



***Āhuatanga Katorika
Kaupapa Arotake
Te Pūrongo Arotake O Waho***

***Catholic Special Character External
Review Report***

**Te Kura Ō Te Ngākau Tāpu
Ki Pito-One
Sacred Heart School
Petone**

June 2021

Review conducted on 28th – 30th June

Confirmed Report: 9th July 2021

School Details

Name of School:	Sacred Heart Petone
Address:	33 Britannia Street , Petone Lower Hutt 5012
School type:	Full Primary
Actual roll:	158
Maximum roll:	165
Non-preference maximum:	8
Actual non-preference number:	4
Roll based staffing entitlement:	8.20
Required number of Special Character Cl 47 positions:	5
Filled number of Special Character Cl 47 positions:	4
Principal:	Elizabeth Heatley
Director of Religious Studies:	Fo'i Bell
Chairperson, Board of Trustees:	Helen Kneebone
Parish Priest:	Fr Marlon Maylon SVD
Chaplain:	Fr John Quang SVD

Review Team:

Lead Reviewer:	Mrs. Zita Smith
Accompanying Reviewer:	Mrs Lisa Small, Principal St Bernard's School, Brooklyn

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 Katorika - 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 2017 Catholic Special Character Review for Development Report.

- 1. It is recommended to specifically include Religious Education, as an identifiable aspect of Catholic Special Character, in the consultation and review processes leading to the development of the next Strategic Plan.***

This has been achieved. The Catholic special character was included in consultation questions to whanau and staff in formulating goals for Strategic Plan. The first goal for the Strategic Plan has a clear Catholic Character focus, followed up in the Annual Plan.

- 2. It is recommended that the school undertake a Teacher Inquiry into the assessment and evaluation of Religious Education including assessment in the cognitive and affective domains, and develop methods of gathering achievement information to identify next learning steps and for reporting student achievement in Religious Education to school leaders and the Board of Trustees.***

This has been achieved. Teachers have worked extensively with the RE advisor over the past four years, exploring assessment both of knowledge and the affective domain. As a result they developed a set of goals and progressions based on the AOs from the Religious Education Bridging Document (REBD). This data can be used to determine next steps, to report to parents and to report to the BOT.

All students have a *Whakapono Faith* journal for the affective domain. Teachers also make judgments from children's behaviour and attitudes (using the RISE values).

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 Formation

The school's Gospel values, known as the RISE values are Respect, Integrity, Sense of Community and Excellence. They underpin the Catholic Character of Sacred Heart School. Each of the RISE values has three identified Gospel stories to illustrate what that value looks like in action as Jesus lived it. Each classroom has a poster which describes each value in children's language. The RISE values are living values – they are taught through Monday school prayers, in classrooms and are the heart of the behavioural management process. Students seen living the values in the classroom and playground receive a token in the colour that represents one of the four values. All tokens contribute to a whole school reward.

Varied and rich karakia is an integral part of the daily routine of school life. Morning prayer, Grace before lunch and end of day prayer encourage a prayerful environment which helps support and encourage students to acknowledge and appreciate the presence of God. Teachers model different karakia styles so that students can deliver varied prayer sessions when they are rostered on for that week. Prayer forms include meditation, using a Gospel story to reflect on its meaning in students' life, praying using the RISE Values and using traditional prayer forms like the Rosary. The Sign of the Cross is prayed in a variety of languages depending on the ethnicities in the class. Liturgical seasons as well as world and community needs are used as foci for prayer. Time is scheduled in the beginning of each term for students organising weekly prayers, to plan before they lead prayer. Students demonstrate reverence during whole school and class prayer.

The week begins with whole school prayer in the Church, run by a different class each week. The current RISE Value is talked about and what it would look like in action. The dramatization of the previous weekend's Gospel helps students to understand its meaning. Staff pray together each week, prepared and led by every teacher on a rostered basis.

There are rich retreat opportunities for ākonga, kaiako and other staff. Year 7 and 8 students attend the annual Student Leaders in Catholic Schools (SLICS) retreat day and have also visited the Home of Compassion for an end of year retreat. This year Fr Mark Walls will lead them in a retreat.

This year staff attended a retreat day at the Home of Compassion with Fr. James Lyons, with a focus on *Fratelli Tutti* and how that can be lived and used with students. Teachers met with the other staff of the Kahui Ako before the start of the school year for a two hour session with Cardinal John Dew.

There is a regular programme of liturgies and Masses calendared throughout the year that are appropriate for the age and culture of participants, and students have the opportunity to develop these liturgies or to have some leadership roles in them. The beginning of the year Welcome liturgy, Ash Wednesday liturgy, Easter play, Sacred Heart Feast Day Mass, Grandparents' Mass and End of Year Mass, are examples of annual faith occasions in the life of the school, to which whanau are invited. Students attend weekday Mass with a Buddy class during Term 4 and parents are always invited to join them. Buddy liturgies take place in Term 2 and Class liturgies in Term 3.

Once a year the Parish of the Holy Spirit invites the four Catholic primary schools to a weekend Mass held in St. Bernard's College in Lower Hutt. Staff and students are invited to attend and this is a well-supported occasion.

Evangelisation

Currently the Sacramental programme for Reconciliation, First Eucharist and Confirmation is run in the school, while the parish runs the evening meetings for parents. A letter of invitation is sent out to families from the parish and distributed through the school. The programme has been run in the past by a teacher (in her role as parishioner) and is currently being run by the principal. Students from San Antonio School as well as State schools join in the programme. In the past, the Sacramental programme has included all the schools in the parish, but because of the large numbers of children going through the programme this year due to Covid-19 in 2020, it is being run within the local church communities.

The Baptismal programme is run through the parish, as most preference students in the school are baptized and there are only 4 non preference students.

Faith Based Leadership

The principal demonstrates a strong commitment to her Catholic faith in all the decisions she makes. She is very well-informed about Catholic matters and is clear about the priority of the school in living out its Catholic Character.

The principal encourages, empowers and nurtures faith in others and encourages faith-based leadership from all. Every year a thorough PLD plan for Catholic Character is designed to ensure all teaching staff are working towards further certification.

The principal, supported by the leadership team, articulates and promotes a faith-based vision for the school. They are committed to their own ongoing faith formation. The principal and the DRS work collaboratively to lead the development of Catholic Special Character.

The DRS is a committed member of her own parish and is seen as a role model of faith. She is highly respected by all in the school community and in the Samoan and Pasifika communities, where she is seen as someone who works tirelessly for others without drawing attention to herself. She is a leader who gets alongside those who need support and helps in practical and quiet ways.

Next Steps for Development

- Refresh the elements of meditation for children across the school
- Provide an opportunity for students to access the Sacrament of Reconciliation once a year

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?

Leadership

The principal is very knowledgeable about the RE Curriculum and ensures that it is seen in the same light as other core curriculum areas. This has meant having RE AOs and progressions loaded into the school SMS system (HERO). The DRS provides useful resources for both curriculum and seasonal occasions to all teachers. She carries out the observations for teacher RE certification.

As a DRS in her former school, the DP is also a role model of Catholic Character and provides leadership in the teaching of RE especially through inquiry and the use of affective assessment.

Religious Education

The school implements the nationally mandated Religious Education curriculum, delivering its Achievement Objectives with integrity, in a clearly timetabled plan. RE follows the long term plan, based on the Strands, provided by CSES. The DRS distributes this plan to all teachers who use it to plan and teach, integrating RE into other areas of the curriculum where they see opportunities, especially in writing, reading and art. Teachers constantly refine their approach to planning, often informally supporting one another through sharing ideas and practice. They aim to teach the RE programme in an interactive way that allows student voice. Planning together using a big theme underpinned by the Catholic Character will support and empower teachers to integrate learning across the curriculum in an authentic way which ensures that RE is at its heart.

Examples of good practice in effective, creative teaching that engages ākonga are; tapping into prior knowledge, giving students ownership of their learning and choice about how they work, guiding rather than teaching “from the front” and providing a range of activities pitched at the students’ level. Kaiako implement strategies to meet the individual learning needs of ākonga, including students with high special needs and ESOL students.

There is evidence of student voice in class discussions and on classroom walls, with student reflections gathered on large sheets of paper and in their journals. Teachers use a variety of resources relevant to the age and stage of their students. Teachers have a deep knowledge of their students and their individual needs, and pitch lessons accordingly.

Religious Education goals and progressions, from the AOs in the REBD, have been loaded into the school’s SMS system, HERO. They are levelled under the Strands and teachers are beginning to use these to highlight what they will be assessing. In the last two years, the goals for each level have been refined. Parents have access to this information through a Whanau Portal where they can also read the achievement comments and see photos of their child’s progress and achievement in RE.

Student work is evident in RE books, on some classroom walls and in their Whakapono Faith Journals. The purpose of the Journals is to capture student voice for affective assessment. This is in its early stages and reviewing this as part of internal evaluation will give clarity around next steps.

Teachers build strong relationships with students that enable them to provide inclusive learning, accessible to all learners. The Teacher Aides support individual students in their learning. Relationships between teachers and students are respectful, gentle and affirming. Students are relaxed, inclusive, positive and engaged in their learning in RE.

The principal seeks out opportunities for the staff to grow in their practice and knowledge around the Catholic Character of their school. Staff participate in regular PLD to update their RE curriculum knowledge through Curriculum Days, Cluster workshops, Conferences, specific programmes like *Having Life to the Full*, Kahui Ako PLD, and staff and syndicate meetings. The school’s PLD plan indicates the number of hours each teacher is receiving.

Catholic Curriculum

School policy ensures that those aspects of the Health curriculum which involve human sexuality education are set in the context of the teaching of the Catholic Church. Whānau and the Proprietor are consulted about the programme. The school consults about the Health Curriculum in general every 2 years and in their *Loving for Life* programme, parents attend the programme with their children i.e. fathers with their sons and mothers with their daughters. All kaiako with a permanent position have completed the *Having Life to the Full* Course.

Next Steps for Development

- Build access to resources that support the integrated curriculum
- Plan for teacher PLD when the new Curriculum is published

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 principal, DRS, DP and other Catholic teachers are active witnesses of faith in the school and in their parishes, and all staff present the face of Christ to others in the way they show care.

The Catholic concept of community is evidenced in the way staff work together as a team and in the way the school community, whānau and parish work together. The culture of the school is characterised by warm relationships at all levels, friendly communications, an attitude of pastoral care and a sense that all are treated with respect.

Displays and symbols indicate that this is a Catholic school. The RISE values are displayed in all the classrooms and the main corridor has a display of how each value is expressed through Gospel stories. The foyer has a Catholic Character display which includes symbols from different cultures.

Partnership & Collaboration

Sacred Heart School is part of Te Wairua Tapu Parish, along with three other primary schools and two Colleges. The school maintains a positive partnership with the local Sacred Heart Church as well as with the two priests and the founding Sisters of the Mission, who live within two doors of the school. The school is welcome to use the church regularly. Until Covid-19, Sacred Heart, Petone met with Sacred Heart, Thorndon annually to celebrate their Feast Day together. They celebrate Catholic Schools Day with the other schools of Te Wairua Tapu Parish.

The principal has strong networks within the Catholic community and in particular the Catholic educational community. She is the Secretary of the NZCPPA, co-leader of the WCPPA as well as being part of the Catholic Kahui Ako. She also maintains good networks with local State schools and is part of the Lower Hutt Principals Cluster. The school participates in HuttFest (formerly Polyfest), Artsplash as well as various interschool sports days. The Year 7 and 8 students attend Hutt Intermediate for technology.

Te Tiriti o Waitangi

Te Kura Ō Te Ngākau Tāpu is committed to educating for a deeper understanding of the principles of Te Tiriti o Waitangi, and the bicultural history of Aotearoa New Zealand. Classes learn about Te Tiriti o Waitangi at the beginning of the year and connect this to their class treaty which students and teacher create together.

The school is part of the Kura Ahurea (run by the Taranaki Tenth Trust), based on place-based learning which includes local Māori and pakehā history. The Toa for the school attends a PLD meeting once a term, bringing this knowledge back to staff.

The school has developed its own Māori Curriculum entitled Te Ao Māori which is timetabled into the school curriculum in all classes. At Level 1, all students and staff learn their pepeha and the history of the area on which Sacred Heart stands.

The school's Whānau Ropu meet regularly to support whānau and teachers in Tikanga Māori. They had input into the school's Treaty of Waitangi Policy and the curriculum documentation. Celebrations of Matariki every year involve Māori whānau who organise hangi and associated activities. Te reo Māori Language week is celebrated with Māori mana whenua students leading classes with te reo Māori. An annual whole school Marae visit involves senior students staying over for the night.

The implementation of a pōwhiri whakatau to welcome new students and staff to the school is highly valued and involves the Kapa Haka group performing. A korowai, placed on the shoulders of each new student and new teachers, symbolises the commitment of the tangata whenua to envelop the new members into the wairua of the school. A poropoaki is held to farewell students and staff as they leave the school.

For masses and liturgies, different languages including Māori are used for prayers, waiata and parts of the Mass, acknowledging the diverse composition of the school community.

Pastoral Care

Sacred Heart is a safe, nurturing environment supported by a strong pastoral care network. Led by the principal and the DRS, pastoral care is responsive to the needs of ākongā, and reflects Gospel values and Church teachings. All staff notice the needs of tamariki and their families and respond with practical support. The St. Vincent de Paul Society makes a donation to the school for families in need, which the school uses to buy uniforms and in one case, an epi-pen for a child.

Staff feel well cared for pastorally. The leadership team are described as supportive, understanding and compassionate. The principal is approachable and responsive when staff need support due to personal circumstances. Whānau and home life are valued. Social get-togethers such as breakfasts at a local cafe and the end of term social, birthday celebrations and special morning teas all support staff pastoral care, as well as regular and transparent communication which includes daily notices.

The school has several students with high special needs, and employs seven Teacher Aides to support their learning. Teachers appreciate the role of the Teacher Aides, who themselves feel very supported by the teachers and leadership team and describe being part of a team as core to the Sacred Heart culture.

Behaviour management processes are fair, clear to all, guided by restorative practice and based on the RISE Gospel values as guidelines for behaviour, providing students and all stakeholders with cohesion and clarity about expectations for behaviour.

Covid-19: All those spoken to were very affirming about the school's pastoral care during the Covid-19 lockdowns in 2020. Communication was open, timely and helpful and came regularly in a variety of forms. Learning activities for children were provided by teachers without any pressure on either students or parents to complete the work, and learning packs were dropped off to households as required. The leadership team returned to school first at Level 3, looking after the children of essential workers. When all students returned, teachers, led by the principal, provided ongoing support and reassurance to whānau by being visible at the gate outside the school for drop-offs and pickups.

Service and Outreach

Students are given opportunities to lead and to serve in a variety of ways. From the Year 8 cohort, there are two student leaders and a Catholic Character leader, as well as all other Year 8 students having roles as Team Leaders. Representatives from the Year 8 cohort lay a wreath at the local war memorial on Anzac Day. When students start school they have a buddy from an older class who places a korowai around their shoulders and sits with them at the church liturgy, as part of the tuakana/teina model.

Senior students supervise younger classes as wet day duty monitors when required, and peer mediators are trained to support children in the playground in their morning and lunch time breaks. Students serve morning tea on Grandparents' Day and other community morning teas held in the school. Each year, Year 7 and 8 students visit the Home of Compassion to learn about how Suzanne Aubert demonstrated service and outreach in her life. The Soup Kitchen is supported with a coat drive once a year. Students also lead assemblies, classroom and school prayers and some are altar servers in the local church.

The school taps into Caritas initiatives and the social justice aspects of the RE curriculum especially during Lent and in Social Justice Week, to fundraise for different community, national or international initiatives. The School Council, which includes two representatives from each class, organises fundraising events for causes such as Loud Shirt Day (for cochlear implants), Cure Kids Wig Day (Cancer Society), and Mufti Mania.

Next Steps for Development

- Using the principles of Catholic Social Teaching, continue to explore initiatives for service and outreach in the community.

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?

Student Numbers for Each Preference Criterion and Non-preference

Preference Criteria	Number of Students	% actual roll
5.1	137	86.7
5.2	1	.67
5.3	9	5.7
5.4	7	4.43
5.5	0	0
Preference with no criteria	0	0
Total of signed preference roll	154	97.5
Non-Preference Roll	4	2.5
International Fee Paying Students	0	0

Stewardship

The Board Chair, school leadership, Board members and staff work together to safeguard and strengthen the Catholic Character. The transitioning programme for new entrants, Early Risers, is run by the new entrant teacher. She has developed positive relationships with local pre-schools and uses this to tap into Catholic families. She and the principal invite newly enrolled students and their parents to visit the school as a way of helping them feel a sense of belonging. It also provides them with clarity about what it means to be part of a Catholic school.

The Board of Trustees ensures that the vision and strategic direction for the school clearly and explicitly reflect the Catholic Character of the school. This is seen in the vision and RISE values in the school Charter. The Strategic Plan has a specific Catholic Character goal which is evident in the Annual Plan.

Board meetings begin with prayer with each member rostered to organize and lead each meeting. The principal addresses Catholic Character in her report to the Board.

The school's policies reflect its particular Catholic Character qualities. All school promotional material reflects the Catholic identity of the school and the school's annual budget provides funding lines for Catholic Character and for Religious Education.

The principal has carried out self-reviews each year since the last review, using the Draft *Catholic Special Character Review for Development* Document. Reducing the breadth of the review to a more targeted focus will enable good practice to be affirmed and identify more authentic next steps.

The Board Chair and the principal have a positive, professional relationship and meet regularly to discuss school matters. Both see their relationship as transparent with open communication.

Some Board members have completed training in Te Tiriti O Waitangi through NZSTA.

Legal Obligations

The school is compliant with its Integration Agreement with regard to the:

- Maximum roll compared with actual roll at time of review. The school is very close to its maximum roll which it should reach before the end of 2021.
- Number of preference students. Most (89% students) are baptized.
- Number of non-preference students: The Integration Agreement allows for non-preference students to make up 5% of the maximum roll. Numerically, this is 8 students out of 165. Currently there are 4 non-preference students out of a roll of 158 students, equating to only 2% of the actual roll.

With regard to the number of Number of Cl 47 positions held compared with number or percentage Cl 47 positions specified in the Integration Agreement, the school is currently one teacher short due to a recent resignation. The Board is aware that the next permanent appointment will need to be Tagged Cl 47.

The Board of Trustees consults, communicates and works with the Proprietor on matters relating to Catholic Special Character.

Next Steps for Development

- Continue to plan for Board training, particularly around the specific requirements for Catholic Schools.
- Ensure the next permanent appointment is Tagged Cl 47.

The recommendations below support the direction of the Board and will help the continuing work of building Sacred Heart School into an enriching Catholic environment that educates and develops children holistically.

Recommendations

1. Continue to develop the teaching of RE across all learning:

- Use the principles of Catholic Social Teaching as overarching themes in a schoolwide long term plan, underpinned with a Catholic Character key enduring understanding, to develop an integrated curriculum.
- Develop the affective domain of assessment through student voice to capture the ongoing impact of learning on students' personal faith journey. Use this information to capture a schoolwide picture of the impact of the teaching of RE within the overarching theme, to inform next steps and to report to the Board.

2. Focus internal evaluation on specific areas for improvement and gather voice from staff, students and whanau as appropriate. Use this information to develop next steps and ensure they become part the Annual Plan.

The review team is confident that the Sacred Heart School leadership team (Board of Trustees, Principal, DP and DRS) have the willingness and ability to address these recommendations fully before the next external review. ADW Catholic Schools Education Services staff are available to assist the Principal, Board of Trustees and staff in compiling an action plan to address these recommendations.

The review team thank the community of Sacred Heart 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 review by the school is greatly appreciated.

A handwritten signature in blue ink, appearing to read 'Zita Smith', is centered on the page. The signature is fluid and cursive, with a small dot above the 'i' in 'Smith'.

Zita Smith