



CATHOLIC SCHOOLS EDUCATION SERVICES

Te Ratonga Mātauranga ki nga Kura Katorika

Catholic Special Character Review and Development

Ahuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua

Report on an external review of

St Patrick's College Silverstream

Review conducted on: 8, 9 and 10 March 2017

Reviewer: Mrs Mary Cook

Accompanying Principal: Mrs Rose Sawaya

Date of Confirmed Report: 28 March 2017

School Information

Name	St Patrick's College												
Address	207 Fergusson Drive, Upper Hutt												
School Type	Single Sex Boys College Year 9-13 and Boarding												
Decile	8												
Actual Roll	730												
Maximum Roll	720												
Non-preference Maximum	5% of the maximum roll												
Actual non preference	Could not generate this from the student management system*												
Roll based staffing entitlement	46.39												
Ethnic Composition (% to the nearest whole)	<table> <tr> <td>NZE</td><td>64%</td></tr> <tr> <td>Maori</td><td>16%</td></tr> <tr> <td>Pasifika</td><td>11%</td></tr> <tr> <td>Asian</td><td>8%</td></tr> <tr> <td>Other</td><td>1%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table>	NZE	64%	Maori	16%	Pasifika	11%	Asian	8%	Other	1%	Total	100%
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Other	1%												
Total	100%												
Principal	Mr Gerard Tully												
Director of Religious Studies	Mr Jonny Greaney												
BOT Chairperson	Mrs Katrina Mannix												

Student Numbers for Each Preference Criterion and Non-preference

Please complete this table as at the date of the review

Preference Criterion	Number of Year 9 Students
5.1	86
5.2	2
5.3	21
5.4	38
5.5	4
Non-Preference	4
Total	151

***Checking of actual non-preference numbers in Years 10-13 was not possible due to incomplete student information transferred into the student management system, this is now being rectified.**

Report Format

The External Review process is based on the requirements of the National System of Review and Development of Catholic Special Character that came into effect at the end of 2003 and was reviewed in 2013. This document reports on Catholic Special Character using the four key dimensions: Catholic Community - Te Iwi Whānui Katorika, Pastoral Care – Manaakitanga, Religious Education - Te Whakaakoranga Whakapono, and Statutory Requirements - Nga Whakaaetanga me nga.

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

School Response to the Previous External Review Recommendations

Compliance Requirements :

- 1 The Tagged Positions now meet the number required in the Integration Agreement (21)*
- 2 A new DRS was appointed at the beginning of 2016.*

Key recommendations from the 2014 External Special Character Review

- 1 That the appraisal of staff include the standards for Catholic teachers from the NZCEO site booklet Certification Handbook**

Staff appraisal includes a Special Character goal

- 2 That a formation plan for tagged staff is developed to meet the expectations of the Proprietor.**

Tagged staff have been identified and a document has been produced outlining the responsibilities of and possibilities for tagged teachers in the Catholic school context.

- 3 That RE leadership and Special Character have a shared plan for implementation in the College**

The appointment of a new DRS and the establishment of a Ministry Team during 2016 have enabled the College to be in a position to have a shared plan for implementation during 2017 following the Catholic Character Goals in the 2017 Annual Plan

- 4 That the progress of students in Years 9 and 10 RE is reviewed to develop a consistent and useful assessment tool so that teaching progress can be reviewed.**

The progress of students in Years 9 and 10 RE is monitored and reviewed

- 5 That urgent consideration be given to supporting and developing the standard of pedagogy in the Religious Education programme that engages students and demonstrates engagement in teaching and learning.**

This is being addressed under the leadership of the new DRS.

- 6 That a share of staff meetings focus on formation of all staff in Special Character**

The staff only day began with a Special Character focus for all staff. The Ministry Team will endeavour to provide further opportunities.

7 That subjects currently using RE time are transferred to other sections of the curriculum (Health and Careers) where they naturally sit
The sexuality programme is taught in RE

8 That a sexuality programme is developed and delivered to the students which is consistent with the expectations of the Bishops.
The sexuality programme is in the process of review.

9 That the Board consider the time allocations for RE each year as part of their annual review of Special Character.
The school timetable has been reviewed and a new timetable introduced. This operates on a two week cycle.

Catholic Community – Te Iwi Whānui Katorika

Spirituality

St Patrick's College is fortunate to have a Marist priest working with the students and staff. Staff and students also have access to the purpose built College Chapel. Mass is offered three times each week, in term time, by the Marist priest. The Chapel is open during the day for students and staff to visit.

Staff meetings begin with a reflection from a staff member. Assemblies begin with a prayer. Development has been done on prayer to deepen its meaning and offer different forms to assist students and staff.

It was evidenced that it is standard practice for the boys to pray before any sports or cultural event. Examples were shared showing that boys will take the initiative to pray with the opposition team even after losing a game.

It was evident throughout the review that there is a strong awareness of God which is nurtured through a wide range of opportunities and experiences in the daily life of the college.

Evangelisation

The sacramental programme is led by the Marist priest. During 2016, 24 students received the Sacraments of initiation. Students were invited to participate in the programme through an invitation in the College notices. Some had received a personal invitation from the Marist priest and accepted. Parents and Caregivers were contacted by the Marist priest and kept informed.

Opportunity: for the Marist priest to have the information from preference certificates to personally invite young men to consider the sacraments.

In 2016 a Ministry Team was established. This is a strong team of committed Catholics including the Principal, DRS, Marist priest and four other staff members. Along with the Marist priest this team is able to bring greater focus on all aspects of Special Character.

Partnership

There is a strong working relationship between the Principal, the Board of Trustees and the Board of Proprietors. The Board Chairs work closely with the Rector. The Charter was thoroughly reviewed in consultation with the wider school community three years ago and has an annual review.

There is an active working relationship between the College and contributing local schools, especially St Joseph's, St Brendan's and St Michael's.

Parents are kept well informed of students' progress through the Weekly Notes.

Values

There is a strong ethos of Catholic and Marist values evident throughout the college. At the beginning of 2017, the staff only day began with a CREST Walk. The walk was developed through the Ministry Team with the aim of introducing new staff and re-introducing current staff to the Catholic Marist story of St Patrick's College, Silverstream. Teachers and support staff commented on how it had raised their awareness and understanding of the values of the College.

Students were able to articulate the values of the college. The values were defined by the students as Catholic – holding fast to one's faith, setting personal values, enabling students to take these forward in their lives. Marist – also Catholic but looking at Mary as a model. Students also stated that they believed that it was inherent that students were given another chance, by the school, by staff and by each other, as this was their experience. Students stated that they respected each other, respected staff and that staff respected them.

School Culture

All visitors are welcomed and treated courteously and with respect. The college is welcoming to all cultures, evidenced by the positive manner with which the students interact with each other and comments made by students from different cultures. The students referred to the strong brotherhood which exists among them and the respect shown to them by teachers and fellow students. Junior students perceived the senior students to be inclusive, chatting to them and offering congratulations on their achievements. Boarders referred to the strong supportive relationships which they experienced along with the fairness and support from the hostel staff.

As finances allow the Rector, with the support of the Board, has endeavoured to remodel classroom spaces to better meet the modern learning environment. This is seen in Kennedy Block where a space has been provided for students to work independently, or in groups during class time. Students commented that they appreciated having the space to enable them to work outside of the main classroom. A variety of seating options were available in many classrooms throughout the college. These included traditional desks and chairs, standing desks, sofas, single relaxed chairs, innovative use of scaffolding for desks in the Art space. All of these options enabled students to be accommodated in styles which best suited their learning needs.

There are numerous photos displayed along corridors which enable current and former students to identify with both the sporting history and family members who attended the College. The reception area has distinct symbols which identify that it is a Catholic Marist college, but such symbols are less visible in other parts of the college.

Recommendation: That more Catholic symbols are displayed throughout the College.

Leadership

The Rector has excellent relationships with the Board of Trustees and the Board of Proprietors as discussed with representatives from both boards. He has worked hard to build strong relationships with the Board, staff, students and community. The Rector is seen by staff and students as having a strong commitment to the Special Catholic Marist Character through his words and actions. This was demonstrated during the review when the Rector addressed separately students and staff in regard to a serious and upsetting discipline issue which was being worked through.

There is a close working relationship among the senior leadership team, led by the Rector. The Rector is also a member of the Ministry Team giving this team added status.

The Pastoral Team led by the Assistant Principal and Deans provide a strong leadership model which demonstrates fairness and respect. Student leaders experience strong Catholic role models at the college which enables them to lead by example.

The Charter has very clear Catholic goals which are expanded in the annual plan. The Board is clear on their role in supporting the Catholic character and have a Special Character Policy which they follow.

Stewardship

All RE teachers hold tagged positions. The goals of the RE department are reviewed annually, results analysed and a written report presented to the Board of Trustees. However there is no annual review of Special Character as per the National System of Review and Development of Catholic Character that came into effect in 2003 and was reviewed in 2013. This would seem to be an oversight due to changes in personnel.

Recommendation: That the College implements an annual internal review of Special Character as outlined in Catholic Integrated Schools document “Catholic Special Character Review and Development Ahuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua” commencing from 2017

The 2017 Prospectus clearly identifies that the College has a Special Catholic Marist Character. It contains good information about the College and is available on the College website.

Prayer and Worship

Prayer is valued and is accepted as an inherent part of college life. Students and staff referred to the co-curricular activities eg Sports teams offering prayer prior to a match. Mass is offered in the College Chapel each week during Tutor time for students, on Tuesday morning before school for staff and students and on Sunday evenings for the community.

Staff meetings begin with a reflection, chosen by the staff member. School assemblies begin with a Gospel reading selected by the student leaders. The reader offers a personal reflection on the reading.

Retreats are provided for each year level and planned and staffed by the Ministry Team. Each retreat is offered in a ninety minute timetabled slot. It has been found that the shorter time frame enables the students to be fully focussed on a retreat which is meaningful. The recent Year

9 Retreat focus was on prayer. It has been observed that since completing this retreat the Year 9 students are able to better express themselves during class prayer.

The Board of Trustees and Board of Proprietors participate in a day retreat in the middle of the academic year. This is organised by the Rector and the DRS.

Every Thursday there is a timetabled Tutor Time when students have the option of attending mass or remaining in tutor time. A reminder that mass will be offered that day is normally given at ranks. Numbers of students voluntarily attending each week range from 40 – 100 plus.

Each Sunday evening there is a community mass attended by all of the boarders. The mass is offered by the College priest. Readings, music and vocals are prepared by the boarders during the week. Whanau are invited and a number of day boys and local people also attend

Service

There is a strong commitment to service witnessed by the active Young Vinnies group, raising funds for Caritas and regular assistance with community based street collections.

Social Justice

The Pastoral Team keep well informed of students in need. The College uses resources from the College Foundation and other sources to assist with uniforms, camps etc for students needing financial support.

Social Justice is identified as a real part of life especially through RE classes. A Social Justice option line has been added in Year 13. This class provides the opportunity for students to select this course as a way of deepening their understanding as well as providing practical assistance in local communities. The course is open to students across the full academic spectrum. For academic students this course provides their sixth subject. Less academic students are also able to enrol for this course. Credits are available. During Term 1 the focus is on social, economic and human sustainability. The course is viewed as an important option which provides the opportunity for practical action.

The RE programme provides the opportunity to challenge students' thinking by facilitating dialogue on current social justice issues, inviting presentations and develop within students the ability to critique. This was evidenced in discussions with students and in observing RE classes.

Collaboration with Parishes and Communities

Students assist in local primary schools. They help to run the breakfast programme at St Michael's Taita and provide a big brother role to students at St Joseph's Upper Hutt and St Brendan's Heretaunga where they assist by listening to students read and generally help where the need arises.

The College has strong links to the National Network of Marist schools. Senior students have the opportunity to join with other students from Marist schools during the Marist Young Leader course and a number of other forums.

The Community Sunday mass offered in the College Chapel is open to the wider community each Sunday during term time.

Hospitality

The administration area and staffroom are welcoming spaces. Visitors are greeted warmly and politely by both staff and students.

Boarders have lunch in the dining room. Day boys and staff are able to order lunch to eat in the dining room. Visitors have the opportunity to eat with the boys and share in the friendly hospitality offered in the dining room.

Pastoral Care - Manaakitanga

Pastoral Care has a very strong emphasis at St Patrick's College. Feedback from staff, parents and students reiterated that pastoral care is seen as underpinning the Special Catholic Marist Character of the College.

Relationships

The students identified that their individual needs are met in that staff respect them and students from different ethnic and social backgrounds are accepted. The students stated that forgiveness is part of the school culture and that everyone deserves a second chance.

Organisation

There is a strong Pastoral Team led by the Assistant Principal and year level Deans with support from the Counsellors. The students are divided into Tutor Groups. With the exception of the Deans, every teacher, including the Rector has a tutor group. Each tutor teacher meets daily with their group immediately before Ranks. In addition there are two Tutor Time slots timetabled weekly.

Tutor Times enable Tutor teachers to follow up on academic and pastoral needs of each student. The Tutor teachers are also responsible for sharing the Weekly Notes which are prepared each week to provide a progress update for parents. Parents commented that they find these Weekly Notes, accessed through the parent portal of the student management system, immensely helpful.

The strong pastoral network ensures that any concerns or issues can be quickly followed up and restorative practices put in place as the need arises.

Bi-Cultural Commitment

The importance of the Tiriti o Waitangi and status of Maori as Tangata Whenua is recognised. Emphasis is placed on tracking the progress of Maori students to ensure that their achievement levels are raised. There is a Maori Tutor Group at Year 10 and a senior group. These groups have been formed with parental consent and aimed at working with students within a Maori ethos during Tutor Time.

Cultural Awareness

The College acknowledges and respects cultural diversity.

Pasifika staff members provide excellent role models for the Pasifika students. Samoan language is offered and students are able to participate in a Polynesian Culture Group.

Student achievement levels in NCEA have been raised each year. To continue this improvement it was decided to introduce a stronger focus on achievement in Year 10. With parental consent a tutor group of Year 10 Pasifika students has been formed. The aim is to provide academic and pastoral support within a Pasifika ethos,

Behaviour Management

Sound systems are in place both in the boarding school and day school in regard to behaviour management. Restorative justice principles and Gospel values underpin behaviour management processes.

We were privileged to witness a serious discipline issue dealt with fairly and respectfully in a manner which respected Gospel values and showed Catholic Character and restorative practices in action.

Religious Education – Te Whakaakoranga Whakapono

Leadership

The Religious Education department is effectively run by a very able Director of Religious Studies (DRS). He is a committed Catholic who began his appointment at the beginning of 2016. The DRS leads by example and brings an added focus to the Senior Leadership Team (SLT).

The Principal and DRS have a mutually strong and respectful working relationship. Both are part of the Ministry Team. The Ministry Team's focus is on Special Character events, including Sacramental Programmes, Retreats, Special Character Days, Liturgies and school Masses which support the spiritual, service and practice of Religious Education taught in the classroom.

Religious Education Curriculum

The New Zealand Catholic Bishops' Curriculum: "Education in Faith" is taught at all levels in the College. The curriculum is well planned and teaching staff endeavour to make the content realistic to the lives of their students. A high level of student engagement was observed in the RE classrooms.

The delivery of the senior Religious Education programme provides three topics per year which are assessed for NCEA. The NCEA assessments are taken seriously and student results are tracked and monitored. Teachers have high expectations and set a high standard. The programmes and results are reviewed, analysed and reported to the Board of Trustees .

Sexuality Education

Sexuality is taught within the Religious Education programme. The content of the sexuality programme is currently under review at each level. Some of the Religious Education teachers have completed a Catholic taught sexuality course.

It was noted that these health and sexuality programmes have not been brought to the Board of Trustees for approval for some years. The Education Act 1989, section 60B "*Consultation about treatment of the health curriculum.*" amendments made to this section on 25 October 2001 give clear directions for the delivery of this curriculum.

Recommendation: That the Board of Trustees ensure that they meet the two yearly requirements of consultation with the community and adopting a statement on the delivery of the health curriculum at the same time ensuring that it meets with the Special Character of the college

Resources

The Religious Education Department is well resourced and managed. Students use Chrome Books and a variety of BYODs across all curriculum areas and are able to access Religious Education material on line instead of having to rely on text books. No students were disadvantaged if parents were unable to provide BYODs, the College is able to access resources for students in need from several sources. Students are able to access computers in the College Library which is open to students and can also be booked for class use by teachers.

Professional Development

Teachers commented that RE courses had not been provided in 2016. The DRS was new to the role in that year. This year he has already provided Teachers of Religious Education with information of the courses available through CSES and is encouraging them to attend. The DRS is keen to ensure that RE teachers can attend courses to upskill in RE teaching and extend their theological understanding.

The DRS has received a list of teachers' certification and will be following this up in future.

Recommendation: That the importance of certification among RE teachers is raised and that teachers are encouraged to upskill in RE to further strengthen their teaching of RE.

Communication

Weekly notes are prepared by teachers for each student. These are available for parents on the parent portal of the student management system. Good use is made of the college website to keep parents and community informed. This includes information about the college, its special character and history, enrolment material, newsletters, weekly updates, daily notices, forthcoming events, student achievements, co-curricular information, BOT minutes, college policies, old boys, college foundation. There are opportunities to meet with staff and for staff to contact parents when necessary.

Information on the College website regarding the content of the Religious Education courses offered at each year level is out of date and inaccurate.

Recommendation: that the information on the college website regarding the Religious Education courses offered by the College be updated immediately and checked at least annually to ensure that it is accurate.

***Statutory Requirements- Nga Whakaaetanga me nga and
Stewardship - Kaitiakitanga***

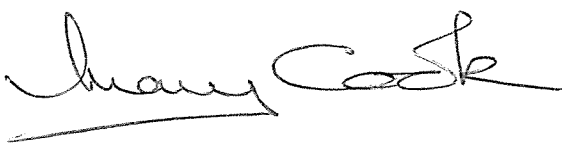
Recommendation That the Board of Trustees ensure that they meet the two yearly requirements of consultation with the community and adopting a statement on the delivery of the health curriculum at the same time ensuring that it meets with the Special Character of the college.

All other statutory requirements have been met.

Key Recommendations From This Review

- 1 Recommendation:** That more Catholic symbols are displayed throughout the College.
- 2. Recommendation:** That the College implements an annual internal review of Special Character as outlined in Catholic Integrated Schools document “Catholic Special Character Review and Development Ahuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua” commencing from 2017
- 3. Recommendation:** That the importance of certification among RE teachers is raised and that teachers are encouraged to upskill in RE to further strengthen their teaching of RE.
- 4. Recommendation:** That the information on the college website regarding the Religious Education courses offered by the College be updated immediately and checked at least annually to ensure that it is accurate

In concluding this report, the reviewers thank the St Patrick’s College, Silverstream, community for the welcome extended to them and for the opportunity to observe and experience the reality of Catholic Special Character in action during our visit.



Mary Cook
CSES Reviewer

Dated: 28 March 2017

