

CATHOLIC DIOCESE OF HAMILTON



**St Peter Chanel Catholic School
Te Rapa**

**ĀHUATANGA KATORIKA KAUPAPA AROTAKE
TE PŪRONGO AROTAKE O WAHO**

**CATHOLIC SPECIAL CHARACTER
REVIEW REPORT**

18 - 19 June 2019

REVIEW OF CATHOLIC SPECIAL CHARACTER

CATHOLIC DIOCESE OF HAMILTON

***Chanel Centre, 51 Grey Street
PO Box 4353, Hamilton 3216, New Zealand
Tel: +64 7 856 6989, Fax: +64 7 856 7035***

Review Report

St Peter Chanel Catholic School

The Aims and Framework of the Catholic Special Character Review

The New Zealand Catholic Bishops' Conference wishes the review to show how effective the school is in handing on the faith and forming a new generation of Catholics, and how students have grown in faith as a result of the Religious Education programme. This is the evangelising mission of the Church, in which the school participates.

In the review, schools are asked to consider the ways in which they provide for their students:

- an encounter with Christ,
- growth in knowledge, and
- the development of Christian witness.

The review also investigates stewardship of the relationship with the Church and the State.

Reviewers encourage and commend best practice, and, working with the school, provide indications of opportunities to further strengthen and develop the Catholic culture.

School Details

School Type: Full Primary (Yr1 - Y8)

Maximum Roll:

School Roll at 18 June 2018:

Non Preference: 5% (16 students)

Non-preference Number: 13

Decile Rating: 7

Board of Trustees 2019:

Catholic

Board Chair: Philip Monahan

YES

Proprietor's App: Steve Taylor

YES

Bill Kornman

YES

Tara Orme

YES

Maybelle Wenceslao

YES

Date of on-site review: 18-19 June 2019

Progress with the previous recommendations – 2015

- 1. Consideration be given to developing opportunities to celebrate class Masses in the Parish Church as an alternative to the Friday whole school Mass.**

The School and Parish community unanimously prefer the whole school Mass on a Friday, and the knowledge and experience of "being Churched" as a result, has been outstanding. The school will continue with the Friday whole school Masses.

- 2. That consideration be given by the parish to allow the school to participate and assist in the delivery of the sacramental programme within the parish environs.**

There is much discussion with the parishioners, DRS and Principal about the arrangements needed to cater for a culturally diverse school population to

access the sacramental programme in St Peter Chanel Parish. This is on-going and needs an immediate resolution.

- 3. That the diocese support the appointment of at least another Bishop's Appointee to the Board of Trustees to bring the total number of appointees to three, with a view to recommending that the Board of Trustees request from the proprietor permission to reduce the number of elected members to four.**

The Board discussed lowering the number of Board members and voted to keep the status quo. At the time of the review there were four Proprietor Appointees.

- 4. That the Bishop's appointees reinstitute the annual report to the proprietor [refer to paragraph 11 of Appendix 6 in the *Handbook for Boards of Trustees, Principals and staff of NZ Catholic Integrated Schools*.**

Since the last review the Proprietor Appointees have been submitting an annual report which have been sighted by the Schools Education Manager.

- 5. That the Principal and the DRS in consultation with the teaching staff develop and implement a robust and purposeful method for monitoring class and school wide achievement in Religious Education.**

School wide assessment in Religious Education is being implemented and is reviewed regularly by the DRS. Classroom observations and teacher reflections form part of this process.

- 6. It is acknowledged that the Board of Trustees provides generous support for the professional development of the staff as evidenced by the staff certification levels but some focus on encouraging staff to undertake formal education programmes through the Catholic Institute of Aotearoa New Zealand [TCI] could assist staff to achieve nationally recognised qualifications in Religious Education.**

New Staff have completed Diocesan recognized courses, Understanding Sexuality. The Board of Trustees funded staff so they could be released from class to complete the training and assignments. According to the Principal such support and incentives will be considered in the future to promote further studies.

TE TUTAKI KI A TE KARAITI- ENCOUNTER WITH CHRIST

How 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?

The spirit of the community at St Peter Chanel Catholic school is based on the value of the holistic education of the whole person. The Religious Education programme is an integral part of the curriculum and the Faith Alive website is a key resource in the deliverance of this. Parents can access a wealth of spiritual knowledge to assist families in growing the faith of their children. Prayer is central to routines starting every day with prayer and Gospel study. Staff pause and pray at morning tea break and the whole school attend the weekly Friday Mass. This is a particularly special feature valued by students and staff alike. Effective role modelling from the Principal and DRS is shown in the way they support the spiritual formation in the school. Recently introduced Scripture study, using the Gospel of the day, has had a very big impact on the community. All evidence of the impact of Jesus' life is reflected in conversation and attitude displayed by students and staff. The experience of the encounter with Christ is expressed in the way they relate and treat one another. Two members of the staff have responded to this environment by choosing to become Catholic. One teacher, a past pupil and now a teacher, expressed great pride at being at St Peter Chanel.

Prayer in the classroom is respectful and a variety of styles is used. Creativity in symbols and images gives students a variety of experiences of God: the rosary; prayer sticks; 5 finger prayer; The community's focus for the beginning of Lent was a musical production reflecting the Easter Triduum. This was mentioned throughout the days of Review. The Team had the opportunity to see an excerpt by a senior class. This has really embedded the Easter story in all of the staff and students.

The newsletter is a common tool for Evangelisation. This advertises events in both school and parish. There is a full school Mass every Friday, with invitations extended to parents and parishioners. The students have full participation in ministries. The music and powerpoint responsibilities are completed by students, as are the prayers of the faithful and readings. The parishioners expressed their delight at seeing the school at Mass each Friday of a term, and commended them on their respect and care for one another using a buddy system, supporting good role modelling and accompaniment. Once a term there is a school Mass on the Saturday night vigil. Preparation for both of these celebrations results in very high quality singing and musical accompaniment all by students.

The Principal leads effectively by being welcoming and invitational. He has extensive experience and knowledge of this particular community and this enables his ability to bring people on board as support. Staff are buying into the vision and direction of the school. The Principal has a special quality of compassion that he brings to his leadership and to families in need. He believes Jesus is available to everyone and all cultures. and has connected with the

Pacific and Filipino communities. He supports the various groups to organise themselves in their own way. This is evidence of respect, and invites inclusion. The Kiribati and Filipino communities are happy and willing to be involved in the life of the school and the parish.

The DRS is part time and this enables her to bring her focus solely to the role. Her accompaniment of people in their journey empowers and assists their teaching of Religious Education. At the beginning of each strand, she leads a staff meeting, sharing necessary theology to assist the teaching of Religious Education at all levels, her enthusiasm is clearly infectious.

Opportunities for Development

The spirituality of the Mission charism is not well known in the school and this maybe an opportunity to further investigate how this might be relevant to your school.

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?

The focus at the school has been to grow across the school, the knowledge of the life of Jesus, and his way of living. A donation of easy read Bibles has enhanced this endeavour. The Religious Education programme is given very high status in this community. Time for Liturgy celebrations and practice is prioritised. A two year cycle has been introduced which enables depth in learning and choices can be made that is relevant to the school. Theology Staff meetings run by the DRS before each strand is a real strength which supports Religious Education teaching, and building knowledge of Staff. The Understanding Sexuality programme and What Catholics Believe has been completed by those new to the school. Religious Education observations are completed by the DRS, who reflects that the programme is being well taught.

Awareness of the environment and the legacy for the next generation is strong. The school environment is very tidy and has a beauty that is attractive. The growth in the communitarian nature and the responsibilities of each person is a strength of the school. Students articulated their awareness of God's creation and the need to protect it. The caretaker was mentioned several times as providing a fun playground and being a caring person. Evidence in both the Dimension folders prepared and classroom learning environments, show a strong Religious Education programme throughout the school.

A natural part of the student's learning is altar serving; altar preparation; powerpoint preparation; music choice; and musical accompaniment for Liturgies. A succession plan is in place to empower younger students to take on these different roles. The DRS accompanies and empowers these students during the preparations. This can happen because of the part-time nature of the DRS role and her generosity of spirit. The student knowledge of the Easter story has been embedded within them as a result of the study during Lent leading towards the production during Holy Week. The use of the daily Gospel reading each morning is another effective way in which the Student's knowledge of the life of Jesus is grown.

The school is part of the transition of two parishes into one, and feels that the Sacramental programme needs some serious consideration. Access to the Sacraments by students in the ESOL programme is of great concern to the Principal and DRS and is a disconnect with who the school say they are accompanying. There is a willingness for the school to prepare the nearly 50 students who are eligible for preparation. A pre-test for the Eucharist strand showed limited knowledge by those who had made their First Communion and raises the question with the school about the effectiveness of the current parish sacramental programme. Further reflection on this is strongly encouraged, to live the vision of the school in "accompaniment and support, being the welcome of Jesus". [Principal comment].

Opportunities for Development

There is an opportunity for the professional development of the Staff to be introduced to and to explore the Bridging Document. This is a valuable resource to assist all in the teaching of the Inquiry process including Religious Education. The Religious Education Adviser is available for this.

TE WHAKAATU KARAITIANA- CHRISTIAN WITNESS

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

The Principal leads the community in Christian witness. The spirituality and commitment to his faith, and the way he lives out his leadership role in a pastoral manner is integral to his leadership role. He lives this out through participating regularly in the Liturgical ministries of the Parish, and assists with the maintenance around the Church grounds. This is a display of servant leadership after the example of Jesus, among other areas of parish ministry and care for

those most in need in the community.

The SHINE group, [students helping others in need] supported by the DRS, allows the expression of Gospel values and a commitment to social justice to happen. Students visit Trevellyn rest home and are developing their communication skills with the elderly. Pentecost Sunday was seen as an opportunity to reach out to the parishioners. This took the form of a high morning tea, prepared by the students who then served the parishioners. Parishioners expressed feelings of feeling very special and that it was a wonderful occasion for all concerned. "We received gifts of candles and Holy Spirit cards." [parishioner's comments]. Parishioners proudly told the Review Team that they prayed for the students and their parents every day. Further appreciation shared from the parishioners was to acknowledge the multicultural dimension of the school and the sense of celebration. Many past pupils who are now parents are sending their children to the school.

On the first Friday of the month, there is a group of senior students who remain behind for Exposition for half an hour. The parishioners said they felt very uplifted by the witness of the school children during these occasions. Teachers were seen to be modelling participation during the Mass, through their responses and their singing. Students gave the parishioners who attend the Friday Mass, great pride in seeing the students taking on ministerial roles and responsibilities in the Liturgy. These children are well Churched and show appropriate respect and ease during Liturgical celebrations.

There was one parishioner who is on the Transitioning committee, and who sent out personal invitations to every family in the school where children were of sacramental age. Preparation of the sacraments happens at St Joseph's parish by the Parish Priest. The community of St Peter Chanel expressed enthusiasm to be part of the preparation at their place. The Parish Priest was unavailable to the Review team to discuss this matter with him. Parishioners continued their expression of appreciation of the school being nearby the Church, and the shared use of facilities. This makes for good collaborative relationships between the Parish and School. There was a strong belief in the value of the School and the good use of the Church facility.

There is an ease with which the students pray in Maori, using the Hail Mary and Grace prayer. The prayer books of the students have glued into them the traditional prayers in both languages. This is growing the bi-cultural awareness in the school. There is a strong kapa haka group that involves all cultures within the school. In the fourth term, there is a Cultural Evening that celebrates multiculturalism. Prayers are written by the cultural community and students, and

ethnic dishes are prepared, to celebrate afterwards in fellowship and sharing.

The Principal leads the staff in showing great empathy towards those with special needs, and those of various cultural groups within the community. The students who have high special needs, are very well catered for by the SENCO and the team of learning assistants. They were speaking passionately about these students who are very much included in the community. "This school is about the people, and it is a place where everyone is valued as a person." [Learning assistants' comments]. Other students are very caring for students in need without singling them out but looking out for them. There is a high level of acceptance and inclusion with the help of those who care for them.

Mission day is held every year. A Solidarity walk is held out to the main highway, where the students hold placards as they walk and remember the poor and the marginalised. They responded to the Christchurch earthquake through prayer and fundraising. ANGELS WANTED is a regular feature in the newsletters when something is needed for a cause. A recent example was the request for a bike and four were given.

Through these outreaches, the SHINE group in particular, develops a social conscience and an awareness of the needs of others. The PTFA unlike many others, concentrate on community events of the school, welcoming families and providing food for various occasions, providing for those in need, including all, creating a welcoming, caring community.

Opportunities for Development

The Mission Charism can be further enhanced and linked through Mission Day giving more significance as to the reason why it is held each year.

The St Peter Chanel story is often heard by the children. St Peter Chanel's virtues are regularly referenced.

TE KAITIAKITANGA ME TE WHAKAPAKARI I TE TUAKIRI KATORIKA-SAFEGUARDING AND STRENGTHENING CATHOLIC CHARACTER

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

Preference Audit 18 June 2019

Roll 293 pupils @ 10/06/2019

5.1	206 pupils
5.2	5 pupils
5.3	51 pupils
5.4	13 pupils
5.5	5 pupils

Non Preference 13

The Board of Trustees receives a report from the DRS at every meeting. This includes everything that happens in the school that is to do with the faith development, special character and Religious Education. The professional development budget is available for staff development and is available for both collective courses and individual needs. The Board of Trustees echoes the concern of the DRS and Principal regarding the need to have the sacramental programme available at St Peter Chanel. There is always a Proprietor's Representative on the Appointments committee when a tagged position is being filled. There is a concern with the dwindling numbers of applicants for tagged teaching positions.

The school is compliant with all the requirements specified in its Integration agreement.. Over the last three years the diocese has received the annual attestation document and Proprietors report within the required timeframe. The documentation available and up to date nature of all records was excellent.

This school is lead by a deeply committed Catholic Principal with a heart for Catholic Education, with an experienced DRS, who gives of her time and energy for the benefit of the school. We thank the school for their warmth and welcome to the Review Team, for their enthusiasm and commitment.

Key Recommendations:

- 1. That individual record keeping of the Staff's Professional Development be kept up to date as baseline data, and for on-going planning of their professional development needs.**
- 2. That work be done within the school to embed the Religious Education bridging document into practice.**

- 3. To explore ways that the Mission Charism of the school can be recorded or embedded so that they continue to impact on the culture of the school and become more widely known and loved by staff and students**

John Coulam
Schools Education Manager

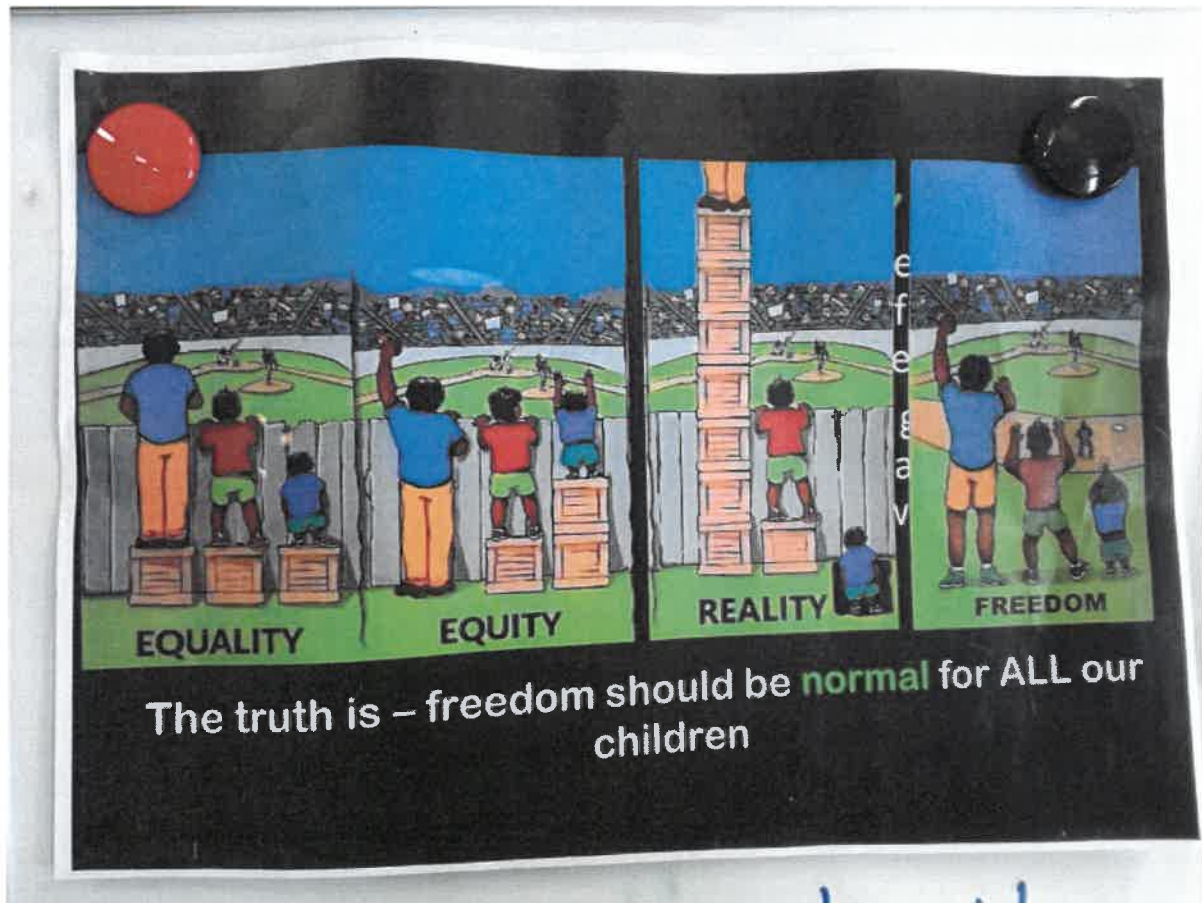
Anne Sklenars
Lead Reviewer

Terry Consedine
Reviewer



the day.....

Prayer using Gospel of





Prayer focus example.



Environment art.



Known by staff and students



Created by

artist and students



Very beautiful environment

School banner

