



**CATHOLIC DIOCESE
OF CHRISTCHURCH**

TE TAKIWĀ Ō TE PĪHOPA

*He Pūrongo Arotake Mātauranga
Ahurea Katorika ā Waho.*

*Catholic Special Character
External Evaluation Report*



ST ANNE'S
CATHOLIC SCHOOL

Living our faith through our actions

Evaluation conducted on 25 / 26 October 2023

Confirmed Report 22 November 2023

School Details

Name of School:	St Anne's Catholic School, Woolston
Address:	739 Ferry Road, Woolston, Christchurch
School type:	Full Primary
Actual roll:	180
Maximum roll:	180
Non-preference maximum:	9
Actual non-preference number:	7
Roll based staffing entitlement:	9.3
Required number of Sp Ch Cl 47 positions:	6
Filled number of Sp Ch Cl 47 positions:	6
Principal:	Dallas Wichman
Director of Religious Studies:	Clara Mapley
Presiding Member, School Board:	Jonny Parker
Parish Priest:	Fr Job Thyikalamuriyil
Chaplain:	Fr Paulo, Fr Ben
Parish Lay Pastoral Leader:	

EvaluationTeam:

Lead Evaluator: Tony Shaw

The Aims of Catholic Special Character External Evaluation for Development

The Catholic special character evaluation process produces a focused picture of the impact of Catholic schooling and the effectiveness of its goals on the lives of all tamariki and rangatahi¹.

The process seeks to determine whether they have encountered the living God revealed in Jesus Christ, grown in knowledge of Him and His Church, and as a result are forming a deep and lasting relationship with Jesus Christ and the Church².

The process also evaluates how the whole school community engages in authentic Catholic Christian witness and evangelisation.

The evaluation also investigates how the school is acting as kaitiaki of Catholic special character including meeting its statutory compliances.

A collaborative external evaluation process between school and the evaluators helps the school see what it is doing well and identify next steps.

Introduction

St Anne's Catholic School is a Years 1 to 8 state-integrated school located in Woolston, Christchurch. *It was founded in 1906 under the leadership of the Sisters of Our Lady of the Missions (RNDM). Their 'mission' was, and still is, to work with those who are vulnerable, neglected and marginalised in our world. As educators, they recognised the importance of having love as their driving force, of setting very high educational standards, and of living their lives as genuine role models for their students.* (From the school website)

There is a diverse range of cultures which is widely celebrated by this school community.

NZ Māori	8.9%
NZ European	26.1%
Samoan	22.2%
Filipino	26.1%
Indian	6.1%
African	2.2%

The school vision is that St Anne's learners show GRIT:

- Gospel values
- Regulated learning
- Initiative/Innovation
- Team Player Attributes

With the restructuring of the Christchurch city parishes, Woolston has merged with former parishes in the suburbs of Sumner and New Brighton to form one larger parish of Christchurch

¹ New Zealand Catholic Bishops' Conference. *The Catholic Education of School Age Children*. Wellington:2014.

² Ibid.

East. St Anne's Catholic school enjoys its proximity to the parish church and is one of four primary schools within the enlarged parish.

Progress with Recommendations from the 2017 Catholic Special Character Review for Development Report

RECOMMENDATIONS FOR NEXT STEPS FROM 2017 REVIEW

Catholic Community

1. To form a dedicated, action-focused group of students to re-establish a Young Vinnies Group as a way of illustrating Faith in Action with the help of the DRS or other staff members.

We have formed a Faith Team from our year 7/8 students who are a part of the Young Vinnies. The Faith team have helped to organise numerous fundraising events, feast days, prayer services, Masses, community outreaches and take leadership roles in all special character events. Details of their work can be found in Board reports and in our annual reports also. This group is our main leadership group making them 'super important'.

Religious Education

2. Assessment in Religious Education would be strengthened by collating school-wide data in one or two selected strands to determine the extent of increased student knowledge. Strands chosen could be based on the weakest strands identified in the Year 4 RE Online Assessment for St Anne's School.

3. The school's Schedule of Assessment should include planned assessments in Religious Education as it does for literacy and numeracy.

All classes now collect pre and post assessment data for each strand. This is collated on etap and reviewed by the DRS to identify any areas for improvement. This is presented to the Board regularly along with general success and gains in this area. We also complete the Year 4 assessment which gives us limited helpful data.

Our main source of 'improvement' comes from the way we work here. If a teacher is not confident or students are not doing well in a particular area (Catholic or not), we ask each other for support, or offer support. We are a strong team!

Governance

4. To discuss opportunities, as a board, to increase the prayer life at meetings and the possibility of sourcing some personal faith development.

We need to be aware some of our Board members are members of other denominations or not Christian (often partners of the Catholic). For us, it is not the amount, but the quality or the commitment, i.e. never starting a meeting without a prayer. Our Board often writes their own prayers, and they really show faith and caring, more than a traditional prayer. This feeds from role modeling and not courses. Our proprietor's reps do a great job of this. However, whenever our parish offers Faith Development, we put it to the Board as role models to our community and often we have representation at these courses. Since this suggestion, we have actively tried to promote any programme the church offers.

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?

The school effectively promotes the development of a personal relationship with Jesus Christ through daily prayer - at the start and end of the day, prior to RE lessons, and before break and lunch (Karakia mō te kai). With a strategic goal to teach and learn in a bilingual context, every teacher observed was capable and confident in leading the prayer in te reo Māori, and the students were asked how they wanted to close with a sign of the cross - in te reo Māori, Samoan, Filipino, Fijian or English. The rituals built into this time of inoi/prayer reflected the respectful way tamariki responded. They know they are talking to God, thanking him, praising him, seeking his help. This indicates a developing personal relationship with Jesus Christ.

St Anne's kaiako have developed a set of prayer bags which are level / age appropriate, that tamariki can take home on a Friday and use for the week. These contain a prayer cloth, small crucifix, some Holy water, and inoi (prayers) in English and te reo. The junior levels have the sign of the cross and some simple prayers, with these progressing through subsequent levels to include Our Father, Hail Mary, Glory be to the Father, both in te reo Māori and English. This is an excellent resource, locally developed, and is an effective way of evangelising whānau through their tamariki.

Every Wednesday two classes are scheduled to attend the parish Mass in the church. Fr Ben reported that the students generally behave well, and this will only improve with more opportunities and familiarity with the celebration of Mass. Kaiako ensure tamariki are prepared for the Prayer of the Faithful and the Liturgy of the Word. The tumuaki, DRS and kaiako encourage tamariki and whānau to attend Sunday Mass, and also encourage them to support the Miha Māori at Te Rangimārie. A set of Mass responses in te reo Māori have been developed and shared with whānau and other Catholic schools in the local Catholic Kāhui Ako hub.

In addition to this there is a Sunday Mass each Term allocated to two classes. Through the internal Catholic Special Character self-evaluation process a goal has been developed to have a whole school Mass each Friday. This is an excellent target and with this regular opportunity to celebrate Mass as a community tamariki will become more familiar with the Mass, develop their relationship with Jesus, and grow in knowledge.

Fr Ben is keen to see more participation of tamariki in the Sunday Mass. With some training those who are selected to be Minister's of the Word would be well received in Sunday Mass. Similarly a school choir that sings on Sunday would be a positive contribution to the parish celebration of Mass.

The Faith Team is a significant group of senior akonga who work with the DRS and tamariki to plan effective liturgies, feast days, encourage wider participation of tamariki, and share their faith and relationship with Jesus with the school community. They also plan and operate fund raising activities, supporting Caritas and those in need. The Faith Team are also the Young Vinnies, reflecting their faith in action. The work of this team will also be encouraging tamariki to develop a relationship with Jesus.

The Parish offers an effective Sacramental programme. The Parish Sacramental Coordinator, Janette, has children enrolled at St Anne's and her daughter is currently undertaking her initial teacher training at St Anne's. Janette is a real advocate for the school community. Opportunities for preparation for First Communion and Confirmation are advertised through the Parish and the school, in Newsletters, Facebook pages, etc. The DRS can access the Preference criteria to identify those who could be offered sacraments. Every effort is made to identify, invite, encourage whānau to bring their tamariki to the Parish to be part of this process and to strengthen their relationship with Jesus.

Displays and symbols, including those significant for Māori, provide witness to the Catholic special character of the school, particularly inside classrooms and other school rooms. In a school where there is such a strong bilingual focus, there are many examples to reflect this as a genuine bi-cultural community. The school Board is currently preparing to install new signage in front of the school. This incorporates cultural elements from Māori, Samoan and Filipino cultures, but clearly defines this as a Catholic school.

Next Steps for Development

To focus on the spiritual nourishment of tumuaki and kaimahi, time could be allocated for a spiritual retreat. This could be a half day or full day. With many kaiako being engaged in learning te reo Māori as they are progressing through the six RE papers, providing time on a teacher-only day for spiritual development would be beneficial.

Dimension 2: Mā te Mātauranga ka Tipu: Growth in Knowledge

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

On first arriving at St Anne's for this visit, the evaluator was welcomed by two akonga who shared their knowledge regarding the place-based history of this kura. Besides describing the importance of this area for Māori and how various groups had travelled to Woolston, or through here, they also included specific information about the first Mission Sisters who travelled here each day, following the opening of this kura in 1906, by horse-drawn tram from the convent further up Ferry Rd. Whilst undertaking classroom visits other students stepped forward to present the knowledge they had acquired on Māori history, myths and legends, including the origins of the Port Hills - Ngā Kohatu Whakarakaraka o Tamatea Pōkai Whenua. Most students were confident in displaying their knowledge of place-based history, as well as the religious history of the kura.

In visiting all the classrooms to observe the teaching of RE, kaiako were knowledgeable, confident and were well supported with resources. All kaiako were following a scheme of work and there was evidence of assessment and data indicating progress against learning outcomes. This has been previously shared with the Board. Since the last External Catholic Special Character review in 2017, this area has been strengthened.

Tamariki were engaged in learning activities and displayed a good level of understanding and knowledge as evidenced by their responses to questions. Classrooms were calm and demonstrated a mutual respect between kaiako and akonga. This same mutual respect was present in celebrating the ethnic diversity within the school community. Kaiako regularly referred to prior learning before commencing new lesson content.

In one room tamariki were learning about the Trinity. The kaiako had prepared an effective resource that involved constructing a triangular pyramid, with each side representing God the Father, Jesus, and the Holy Spirit. After learning about the three 'persons in one' they made their pyramid, which they were to colour and decorate before taking home. In this way the learning of the tamariki is reinforced as they explain to their whānau what the object represents. This can also help with the growth in knowledge at home as well.

The tumuaki and DRS encourage all the teachers to undertake the six RE papers to grow their own knowledge and understanding. Some have now completed these, and others are making good progress.

The Proprietors' Appointees reported having opportunities as Board members to grow their knowledge in terms of Religious Education and faith. As two appointees recently retired from positions as kaiako in the kura, they were knowledgeable about developments with *Tō Tātou Whakapono - Our faith*. They are also familiar with the videos that Boards have as starters to

their meetings. This is an effective way of ensuring all Board members grow in knowledge of Religious Education and faith.

Through encouraging the community to celebrate Mass on Sunday, and to receive the Sacraments of Initiation, the school is assisting its community to grow in knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church.

Next Steps for Development

The annual Catholic Special Character Plan for 2024 should include a detailed plan for how *Tō Tātou Whakapono - Our Faith* will be implemented in Years 0 - 2. The following year will involve implementing Years 3-4. Whilst this is currently a target in the Strategic Plan, it will need specific detail to ensure Kaiako are confident in delivery from 2025. The Catholic Education Office can assist with this planning and support Kaiako to deliver the new Religious Education Curriculum effectively.

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 effective in providing a hope-filled Christian witness to its community. It is ably role-modelled by the tumuaki and kaiako who together promote a culture of positive, professional relationships and exhibit the integration of their faith and life to others.

There is a genuine sense of welcome and hospitality that is felt as you enter the school premises. New kaimahi, ākonga and whānau are formally welcomed to the school at a mihi whakatau close to the beginning of the year, and all special visitors are welcomed in this way throughout the year. Tamariki and kaimahi are very familiar with the tikanga for these events, and have a range of waiata they can sing as a response to the speakers. The mihi whakatau concludes with blessing and sharing food to lift the tapu in order for manuhiri to become part of the community.

New kaimahi are presented with an Induction booklet that has been prepared by one of the kaiako. This is an excellent document that underlines what it means to work in a Catholic school, and the obligations and responsibilities that accompany this vocation. It has a detailed history of the school and its founding order, RNDM (Sisters of Our Lady of the Missions) and outlines their charism and the vision and values of St Anne's Catholic School.

The parish and school operate collectively to promote the involvement of tamariki and their whānau in the life of their parish community. Kaiako regularly encourage whānau to participate in the Sunday Eucharist. The priests are respected by Kaimahi, ākonga and whānau and their involvement in the school is genuinely appreciated. Most tamariki recognise their priests through attendance of two classes at the weekly Mass each Wednesday. These effective

relationships between the kura and the priests are having a positive impact on the combined parish / kura faith community.

The importance of te Tiriti o Waitangi and the status of Māori as tangata whenua is well respected by the school. Bi-culturalism is evident in all classrooms, which are increasingly bi-lingual. Te reo Māori wall displays featured posters and charts relating to the language. Waitangi Day and Matariki are celebrated as significant events and liturgical celebrations within the school's calendar. Key aspects of Aotearoa New Zealand History, such as the events at Parihaka are taught so tamariki have knowledge of the key things that shaped our nation. All kaiako were observed confidently and capably integrating their use of te reo Māori and English.

The evaluator met with a small group of tamariki Māori. All agreed that their culture was well respected by the school. The kapa haka group is proud to represent their kura and will always be the main focus for cultural celebrations, whilst the Filipino and Samoan groups are also encouraged to perform on days when other languages and cultures are celebrated. At the conclusion of the Evaluation visit these students performed a rousing haka along with other senior kapa haka akonga.

The school celebrates the connection with its founding order, the Sisters of Our Lady of the Missions. Tamariki are aware of this historical connection as evidenced by the discussion with a representative group. They could explain the place-based history of the kura from its foundation in 1906, and respect the history and significance of the original hall / classrooms and could relay stories of the early Sisters and the pot belly stove that heated the space.

Pastoral care systems and procedures are responsive to the needs of tamariki and reflect Gospel values and Church teachings. Pastoral care is an area of strength. Kaiako have a deep knowledge of tamariki and their whānau. The support staff spoke of the close and strong bonds that keep this community together, and the way they all work to support any whānau in need.

The collated teaching staff evaluation questionnaire indicated that kaimahi feel affirmed and agreed that their well-being was nurtured. Below are some pertinent responses.

- *"We have a great team and I really enjoy being with everyone."*
- *"We are supported to ease our workloads as needed. It is lovely to pray together as a staff at all our meetings"*
- *"We have a way of supporting students to reflect on their behaviour using shared Christian values. We have students who love to care for one another, especially the older students towards the younger ones."*

Support staff expressed very similar sentiments. They feel very much part of the kaimahi where the working environment is clearly focused on its people and Catholic Special Character. They feel valued as part of the extended Catholic whānau that supports this community.

St Anne's belongs to the Central & East Hub of the Christchurch Catholic Kāhui Ako which is being led by the tumuaki of St Anne's. This hub includes St Mary's, St James' and Catholic Cathedral College and has the focus on transitioning tamariki and rangatahi through the sector from primary to secondary. School leaders find the collaborative manner of the Kāhui Ako and the effective relationships being developed as having a positive impact on the Catholic school network in general.

Senior akonga are involved in leading service and outreach opportunities. Fourteen Year 7-8 akonga are active members of the school's "Faith Team". This group plans liturgies, fund-raising activities for Caritas and other faith-in-action projects. This group is also the core of the Young Vinnies Group. Rather than having a range of leadership roles for senior akonga, the Faith Team is the sole focus for student leadership and it reinforces that this is a priority - the service of those in need. responding to the call of the Gospel.

Next Steps for Development

In discussions with proprietor's appointees, kaimahi and whānau, common threads reflected the next steps that were already emerging from the internal Catholic Special Character evaluation process - increasing links with the parish, more participation of whānau and tamariki at Sunday Mass, including a choir, Ministers of the Word, altar servers, youth group leaders, etc.

Dimension 4: Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika-Safeguarding and Strengthening Catholic Special Character

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

The experienced and committed proprietor's appointees, together with the parish priest, ensure the School Board is clearly focussed on the Catholic Special Character. In meeting with two proprietor's appointees during the external evaluation, the significant areas of growth identified were the positive relationship between the school and the parish, and the focus on Catholic Special Character by the tumuaki, DRS and Kaiako. At the weekly parish Mass, two classes attend and tamariki take a leading role with the Liturgy of the Word and Prayer of the Faithful. Board members commented on the faith-filled leadership of the Tumuaki and the DRS and the impact this has on the Catholic Special Character of the school.

The Strategic Plan has a strong focus on providing a localised, bilingual, and researched-based learning environment, founded on Te Tiriti O Waitangi. The tumuaki is passionate about this, and explained that whilst he considers promoting the use of te reo Māori a social justice issue, he clearly values the importance of Religious Education and promoting Catholic values. He promotes the charism of the founding Sisters of Our Lady of the Missions, and interweaves this in the place-based history of the kura. He promotes the Sacramental programme to all whānau with tamariki who are not baptised, or those who have yet to receive Eucharist,

Reconciliation and Confirmation, and encourages his community to celebrate Sunday Mass with the parish, and to also support the Miha Māori at Te Rangimarie.

Internal Catholic Special Character evaluation action plans are based on the recommended annual dimension for evaluation. These have been completed annually and in detail. The “review of progress and actions” column serves as a record of achievement with some examples of next steps for development. The Catholic Special Character committee, working with the tumuaki and DRS, could be involved in formulating, monitoring and evaluating the annual internal evaluation action plan. Currently this task mainly involves the tumuaki and DRS.

The Appointments Committee of the board contains proprietor’s appointees, usually the parish priest and the Presiding Member of the board, for all permanent Special Character (Tagged) Positions.

All school promotional material reflects the Catholic identity of the school. The board’s Enrolment Policy is clear and transparent and sets out the criteria for preference and non-preference of enrolment.

The Board allocates a budget for Religious Education and for Catholic Special Character which includes costs relating to professional learning opportunities for kaimahi, for example, funding for releasing kaiako to attend professional learning.

The school is compliant with its Integration Agreement in terms of maximum roll compared to actual roll, non-preference roll, correct number of Schedule 6, Cl 47 positions (Special Character positions) and consultation with the Proprietor through its annual Attestation and Internal Evaluation/Review reports.

In summary, the board consults, communicates and works with the proprietor to ensure Catholic Special Character is safeguarded and strengthened.

Next Steps for Development

The annual internal evaluation process will continue to be strengthened with the Board’s *Catholic Special Character Committee* (including the proprietor’s appointees) working with the tumuaki and DRS to set targets for the following year, develop the annual plan and evaluate progress when they meet each term.

The preference/non-preference details, as at the time of the Catholic Special Character Evaluation (October 2023), were as follows:

St Anne's School (Woolston)	Maximum Roll (as per Integration Agreement) = 180 students	Non-Preference Maximum (as per Integration Agreement) = 9 students
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Preference Criterion	Number of Students	% of Current Total Number Students
5.1	116	64.4%
5.2	12	6.7%
5.3	34	18.9%
5.4	11	6.1%
5.5	0	0.0%
Non-Preference	7	3.9%
Total	180	100%

Catholic Special Character Evaluation Report Summary

St Anne's Catholic school is a vibrant, welcoming, multicultural community where akonga are developing a genuine relationship with Jesus. The tumuaki works with passion and enthusiasm to build a team of Catholic kaiako who ensure all tamariki and whānau experience an authentic Catholic community, a place where all can encounter Jesus, grow in knowledge, and learn to serve as Christian witnesses. St Anne's Catholic School genuinely commits to honouring te Tiriti o Waitangi, through partnership, participation, and protection. Alongside the protection of te reo Māori and tikanga Māori, the tumuaki, kaimahi and Board are focused on protecting and strengthening the Catholic Special Character.

Recommendations:

Encounter with Christ

- 1) To focus on the spiritual nourishment of tumuaki and kaimahi, time could be allocated for a spiritual retreat. This could be a half day or full day. With many kaiako being engaged in increasing their fluency with te reo Māori as they are progressing through the

six RE papers, providing time on a teacher-only day for spiritual development would be beneficial.

Growth in Knowledge

- 2) The annual Catholic Special Character Plan for 2024 should include a detailed plan for how *Tō Tātou Whakapono - Our Faith* will be implemented in Years 0 - 2 over the next 12 months. The following year will involve implementing Years 3-4. Whilst this is currently a target in the Strategic Plan, it will need specific detail to ensure Kaiako are confident in delivery from 2025. The Catholic Education Office can assist with this planning and will support Kaiako to deliver the new Religious Education Curriculum effectively.

The evaluator is confident that the St Anne's Catholic School leadership team (Tumuaki and Director of Religious Studies) have the willingness and ability to address these recommendations before the next external evaluation. The Catholic Education Office staff are available to assist the Tumuaki, Board and DRS in compiling an action plan to address these recommendations.

The evaluator thanks the community of St Anne's for the special welcome, hospitality and cooperation extended and for the opportunity to experience the way that they safeguard and strengthen their Catholic Special Character. The organisation and preparation for the external evaluation by St Anne's school is greatly appreciated.



Tony Shaw, Catholic Special Character Adviser