The school supports and cooperates with other Catholic schools for the benefit of all ākonga, and kaiako. Catholic Schools Day is traditionally celebrated with all Wairarapa Catholic

schools although this was interrupted by Covid-19 restrictions. Links between St Patrick's and Chanel College have grown since the last review, with the transitioning process from primary to college being a key aspect of the relationship.

The school is part of the local Kahui Ako, through which Wairarapatanga is developing. This includes links to the local marae and learning Māori history of the local area.

The school operates and educates in culturally appropriate ways to honour Te Tiriti O Waitangi. The school has developed its own pepeha, haka and school waiata. School house group names are based on concepts of te ao Māori. Ties with mana whenua and tāngata whenua and connections with rangatira as role models are respected and valued. Effort is put into making connections with te ao Māori in learning across the school e.g. Matarika, Parihaka, creation stories. Some staff are currently completing te reo papers. The DRS has just completed PLD on tikanga Māori through a Catholic lens. All ākonga participate in kapa haka, from which a performance group is auditioned and selected. A pōwhiri is held each term to welcome new students and their whānau. Ākonga learn and lead the different roles within the pōwhiri. Māori students who were spoken to, feel *"proud that our tikanga is valued."* They appreciate weekly kapa haka with a tutor, learning karanga, haka and korero and feel positive that they are learning, *"how to represent our culture."* They were unanimous that anyone doing kapa haka should treat it respectfully and sometimes, in their view, this did not happen.

The school recognises the cultural diversity of Aotearoa, New Zealand, and works to ensure that all ākonga develop an understanding of this diversity. The very popular and well supported annual Food Fair is celebrated with contributions from the school ethnic communities, and all the cultures in the school are represented with flags on display. Samoan Language Week was recognised and appreciated by tamariki, especially those of Samoan descent. With the growth of diverse ethnic communities in the school, the Principal has recognised the need to connect with these groups in order for them to feel a greater sense of belonging. This will be a recommendation of this report.

Pastoral Care

The mana and tapu of each individual are acknowledged and upheld at St. Patrick's School which is committed to addressing the needs of all tamariki. The school has a Breakfast Club, supplies stationery where whānau struggle to provide it and receives support from *KidsCan*. The staff appreciates the pastoral care of the leadership team and the family-first approach. Morning tea events, farewells and social activities out of school hours once a term, build hauora. The beginning of school year retreat was commented on by staff as a positive and fruitful way to develop a team culture for the year ahead.

Through the school's PB4L behavioural management process, based on the school's values, tamariki are taught skills and strategies to take responsibility for their own behaviour. Restorative conversations are part of this process and restorative practice PLD is in the process of being incorporated into PB4L training.

The school enrolls and welcomes a significant group of ākongā with diverse abilities and learning needs. These ākongā are provided with appropriate assistance to enable them to fulfil their potential and learning programmes are adapted to meet individual needs. These ākongā are included in all aspects of school life.

Service and Outreach

Tamariki are encouraged to participate in outreach and service based on the Gospel message and in particular on the principles of Catholic social teaching. They learn first to provide service within the school e.g. care for the environment, serving each other in the Breakfast Club or through Garden to Table, then move out to the community e.g. clean up beaches, clean up parks, choir singing to retirement homes, baking at Christmas to hand out to people in town, mufti days for Caritas and fundraising for Hawkes Bay after the flooding. There is a leadership programme for Year 6 ākongā with many roles including liturgy, pōwhiri, welcoming visitors, tuakana teina systems, which also includes Chanel College, creating art for the local Parish church feast days and offering hospitality to Parishioners after the school Mass in the hall. Once a year, a team of pupils clean the graves of Brigidine sisters and past Parish Priests at Masterton cemetery to honour their legacy to Catholic education.

The Principal is leading a 2023 service initiative by taking a small group of students from both St. Patrick's and Chanel College to Rarotonga. The purpose of this is to better understand service and outreach, by connecting in person with the St. Joseph's School community there.

The effect of Christian witness on both tamariki and whānau can be evidenced in whānau comments: *"The school is giving them (tamariki) the tools to do the hard things, to solve life's problems."*

"The school gives meaning; my children are being like Jesus for their grandmother."

"Living out the faith in the school environment has given our family a mechanism to make sense of suffering."

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?

The Board is an effective steward in safeguarding and strengthening the Catholic character of St. Patrick's School. The vision and strategic direction for the school clearly and explicitly reflect the Catholic special character of the school, with the first goal based on the Catholic character.

The commitment of the Board is clear in its actions. It has its full representation of Proprietor's appointees, including the Parish Priest whose knowledge and expertise is used to guide the Board in matters of Catholic character. All Board meetings begin with prayer, and with every new Board cycle, the Bishops' Document, *'The Catholic Education of School-Age Children'* is read and discussed. The annual budget supports Catholic character including staff PLD to upskill and gain relevant certification. The Board have the opportunity for relevant training although this has been more challenging during Covid-19 restrictions.

The Presiding Member and the Principal have an open and honest professional relationship and meet regularly to discuss school matters.

The Board expects the Principal to report on the school's Catholic character regarding school activities and delivery of the RE curriculum, as well as how the school is developing a deeper understanding of New Zealand's bicultural heritage. These are shared in his regular Board report. Once a year the DRS presents a full report to the Board as an evaluation of Catholic Character progress against goals, along with next steps.

The Board honours Te Tiriti O Waitangi by funding a kapa haka and tikanga Māori tutor who works with all ākonga. The Presiding Member has attended NZSTA-provided training on Te Tiriti and is encouraging all board members to attend, which will be a useful next step.

Board policies and school procedures are on the *SchoolDocs* platform and as such, are generic and do not always fully reflect Catholic Character relevant to St Patrick's School. As they are reviewed, the next step is that all policies have wording that reflects the particular Catholic flavour of St. Patrick's School.

There is evidence of internal evaluation of the school's Catholic character. A very full review of the Encounter with Christ dimension was carried out in 2021 with recommendations evident in the school's strategic plan. A next step could be to choose just one aspect of a dimension and explore that in depth, rather than the breadth of an entire dimension. It also needs to be evident as a cyclic review in the Board's three-year workplan.

Catholic Special Character Evaluation St. Patrick's School Masterton June 2023

Preference Criteria	Number of Students	% actual roll
5.1	84	39%
5.2	13	7%
5.3	35	17%
5.4	51	24%
5.5	0	
Preference with no criteria		
Total of signed preference roll		
Non-Preference Roll	32	15%
International Fee Paying Students		

In terms of staffing and C147 positions, the school is one short (8 instead of 9) of meeting its obligations under its Integration Agreement. The school is aware that the next permanently appointed teacher will need to carry the C147 tag.

In terms of the non-preference roll, the school is currently within the 10% entitlement of its maximum roll, with a total of 32 non-preference on the roll. While 181 tamariki hold a preference certificate, 96(53%) of these have yet to be baptized. The school is making the most of this wonderful opportunity and runs an annual Baptismal programme in the school.

Next Steps for Development

- As they are reviewed, all policies need wording to reflect the particular Catholic flavour of St. Patrick's School.
- All Board members attend Te Tiriti O Waitangi training.
- Choose just one aspect of a dimension and explore that in depth, rather than the breadth of an entire dimension. It also needs to be evident as a cyclic review in the Board's three-year workplan.

Recommendations

1. Synthesise the new RE Curriculum, *Tō Tātou Whakapono Our Faith*, into the St. Patrick's local curriculum, ensuring a schoolwide cohesive and coherent approach to planning, teaching, assessing and reporting on progress and achievement.
2. Develop and initiate a process for connecting and engaging with the growing culturally diverse groups within the school community to ensure that all ākonga and their whānau feel acknowledged and valued and that their culture is visible and celebrated over the course of the school year.
3. Ensure that all teaching staff are proactive in connecting and engaging regularly with each of the families of their students on an interpersonal level, in order to strengthen ākonga/ kaiako/ whānau relationships.

The evaluation team is confident that the St. Patrick's School leadership team have the willingness and ability to address these recommendations fully before the next external evaluation. The Catholic Education Office staff are available to assist the Principal, Board and staff in compiling an action plan to address these recommendations.

The evaluation team thank the community of St. Patrick's School for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic special character. The organisation and preparation for the external evaluation by the school is greatly appreciated.



Zita Smith, Lead Evaluator



Kelly Ross, Vicar for Education