



*Āhuatanga Katorika
Kaupapa Arotake
Te Pūrongo Arotake O Waho*

*Catholic Special Character
External Review Report*

St Patrick's College, Kilbirnie

Review conducted on: 3,4,5 March 2021

Confirmed Report: 14 March 2021

School Details:

Name of School:	St Patrick's College
Address:	Evans Bay Parade, Kilbirnie, Wellington
School type:	Single sex boys, Years 9-13
Actual roll:	711
Maximum roll:	800
Non-preference maximum:	5% (40)
Actual non-preference number:	47
Roll based staffing entitlement:	52.50
Required number of Special Character CI 47 positions:	21
Filled number of Special Character CI 47 positions:	18
Principal:	Mr Mike Savali
Director of Religious Studies:	Fr Matt Crawford
Chairperson, Board of Trustees:	Mrs Angela Natoli
Parish Priest:	Fr Bill Warwick
College Priest:	Fr Pat Brophy SM

Review Team:

Lead Reviewer:	Mrs Mary Cook
Accompanying Reviewer:	The accompanying Principal unable to attend owing to ill health

Ngā Whāinga O Te Arotake-Aims of External Review

The New Zealand Catholic Bishops' Conference wishes the external review to show how effective the school is in handing on the faith and forming a new generation of Catholics; this includes evaluating the efficacy of Religious Education and how the whole school community engages in authentic Catholic Christian witness and evangelisation. This is the evangelising mission of the Church, in which the school participates.

The external review process is based upon the *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua: Catholic Special Character Review for Development* document (draft, 2018).

In the review, schools are asked to consider and demonstrate the ways in which they have provided for their students:

- Te tūtaki ki a Te Karaiti - an encounter with Christ,
- Te whakatupu mā - te mātauranga-growth in knowledge,
- Te whakaatu Karaitiana - Christian witness.

And how the school is:

Te kaitiakitanga me to whakapakari i to tuakiri Katrorika - Safeguarding and Strengthening Catholic Character.

The review is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic Character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Reviewers encourage and commend good practice, and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.

Progress With Recommendations from the 2016 Catholic Special Character Review for Development Report :

1 That the Board of Trustees Policy 6.5 outlining the Rector’s performance appraisal be amended to include Special Character (refer Handbook of the NZ Catholic Integrated Schools 2016, page 26 4.57)

This has been met.

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

This has not been met therefore the recommendation will be reset at the end of this report.

3 That the job description for the DRS be amended to include the Purpose and Requirement of the DRS as stated in the DRS Job Description on pages 114-115 of the Handbook of the NZ Catholic Integrated School 2016.

This recommendation has been met.

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

A community consultation has taken place this term.

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

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

Spiritual development is available for all members of the school community through a variety of ways. Prayer continues to be an important part of the daily life of the school. Ākonga and kaiako pray at the beginning of tutor time, at the end of the day and often at the beginning of subject classes. All meetings, school, staff and BOT, begin with prayer, and/or a reflection. The school is in the fortunate position of having two Marist priests on the staff enabling regular opportunities for the celebration of Mass. These include a voluntary Mass every Thursday at 8.00am, as well as rostered Mass times for tutor and House groups plus full College masses. The Chapel is available at all times for personal reflection and is utilised by all staff and ākonga.

At the beginning of each year ākonga set goals for the year. It is good to see that these include a spiritual and an act of service goal along with goals relevant to other parts of the school.

Te Reo is encouraged and used in both prayer and liturgy along with Samoan and, from time to time, other languages which reflect the diversity of the students. Examples were given of how ākonga spontaneously offered prayer such as at the beginning of a sports event, as well as the large number of ākonga who voluntarily attended a Mass in the local parish of a student who had had a life-threatening medical incident at a school event.

Retreats are provided at each year level. Ākonga commented that they found the Retreat experience to be meaningful and relevant. A retreat is currently being planned for tagged kaiako, at their request, and will be open to other kaiako and support staff. This retreat will take place later this year.

Data from preference certificates is used to identify ākonga who have not completed the Sacraments of Initiation. Ākonga are invited to participate in a sacramental programme which is led by the College Priest and then receive the sacraments during a school Mass to which whānau are also invited. This enables all of the community to be present as witness and support of these young men and their whānau.

A series of orientations are provided for families new to the school. At the initial enrolment meeting parents and sons are provided with clear information on the purpose and expectations of being part of this Catholic Marist school. This is followed up with an evening for families new to the school. ***It is very evident from all of the material provided to families and ākonga that St Patrick's College, Kilbirnie, is a school rooted in Gospel values.***

Induction programmes are provided for each new staff member, along with the opportunity to participate in the CSES led “*Teachers New to Catholic Schools*”.

Since the last review both a new principal and DRS have been appointed. Both men are steeped in the Catholic faith and the DRS is also a Marist priest. Each one competently and confidently articulates his own faith, works collaboratively to lead special character and is committed to faith formation. ***Each man leads by example and leaves no one in doubt that this is a Catholic Marist school based on the gospels and through the eyes of Mary.***

This has been witnessed in numerous ways such as the presentations developed by the principal for the staff only day at the beginning of 2021, and presented the first BOT and BOP meetings of the year. The weekly messages the principal sent out during lockdown last year to staff, students and parents, and the weekly newsletter, always commence with an inspirational and relevant gospel based message from him. Decisions made by the principal are based on Gospel reflection and demonstrate faith-based leadership.

Supported by the senior leadership team, the principal articulates and promotes a faith -based vision for the school by building on the core values which were developed by the school community in 2019 with the slogan:” ***Keep the Faith. Do the MAHI***” . These values are expressed on a daily basis, with emphasis on ***Keep the Faith*** to help to continue to focus ākongā and kaiako in all actions of each day. A diagram incorporating these values has been developed and copies displayed prominently around the school as a constant reminder to the whole community.

The school website describes these core values. They are in the prospectus and have been unpacked to enable the community, staff and ākongā to clearly understand the expectations of these values. They are seen providing a sound basis and a challenge for action as a Catholic Marist community and will be referred to in other sections of this report.

Kaiako who hold a CI 47 position are identified and have had the opportunity to meet as a group to help them to understand the significance of this designation in the evangelisation of ākongā, as role models for other staff in their departments and the overall support of the Special Character vision.

Opportunities are provided for kaiako to deepen their faith and understanding of the teachings of the Catholic Church. This is fully supported by the Board of Trustees.

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

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

The Religious Education department is led by a very competent DRS and Assistant DRS. Kaiako of RE are all qualified and for the majority of the department, RE is their main teaching subject. This has resulted in a strong team who work together to ensure that the content and faith base of the RE curriculum is well understood by kaiako and then competently delivered. This was demonstrated in RE classes which were observed.

Ākonga commented that they found the topics that they were studying to be interesting. Senior ākonga said that they were challenged to look at in depth topics, eg in *Making Meaning*, encouraging them to challenge and look more deeply into the Catholic faith.

The school is fortunate to continue to have the Ministry Team supported with extra funding from the Proprietor. This enables a strong focus on Special Character across the whole school. It is a strong team ably led by the DRS and supported by the College Priest and kaiako from different curriculum areas, support staff and ākonga representation. With the DRS leading the Mission team it is evident that they are in a stronger position to prepare and co-ordinate all Special Character events which take place during the year. The outcome of this is that while the DRS role includes leading the RE curriculum and Special Character, the DRS has two dedicated teams of people who are each able to focus on very clear roles, but roles that underpin the Catholic Marist life of the school. This is a heavy load for the DRS. Currently there is discussion taking place with leadership looking into reviewing options on how best to manage the role of the DRS in leading both the Mission Team and HOD of RE.

The Catholic world view is integrated into the daily practices of the school. Every department is expected to have a Special Character goal and all staff have one as part of their appraisal. In speaking with a wide cross section of staff, and from the pre-review questionnaires which were received, it is apparent that all departments take the Catholic world view seriously and endeavour to teach accordingly including social justice awareness as and when appropriate. Some examples include the Maths Department who developed prayer mandelas; Year 11 English preparing a speech include how being at St Patrick's College has influenced their view; Accounting considers responsibility as global citizens and the social consequences of wealth. Another teacher commented in a questionnaire "*I have also witnessed students using their RE education to re-inforce their own ideas and support their written work*".

It is therefore evidenced that the Catholic worldview is taken seriously at St Patrick's College.

Professional learning opportunities are provided on a regular basis for all kaiako. A recent morning professional development session focussed on special character provided the opportunity for kaiako to participate in one of four discussion groups of their choice: *Tagged Teachers*, *Faith Journeys*, *Being Christian in a Catholic School* or a *Question and Answer* session. ***Being able to participate in open discussion related to Catholic Special Character has led to an openness among staff who feel safe to raise issues, are able to receive answers and develop an understanding of integrating into this Catholic, Marist school.***

While most of the RE kaiako have completed a Catholic based human sexuality course, this topic is taught by outside agencies in the presence of an RE kaiako. In spite of informing parents when sessions on human sexuality will be delivered and organising a community consultation on Health, misunderstandings and incorrect interpretations may arise. ***To prevent this it is important that Recommendation 3, at the end of this report be actioned.***

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?

The school is a member of the Kahui Āko which includes the Wellington Catholic primary and secondary schools. This relationship has opened up wider links with the other Catholic schools in the area and is continuing to evolve.

The current parish priest has been in the parish for four weeks but has visited each Catholic School in his parish. This includes St Patrick's College. He has made a commitment that whenever a full school Mass is being celebrated at St Patrick's, he will not offer a Mass in the parish but encourage parishioners to participate in the Mass at the college. The parish priest has also been invited to be the celebrant at the next full school Mass. This has immediately resulted in grandparents commenting to him that they are delighted with this.

Ākonga at St Patrick's College have always had a strong link to the school and each other, which they refer to as the *Brotherhood*. In previous reviews ākonga have only been able to articulate this as looking out for each other, or sticking up for each other. It is apparent that a lot of development work has taken place under the auspices of PB4L and then linking this work to the Gospel message culminating in the slogan "***Keep the Faith. Do the Mahi.***" The outcome of this message for students became apparent from discussion with different age groups. ***They were all able to explain the meaning of Brotherhood as no one is left out, it is inclusive, reflects the Gospel teachings, faith and trust among peers, and is respectful of each other.***

Displays and symbols reflecting the Catholic Marist culture are well displayed around the school, on the outside of the buildings and in the Chapel. They leave no one in doubt as to the special character of this school. For example the following photograph of the grotto with the statue of Mary holding Jesus, along with the Celtic cross and words of the Hail Mary provide a focal point which all ākonga and kaiako pass several times each day. It also provides a space where Lenten reminders can be displayed. Ākonga commented that it has become their custom to make the sign of the cross when they pass it because they use the opportunity for a quick prayer.



There are good systems in the school to build up relationships with Māori whānau. Tikanga Māori is encouraged and used as appropriate. Lessons in Te Reo have been made available for kaiako. Through the pastoral care system kaiako are able to have a better understanding of the cultural background of each ākonga and work with them accordingly. A designated kaiako works with Māori ākonga to monitor their progress and achievement and communicate with whānau. This system works alongside the tutor kaiako and House Leaders. Whānau meetings are arranged to provide the opportunity for korero with the principal and other staff members. Pasifika ākonga are similarly monitored and meetings with the Pasifika community are also arranged.

The pastoral care system, led by the Deputy Principal, is well developed and managed. Gospel values and restorative practice underpin all interactions. The vertical tutor groups comprise a maximum of twenty ākonga, guided by a Tutor teacher. Ten tutor groups form a House led by a kaiako as House Leader. Ākonga commented that these groups worked really well for them as they got to know ākonga from all years within their tutor groups and they could always find support, or if they were new to the school someone to explain things to them. Tutor teachers stay with the same tutor group throughout their time at the school. House Leaders are also appointed long term to their house. This system has made a huge impact on the pastoral care of all ākonga as the tutor is the first point of call between school and home. The tutor develops a relationship with each ākonga and their whānau which ensures that no ākonga is overlooked and needs can quickly be identified and resolved. These would include learning needs, in which case the Learner Support department step in. Financial concerns may also be an issue. ***In all instances the dignity of the person is paramount and systems are accessed to assist as the need arises.***

The College Priest and Guidance Counsellor both play very important roles in supporting pastoral care of both ākonga and kaiako. Outside agencies are contacted when the need arises.

The Board of Trustees, after much community consultation have issued a statement on identity diversity based on the Gospels and reiterating statements made by Pope Francis.

Ākonga leadership roles in the senior school have undergone a change to better reflect the school and the students. The Head Boy is now known as Manu Taupua Matua and the three deputies and all students leaders are referred to as Mana Taupua. The deeper meaning of Taupua is a chief who protects his people. At St Patrick's College this means Servant Leadership as demonstrated in the Gospels.

The outcome for this entire pastoral care system in action demonstrates that the mana and dignity of every individual is recognised as God given, and therefore treated with respect, no matter what the issue.

Covid 19 has had, and continues to have an effect on the school. In spite of this the school, led by the principal, continues to operate in a caring and professional manner ensuring that the day to day running is as normal as possible. All staff confirmed that they were well supported

during the lockdown in 2020 by daily updates and reflections from the principal, prayer reflections from the DRS. On returning to school other practices, eg meetings, were reduced or re-scheduled to help staff to adjust, mental health days were recognised as needed and workload reduced as much as possible to free up staff to be there for ākongā. ***Staff confirmed that they feel affirmed and supported.***

St Patrick's College has a long history of service. This has changed somewhat partly due to covid and partly due to changes in regard to police vetting. For example ākongā worked at the Home of Compassion soup kitchen on a weekly basis as a service to the community, due to the changes this is no longer possible. Also included in this is the annual outreach to work in the Marist Mission in Ranong in Thailand since overseas travel is not possible at this time. While new ways of providing service and outreach are being investigated by the service committee work still continues. For example on return from lockdown in 2020, the school recognised that there were a significant number of families in desperate need of food. ***Knowing the needs of families was a direct outcome of tutor kaiako knowing their students.*** A food drive took place and a week's supply of food, packed with help from ākongā, were delivered to each of more than fifty needy families

Ākongā participate in raising funds through mufti days, eg during Lent for Caritas and street collections for a variety of Catholic charities. Some ākongā are members of the Student Army which was set up after the Christchurch earthquake. At the beginning of the year, each ākongā is challenged to identify a service goal which they can personally carry out during the year.

Dimension 4: Te Kaitiakitanga Me To Whakapakari I Te Tuakiri Katorika- Safeguarding and Strengthening Catholic Character

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

The Board of Trustees work collaboratively focused on the special Catholic Marist character of St Patrick's College as identified in the Strategic and Annual plans. They are very aware of their role in governing the school to safeguard and strengthen its Catholic Marist identity.

Enrolment procedures and policies meet the requirements of the Integration Agreement and Ministry of Education regulations. It is noted that the non-preference roll currently has 7 students over the maximum. This will be monitored by attrition from the senior school.

The college currently has 18 CI 47 positions, not including the Principal and DRS. The required number is 21, plus the Principal and DRS. The College is endeavoring to meet the required number by checking if there are any Catholic teachers currently employed who would meet the CI 47 requirement as well as advertising for Catholic teachers in future teacher vacancies.

In the rare occasion when employing a kaiako to teach RE who is not a Catholic, the Board needs to be assured firstly that the kaiako has acceptable qualifications and secondly must notify the Proprietor and the Cardinal through the annual end of year Attestation Report.

All other legal responsibilities have been met.

Preference roll as at the date of the review

Preference Criterion	Number of Students	% of Current Total Number of Students
5.1	501	70
5.2	15	2
5.3	77	11
5.4	68	10
5.5	0	0
Non-Preference	47	7
Total	711 + 3 FFP	100%

St Patrick's College, Kilbirnie

Catholic Special Character Review Report Summary

St Patrick's College, Kilbirnie, is a school that takes its vision to be fully Catholic and Marist seriously. This was witnessed from observations, written feedback and in discussions with a wide cross section of the school community. It is recognised that endeavouring to meet the expectations of every individual in the wider community is an impossible task, but St Patrick's College rises to meet every challenge thrown at it and treats every individual with respect and as made in God's image. The Proprietor and Marist order can be very proud of the work that is being done at this school to *Keep the Faith and to do the MAHI*.

The following recommendations have been identified during the review to assist the school to develop further in each of these areas:

Recommendations as identified during the review:

1. *That the College implements an annual review of Special Character as outlined in Ahuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua Catholic Special Character Review and Development document. This can be initiated by completing an audit in 2021 to identify which aspect of one of the Dimensions needs further development to enable the internal Special Character review process to commence at the beginning of 2022 and annually in the future.*
2. *Ākonga goal setting takes place during Term 1 each year. Currently these include a spiritual and a service goal. It is recommended that these goals be reviewed to enable the collection of quantitative data which could be used to give the school evidence of faith development from the impact of ākonga being in a Catholic school.*
3. *This recommendation is in three parts:*
 - a) *To ensure that Human Sexuality is always taught from a Catholic perspective, the DRS works with presenters to identify the topics to be included in the programme, clarifies the catholicity of their content and the way in which the subject matter is delivered. The presence of the RE kaiako at every lesson will monitor the delivery of the topic.*
 - b) *That the PE and RE departments work together to incorporate the NZ Health Curriculum across both departments with RE having the oversight of all human sexuality education.*
 - c) *PE and RE kaiako are encouraged to participate in the course "Having Life to the Full", which is offered by CSES, to build their confidence in the delivery of human sexuality section of the NZ Health Curriculum from a Catholic perspective.*

The organisation and preparation by the college for this review was greatly appreciated. I would like to congratulate the Board, Management and Staff of St Patrick's College for the work that they have done, and are continuing to do, to ensure that this College continues to grow and further strengthen its Special Catholic Character throughout all aspects of school life. The Proprietor can be assured that St Patrick's College, Kilbirnie has a strong Catholic and Marist base and is a college to be proud of.



Mrs Mary Cook

CSES External Reviewer Special Character