

**Diocese of Dunedin  
Catholic Education Office**

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

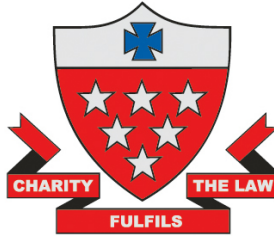
**Catholic Special Character Review for Development**

**External Report on the review of  
St Peter's College  
and Boarding Hostel, Rosmini House  
Gore**

Review conducted on 13 – 15 September 2021

Confirmed Report 15 November 2021





<b>Name:</b>	<b>St Peter's College and Rosmini House</b>		
<b>Address</b>	<b>121 Kakapo Street, West Gore, Gore 971</b>		
<b>School Type:</b>	<b>Integrated Co-educational Year 7 – 13 College</b>		
<b>Actual Roll:</b>	<b>428</b>		
<b>Maximum Roll:</b>	<b>512</b>		
<b>Non-preference maximum:</b>	<b>25</b>		
<b>Actual non-preference number:</b>	<b>35 + 108 dispensations</b>		
<b>Roll based staffing entitlement:</b>	<b>33 FTTE</b>		
<b>Required number of C1 47 positions:</b>	<b>15</b>		
<b>Filled number of C1 47 positions:</b>	<b>7</b>		
<b>Principal:</b>	<b>Tara Quinney</b>		
<b>DRS / Head of RE Faculty:</b>	<b>Brendan Terry</b>		
<b>Chairperson, Board of Trustees:</b>	<b>Karl Metzler</b>		
<b>Proprietor Appointees:</b>	<b>Keriann Borlase, Daniel Butler, Bernadette Hunt, Fr Jamie Lalaguna</b>		
<b>Teaching Staff:</b>	<b>33.4 FTTE (incl 0.4 Board funded)</b>		
<b>Support Staff:</b>	<b>15</b>		
<b>Ethnic Composition</b>	<b>NZ European / Pakeha</b>	<b>71%</b>	
	<b>Maori</b>	<b>14%</b>	
	<b>Pasifika</b>	<b>3%</b>	
	<b>Asian</b>	<b>3%</b>	
	<b>Filipino</b>	<b>5%</b>	
	<b>Other</b>	<b>4%</b>	
	<b>Total</b>	<b>100%</b>	

## **Review Team**

<b>Lead Reviewer:</b>	<b>Paul Richardson (Lead Reviewer Dunedin Diocese)</b>
<b>Support Reviewers:</b>	<b>Callan Goodall (Manager for Catholic Education) Pesamino Tili (DRS ) Kavanagh College Dunedin</b>

## **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,
- Te kaitiatanga me te whakakari i te tuaakiri 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 for continuing growth and development: October 2016**

- That the College, perhaps with diocesan or national offices, develop a programme for students new to Catholic schools or active Catholicism. Probably less than 10% of the roll are active in the Church at the time of their enrolment and students expressed some bewilderment in environments of prayer, liturgy, sacrament - with the content, but also with the ritual that goes with it: “why do we stand? what does ... mean?” This programme might also be of benefit to the parents of these students as well. A sacramental programme needs to be offered as a final step in this process. It would be helpful if there were a nationally recognised and resourced programme for all schools.

*The Year 7 Religious Education Programme is designed to support new students' awareness and participation in faith practices and there is also a programme for International students. The college has developed a register of Sacraments upon enrolment and students are invited to participate in the Sacramental programme. All students are given opportunities to participate in ministries at school Masses.*

- That the College work (perhaps with leaders in other schools in the diocese and/or with national offices) to develop an extension programme to deepen the understanding and practice of currently committed students. Perhaps these students could also work as buddies for students new to Catholic practice. If such a programme is developed it would be good if the school, the parishes, and diocese could find ways to support it with resources, staff and financially.

*Available opportunities include, Caritas Social Justice Leadership Days, Compassion Leaders, Catholic Convention, Christian Service Morning and Work Days. The DRS takes opportunities to dialogue with the diocese about establishing an extension programme and also seeks to promote across school opportunities for students to strengthen their faith. The college has participated in diocesan initiatives such as Shane Claireborne's Visit in 2019 and World Youth Day in 2017.*

- That the Board consider who would be a worthwhile person to take responsibility for the assessment of the Special Character dimensions in the Principal's appraisal. This might be an opportunity to build on links with the contributing primary school.

*This is an ongoing focus and is dependent on the availability of suitable people.*

- That the School Leadership Team continue to work to ensure Special Character impact in all curriculum management documents, as well as the teaching programmes and practices of all HELA's

*A system is now in place to include appropriate Catholic Social Teachings as new units/programmes are developed. English programmes also reference school values.*

- That the Leadership Team look at ways to ensure Special Character is always a consideration in all decisions by including the DRS in those decisions.

*The DRS has been a Senior Leadership Team member since 2019 and speaks at staff briefing.*

- The College has had a difficult five years, especially for staff and Board. This may be the time to deliberately revitalise the Christian community among the adults running the school. (This might be done through shared learning to enhance awareness of aspects of the Special Character, thus helping the board to meet training expectations in this area.)

*The Senior Leadership Team are a cohesive group who seek to grow and lead teachers, ākonga and the community into a relationship with Christ and to encourage students to be the best that they can be as Catholic citizens of the future.*

## **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 spirituality of the senior leadership and staff of the college is evident through their care and concern for ākonga and each other. Their words and actions echo the sentiments of the mission, vision and values of the College which are derived from its Rosminian and Mercy origins and centered around the values of Compassion, Community and Commitment. The stated Mission of the college is *Charity Fulfils the Law* and describes a community that is “committed to educating the whole person.” The presiding board member describes the charism of the school as very much about service and humility. In a fruitful discussion with the Director of Religious Studies he reflected on the various ways that the spiritual life of the school might impact on ākonga in their future lives. An example was given in the passing of a former student where current students organised a memorial service in the Chapel with former students returning to participate. Staff commented on how the mission, vision and values encourages encounter with Christ. Ākonga shared their own impressions of their college as a spiritual Catholic place where, “we have Masses, Religious Education and Liturgies,” and showed an understanding of the order of the liturgical year including significant events and celebrations within it.

Classroom prayer happens daily during homeroom time, is brief due to time constraints, and is led by kaiako and sometimes by ākonga. Students also spoke about their school Chapel and the various spiritual signs and symbols around the school. They expressed an awareness of parts of the history of the school and its founders and the four houses that honour that history. Special Character related events of particular appeal to ākonga are Eistedfodd, Bishop’s Shield, Choir and Kapahaka and these are seen as, “great opportunities.”

The Catholic Spirituality of St Peter’s School is revealed in the leadership of a capable and well-regarded Principal who has been in the role since the beginning of 2020. She believes that, “preparing students for life drives us to be a caring Catholic community that educates the whole person.” The Principal is supported by two deputies and a Director of Religious Studies who are considerably experienced in their roles. The senior leadership team operates as a cohesive group who seek to grow and lead teachers, ākonga and the community into a relationship with Christ and to encourage students to be the best that they can be as Catholic citizens of the future. Some senior students show faith-based leadership as active participants in the parish as Eucharistic ministers and readers although there is a low representation of ākonga at Mass on Sundays. The DRS says that the school leadership and parish would like to see more eucharistic participation from the community at Sunday Mass and there is a plan to increase student participation through music. Currently the school has three major school Masses throughout the year.

Staff have an opportunity to encounter Christ daily as each day begins with prayer and are supported in leading this at the staff briefing. Monday morning assemblies have a very clear focus and are often led by the Principal. Staff celebrate each other’s significant life events and place great value on their school community. In their surveys they unanimously

acknowledged a sense of feeling valued and cared for. Parents spoken to commented on experiencing a strong sense of welcome and inclusion when they first arrived in the St Peter's community. The Special Catholic Character of the school is well represented in regular and engaging school newsletters which promote the spiritual life. The presiding board member observed the promotion of service above self and the DRS described the modelling of relationships in the name of Christ as an effective example of what the church can be.

The Parish Priest is relatively new to the area. Due to pandemic restrictions he has not yet had an opportunity to immerse himself in the life of the school and looks forward to building a relationship with the college and celebrating Mass in the Chapel. The idea of class groups attending is appealing, rather than lunchtimes, to get a better buy in from the students. He expressed his desire for the school and parish to come together in a spirit of evangelisation and to increase participation in the Sunday eucharistic gatherings.

A parent in the group present shared how involvement with the college has the potential to bring people back to the faith and shared his own experience of a renewed encounter with Christ. Parents also acknowledged the availability Sacramental formation through the school and suggested that this could be made clearer and promoted more across the community. They echoed the sentiments college leadership and the Parish Priest about the need for greater opportunities for ākonga to be more involved in the Mass.

The college retreat programme, led by the DRS, is made available across the year levels 7-13 and involves opportunities to further encounter Christ through prayer and reflection. The DRS plans to further develop the retreat opportunities to support the Servant Leadership programme (refer to Dimension 3) which is led by the senior Student Executive Group.

#### **Next Steps for Development:**

- Continue to explore new ways of evangelisation within the school / parish community including promotion of regular family involvement in Sunday Eucharistic gatherings and active promotion of opportunities
- Continue to nurture a healthy and effective and diverse prayer life through regular review and renewal.
- Actively promote the opportunities for Sacramental formation across the school

## **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 Principal and Senior Leadership Team provide effective leadership in Religious Education and observances and are committed to ensuring that these are embedded in the integrated curriculum. The DRS finds joy in making faith relevant to ākonga and has a vision that fits the school's vision "*Preparation for Life.*" He has a clear understanding of what it means to be both a faith leader and is also senior leader for year 13 ākonga. His leadership capability is further enhanced through his involvement the national Aspiring Leaders programme through the NZ Catholic Education Office.

Student leadership at the senior level has transitioned from Student Council to a Servant Leadership model which is based on the three core values *Compassion, Community* and *Commitment* commonly referred to as the 3c's. This is based on an outreach model and promotes an attitude shift from a 'me' to an 'us' culture in student leadership. Parents spoken to believe that students St Peter's are given a chance to grow towards independence in a supportive environment and that this is particularly noticeable when they arrive in year 7.

The college has a diverse achievement pattern. Overall achievement in Religious Education between 2019 and 2020 is down in the underachievement category. This change is believed to be attributable to lower numbers achieving in merit and related to the pandemic effects in 2020. At the senior end of the college achievement is high in the NCEA excellence category. The DRS describes this as "cornerstone results for the vast majority of senior students." At the year 13 level, transition from school to working is described by staff as "really smooth" and their vision, and that of the college, for graduating ākonga is that they are equipped to live a life of faith beyond college life. "*Preparation for Life.*"

Although there is a level of staff concern about time frames with the roll out of the new Religious Education curriculum the DRS believes that the department is well positioned for this. The current curriculum has been realigned from a two to four-year cycle aiming for more depth and impact on student achievement. There is a focus on effective teaching and learning in and adhering to time requirements which is determined to be equivalent to other subjects at 250 minutes per week. At the year 7–10 level achievement data is being analysed with a view to formulating a goal to improve student achievement. In order to assess the impact of learning in Religious Education there has also been a change in assessment practice at the year 9–10 level with a shift from summative to formative assessment. These are all commendable self-review initiatives designed to strengthen learning opportunities for ākonga.

In a conversation with senior ākonga, some indicated a desire for more discussion time and less time working on devices. Other students commented, during a subsequent classroom visit that they were happy with this style of learning. It is recognised that NCEA creates pressure to complete set tasks within timeframes, however a survey to gather information on students' perceptions about the overall effectiveness of teaching and learning in RE would be a useful tool in future curriculum self-reviews.

Kaiako endeavour to emphasise the importance of Religious Education with parents at interviews however there is a tendency for some parents to not engage in the same way as

other curriculum areas. Some parents spoken to also acknowledged this and would like Religious Education to feature more at interviews particularly at the NZEA level.

The principles of Catholic Social Teaching flow from an emphasis on Mission, Education and Service and ākonga are given opportunities to critique society in the light of the Gospels. Caritas has provided valuable resources for Catholic Social Teaching which teachers have used to show authentic opportunities to identify a meaningful learning focus. The leadership are confident about successfully embedding the new curriculum when it is launched at the National Catholic Schools' Convention in 2022. Kaiako believe that academic success is a strong focus alongside a pastoral approach, an emphasis that was also highlighted in discussion with the presiding board member. Learning tutors work closely with senior leadership to ensure that no child is left behind.

Professional Learning and Development opportunities are well supported by the board and leadership. It is also noted that kaiako willingly engage in peer appraisal. Twilight meetings provided by the diocese do not always meet the need and the college would appreciate more support in this area. The DRS reports that formal opportunities for his own spiritual formation and PLD currently range from “non-existent to very limited.” To mitigate these challenges the leadership team seeks out and leads PLD activities within the school. This occurs on a weekly basis and Special Catholic Character is well represented. These opportunities are also made available for, and appreciated by, support staff. The Teachers New to Catholic Schools programme is provided for all new teaching staff and two staff are scheduled to participate in “Having Life to the Full” programme to support the Sexuality Education aspect which is an integral part of the Health Curriculum. It is pleasing to note a PLD emphasis with the 2022 convention which will be attended by the Principal, DRS and four ākonga. The effort of the school leadership to provide regular in-school PLD opportunities for kaiako and support staff is commendable and impacts positively on staff spirituality and wellbeing despite the challenges.

The presiding board member places great value on the induction of students new to the community with an emphasis on those arriving from non-Catholic contributing schools at year 7. Ākonga from the local Catholic contributing school, “are strong in faith and we can build off this.” There is a desire to harness the spiritual energy that comes into the school at year 7 so that it endures through to year 13 and this reflects the school's vision.

#### **Next Steps for Development:**

- Continue to pursue options to enhance PLD and spiritual development opportunities for the DRS across the diocese or possibly establishing links with other dioceses.
- Survey the ‘student voice’ as a part of Religious Education curriculum self-review to gain a clearer picture of attitude, satisfaction, preferred learning styles at various year levels.
- Explore opportunities for further study in such a way as to be of appeal and relevance for staff through Te Kupenga – Catholic Theological College, and promote staff formation in the ‘Living Life to the Full’ sexuality programme to support a Catholic perspective in the Health Curriculum.



### **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 authenticity of St Peter's as a place of Christian witness becomes very obvious through discussion with the various groups which comprise this Catholic community. The Principal describes families as "connected and committed" in their desire for a well-rounded education for their children. The values of the college, *compassion, community and commitment* are well articulated by ākonga who said that they live by the three C's and that their classmates are there for them in times of difficulty. They feel cared for and supported and teachers are willing to give of their time. "Everyone knows who you are." They know that adult support is always there and they have many doors to knock on for support. Ākonga also noted that there is a sense of community when they gather for Masses. Parents spoken to also described a caring and accepting environment where people look after each other. The parent community is very involved and welcome in the school and the presiding board member sees this as a strength.

The Presiding Board Member also described the Principal, Senior Leadership Team and the teachers as very much people who live their faith in their actions and interactions with others. Staff described as a "real strength" the relationships between ākonga and staff as well as staff and whanau and the connections which were well maintained in the remote learning environment during the recent lockdown. They believe that kindness is a real feature in student relationships and is particularly noticeable for those with additional needs. Feedback received from support staff, both written and verbal, was very positive. This group expressed how well supported they feel and described "a family first mantra." A future focus will be ensuring that every child has a significant adult in the school community that they feel they have a trusting relationship with.

Tuakana-teina relationships are a strength in the culture of the school and operate between years 7 and year 12 students. Training is provided and students work in pairs with their junior member fortnightly throughout the year. Student leadership features strongly in the life of the college and a model of Servant Leadership is currently operating to great effect. This current model has replaced the student council with the intention of increasing 'student voice' in the various activities and outreach activities of the college. Reviewers were invited to attend a Student Executive meeting on Monday morning with the Principal. Later in the day during the lunch break we were further privileged to observe a Servant Leadership gathering in action in the college Chapel. It was inspiring to observe a number of groups in action, led by the student executive members, discussing and planning their various outreach activities. This was an atmosphere of full engagement involving a group of around fifty willing participants who attended during their recreation time. The Servant Leadership initiative, and its effective engagement with ākonga, brings power and strength to the spiritual life of the college.

The college has a strong awareness of its responsibilities in honouring the spirit of Te Tiriti o Waitangi. This has involved planning to further develop a sense of cultural inclusivity incorporating the practices of cultural competencies across all learning areas. The present focus is on growing cultural capacity of staff in line with school's values of encouraging student and community learning opportunities around the college's partnership. This has involved reviewing the Tikanga Māori Policy, more deliberate use of te reo Māori to increase cultural competency for staff. The college has developed a strong relationship with the local

Hokonui Runanga. This relationship is strengthened by the involvement of St Peter's as the lead school for Alternative Education. The Principal meets regularly with the Runanga and community consultation features in this relationship. This bi-cultural engagement and practice also impacts on the multi-cultural life of the college with regular routines such as whanau evenings for different cultural groups and the celebration of a cultural festival day. A Kapahaka Hikoi to the Hokianga in Northland was scheduled to take place in 2022 and has been postponed to 2023 due to pandemic restrictions.

*Ka whangaia, ka tupu, ka puawai (that which is nurtured will blossom, then grow)* This sentiment encapsulates the college's approach to inducting new community members and reflects the values of the college. The strategic intention of the college is to provide a safe, respectful and inclusive learning environment that promotes personal wellbeing and Pastoral Care is strong and alive. Support structures operate across three categories being general support, more specific support involving senior staff, and if necessary support from outside agencies. Restorative Practice forms a major component of the Pastoral Plan of and has undergone significant review and development. Throughout 2019 and 2020 there has been a focus on strengthening restorative practices within the college involving a review of current practices, identifying and implementing change throughout 2020. Data shows a significant reduction in stand downs and suspensions over that time of review.

The current 2021 focus is to enable further staff PLD, including new teachers and learning tutors, to consider review outcomes and to co-construct future directions. This change process appears to be well embedded within the school culture as evidenced in review discussions across various staff groups, kaiako and ākonga. Significant resourcing is in place to support further study for the Guidance Counsellor and Deputy Principals. The services of an outside provider Marg Thorsborne were also recently engaged. Restorative conversation is a framework that is routinely used in staff / student conversations which are pastoral rather than punitive. The Senior Leadership Team is to be commended for this initiative which impacts strongly on the spiritual wellbeing and the faith life of the college. The DRS aptly describes the college's pastoral care approach reflecting the "hands, face and feet of Jesus."

Service and volunteering described by the board chair as a way of life in Gore and sees this as reflected within the college through the actions of ākonga. The DRS coordinates work days which are focused on outreach into the wider community with a focus on fundraising for charity, and fits well with the Rosminian motto, *Charity Fulfils the Law*.

#### **Next Steps for Development:**

- Periodically review the Servant Leadership initiative to ensure a continued positive impact on student voice as various student groups move through the college
- When carrying out Pastoral Care Reviews, also refer to the appropriate area in the Special Character Review Document (Dimension 3 - Focus Area 3) to align with Catholic Special Character review perspectives.

#### **Dimension 4: Te Kaitiakitanga Me Te 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 takes its stewardship, compliance with legal obligations, safeguarding and strengthening of its Catholic identity very seriously. The charter mission, vision, values and direction and goals are explicitly Catholic as are the themes of its strategic goals and intentions.

The Board is culturally responsive, includes an understanding of Te Tiriti o Waitangi in its charter aims and has strong ties to the local Mokonui Runanga as Lead School for Alternative Education. This relationship also enables an effective forum to support the board with its community consultation obligations.

The internal review for 2020 was postponed due to the pandemic challenges. It is noted that a recent Pastoral Care Review will likely cover the requirement for review under Dimension 3 in 2021 and it is suggested that that this review be aligned with the Dimension 3 Pastoral Care Focus Area and submitted to the diocese as the 2021 Internal Special Character Review. It is further suggested that the comprehensive reports being prepared by the DRS for the board throughout the year be presented under the four Dimension Review headings:

- 1. Te Tūtaki ki a Te Karaiti / Encounter With Christ*
- 2. Te Whakatupu Hakatupu Mā Te Mātauranga / Growth in Knowledge*
- 3. Te Whakaatu Karaitiana / Christian Witness*
- 4. Te kaitiakitanga Me Te Whakapakari I Te Tuakiri Katorika / Safeguarding and Strengthening Special Character*

The process of the appointment of staff is well managed by the Board and it is clear that in all appointments the requirements of Schedule 6 : Education Act 2020 and the school's Integration Act are adhered to.

The board has attested that the overriding principle of the Safeguarding Policy, adopted by the Proprietor, is reflected in the wording of the school's Child Protection Policy.

Policy documents viewed do not contain specific Catholic Special Character perspectives. It is suggested that this considered at policy review time where appropriate. An example might be a CST reference to the Human Dignity in Child Protection, Child Abuse and Neglect and Behaviour Management policies.

The board is aware of its responsibilities in relation to Integrated Schools as outlined in the *Handbook for Boards of Trustees of Catholic Schools*. Staff appointments have Proprietor representation and mandatory consultation on the Health Curriculum is carried out every two years.

In discussion with the Senior Leadership Team and board about further assistance from the diocese, the matter of lack of space within the college was raised. This situation is described as 'critical.'

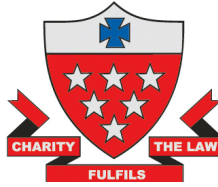
Enrolment of preference and non-preference students follow clear policy guidelines. The board is aware of the need to reduce non-preference numbers and is actively seeking to reduce this through attrition.

**Preference roll as at the date of the review**

Preference Criterion	Number of Students	% of Current Total Number of Students
5.1	179	42%
5.2	0	0%
5.3	53	12%
5.4	39	9%
5.5	3	1%
Non-Preference 5% of max	35	8%
FFP International Students	11	3%
Dispensation siblings / Catholic contributing school	108	25%
<b>Total</b>	<b>428</b>	<b>100%</b>

**Next Steps for Development:**

- Reporting at board meetings under the four Review Dimension headings as a form of ongoing self-review, in annual reviews identify one focus area where further development would be beneficial for the school.
- Involve Proprietor Appointees and other interested members in the internal review process.
- Include references to Catholic Special Character where appropriate as part of the process for reviewing school Policies and Procedures.
- Simplify the Strategic Plan document by removing, from the annually updated section, goals and actions from previous years.



## **Catholic Special Character Review Report Summary**

### **Areas of growth since the last review report**

#### **School Leadership and Collaboration**

The Catholic Spirituality of St Peter's College is evident in the leadership of a capable and well-regarded Principal and a strong leadership team. They operate as a cohesive group who seek to grow and lead staff and ākonga. Staff have an opportunity to lead prayer in daily staff briefing and are well supported. Staff celebrate and support each other through significant life events, are loyal and place great value on their school community. The DRS describes the modelling of relationships in the name of Christ as a good example of what the church can be and the Presiding Board Member acknowledged how staff promote service above self. The impact of this high functioning model of leadership and collaboration on the college community is profound.

#### **Student Leadership and Social Outreach**

Student leadership at the senior level has transitioned from Student Council to a Servant Leadership model reflecting the core values of *Compassion, Community and Commitment*. This highly successful initiative is based on an outreach model to reflect an attitude shift from a 'me' to an 'us' culture and aims to increase student voice. Reviewers had the privilege of attending a Student Executive meeting on Monday morning with the Principal. Later in the day during the lunch break we were further privileged to observe a Servant Leadership gathering in action in the college Chapel. This brings power and strength to the spiritual life of the college. Service and volunteering described by the board chair as a way of life in Gore and sees this as reflected within the college through the actions of ākonga. The DRS coordinates work days which are focused on outreach into the wider community with a focus on fundraising for charity, and fits well with the Rosminian motto, *Charity Fulfils the Law*.

#### **Welcome, Pastoral Care and Restorative Practice**

*Ka whangaia, ka tupu, ka puawai (that which is nurtured will blossom, then grow)*. This sentiment encapsulates the college's approach inducting new community members and complements the values of the college. The strategic intention of the school is to provide a safe, respectful and inclusive learning environment that promotes personal wellbeing and Pastoral Care that is strong and alive. Restorative Practice forms a major component of pastoral plan of and has undergone significant review and development. This model of care and its effectiveness within the community is exemplary.

#### **Initiatives to Honour Te Tiriti o Waitangi**

The college has a strong awareness of its responsibilities in honouring the spirit of Te Tiriti o Waitangi. This has involved planning to further developing a sense of cultural inclusivity incorporating the practices of cultural competencies across all learning areas. The college has developed a strong relationship with the local Hokonui Runanga. The Principal meets regularly with the Runanga and community consultation is feature in this relationship. This bi-cultural engagement and practice also impacts on the multicultural life of the college with regular routines such as whanau evenings for different cultural groups and the celebration of a cultural festival day.

## **RECOMMENDATIONS FOR DEVELOPMENT FROM THIS REVIEW**

### **Te Tūtaki Ki A Te Karaiti: Encounter with Christ**

1. Continue to explore new ways of evangelisation within the school / parish community including promotion of regular family involvement in Sunday Eucharistic gatherings and actively promote opportunities for Sacramental formation across the school

### **Te Whakatupu Mā Te Mātauranga: Growth in Knowledge**

2. Survey the 'student voice' as a part of Religious Education curriculum self-review to gain a clearer picture of attitude, satisfaction, preferred learning styles at various year levels.

### **Te Whakaatu Karaitiana: Christian Witness**

3. When carrying out Pastoral Care Reviews, refer to Dimension 3 in the Special Character Review Document (Focus Area for Pastoral Care) to align with Catholic Special Character review perspectives.

### **Te Kaitiakitanga Me Te Whakapakari I Te Tuakiri Katorika-Safeguarding and Strengthening Catholic Character**

4. Refine the Catholic Special Character Internal Review process:
  - *Emphasise a particular focus area, of challenge, within the dimension to show how the review will strengthen Special Character.*
  - *Report at each board meeting under the four Review Dimension headings as a form of ongoing self-review.*

**The review team is confident that the St Peter's leadership team (Board of Trustees, Principal and Senior Leaders) have the willingness and ability to address these recommendations. Ongoing assistance is available from the Catholic Education Office. We extend our sincere thanks to the leadership, staff and tamariki of the St Peter's community for the warm welcome, hospitality and cooperation extended to us 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.**

**Paul Richardson** B Ed, Dip Tchg, Dip Ed L, Dip RE, CFLE

**Lead Reviewer**

# Rosmini House Review

**Roll: 40 (85% St Peter's – 15% Gore High School) (34 – 6)**  
**(45% Preference – 55% Non-preference) (18 – 22)**

The review took place as part of the external review of Special Character for St Peter's College. This included an interview with the Director of Boarding of Rosmini House and meeting with resident students.

**The four dimensions of Catholic Special Character are now used in the review of the college:**

Dimension 1: Te Tūtaki Ki a Te Karaiti – Encounter with Christ

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

Dimension 3: Te Whakaatu Karaitiana – Christian Witness

Dimension 4: Te Kaitiakitanga Me Te Whakapakari I Te Tuakiri Katorika –  
Safeguarding and Strengthening Catholic Special Character

## **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?*

Rosmini House has as its motto *Belonging like family* with five core values:

- INCLUSIVE – Embracing the values of everyone around us
- RESPECT – Treating all people with dignity
- FAITH – In the Mercy and Rosminian tradition
- INTEGRITY – Doing the right thing even when on one is watching
- EMPATHY – Putting yourself in other people's shoes

The hostel continues to work to ensure that students are immersed in an environment that is an extension of family and school life. Its procedures and expectations for participating in prayer and liturgy are strong. Prayer is a well established routine with grace before meals and evening prayer to conclude each day. There are opportunities for students to lead prayer in various contexts and all are encouraged to reflect on their relationship with Christ and with each other.

Management consists of a Hostel Director who has been in the role for four and a half years and resides on-site in a separate dwelling with his family. He is assisted by two supervisors for boys and girls, an office administrator, cleaners and a baker.

The practice of beginning each year with Rosmini staff running retreats with the purpose of introducing new residents in the ways of Special Catholic Character. This is seen as an effective way to support those who arrive with a limited association with the Church. These retreats happen off-site over a three day period. Leadership and responsibility are encouraged among ākongā who regularly lead prayers and liturgies. The availability and promotion of a Sacramental programme within the college includes the hostel as part of its outreach.



## **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 Hostel Director places great value on the Special Character of the hostel and, while not Catholic himself, is actively involved and highly effective in his role both pastorally and also in the liturgical life of the hostel. He sees this as an important part of his role and actively involves himself in liturgy and Mass preparation and receives assistance, when required, from the college Director of Religious Studies and kaiako.

Head students within the hostel report periodically throughout the year in a regular newsletter on events which reflect life in the hostel. These events include interhouse challenges between the two houses Buckner and Tedesco. These two houses, which reflect the Rosminian history, also have their own leaders. It is customary for new ākongā to be initiated into their houses over a hostel dinner. Representatives from girls and boys dorms also contribute informative news items in these regular newsletters covering a wide range of interesting and fun activities. The Director provides an overall update for ākongā, whanau and the college community at the end of each term. These regular communications from both hostel and student leadership promote the motto *Belonging like family* and values of the hostel in a very effective way.

## **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 pastoral care ethos of St Peter's College is reflected in the hostel. Inclusivity, respect and empathy are evident in the systems that are in place to welcome and integrate new ākongā. The Director carries out home visits as part of his pastoral role and in recent newsletters has acknowledged the support of whanau throughout the first term. Transitioning to hostel living is challenging for some and this is closely supported by the hostel and student leaders who actively promote and facilitate a range of inter-house competitions and activities. Examples of recent initiatives include ākongā setting up restaurants for cooking competitions, a badminton club and involvement in representative teams for other sports.

Ākongā spoken to expressed their enjoyment of living in the hostel and their enjoyment of the various competitions and activities on offer. They also talked about the opportunities that are available to them to participate in prayer and liturgical celebrations. Community and social outreach activities also feature in hostel life, a recent example of this is was organising a Slum City in the recreation room as part of the Caritas Challenge.

The St Peter's College Hostel Trust is the overarching body of the Rosmini House. Three Trustees – the College Principal, Board of Trustees Chairperson, and the Chair of the St Peter's College Foundation appoint Directors who form the Board that operates Rosmini House. The college website promotes the hostel, its special character, services and facilities in an appealing way with an emphasis on Pastoral Care and a welcoming family focused environment that provides holistic support (academic, social, spiritual).



#### **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?*

85% of hostel residents are students of St Peter's College while the remaining 15% are students from Gore High School. The hostel buildings are integrated with the main school buildings and present as a satisfactorily maintained family environment for its residents. The hostel has had to navigate some significant financial challenges due to the effects of covid restrictions. The full capacity of the hostel is 110 and the roll at time of review is currently 40. Despite these challenges the 2021 financial year is likely to conclude with a small deficit. The overall financial position of the hostel is sound with the construction, in recent times, of a house on the property provided from its own financial resources.

An ongoing strength of Rosmini House management is the documentation around strategic and annual planning and human resourcing. Policies clearly outline expectations with a clear emphasis on Special Catholic Character and are consistent with school ones. The format of this report under the four dimensions mentioned above should be used in future to annually review effectiveness of the Catholic Special Character the hostel.

#### ***Recommendation***

*It is recommended that from 2022 the Hostel Trust use the Dimensions in their annual review and report to align with the school Catholic Special Character review format approved by the NZ Catholic Bishops' Conference.*

#### ***Background***

*Since the last combined review of the school and hostel in 2016 the review process nationally has been updated. In 2018 the NZCEO produced the Catholic Special Character Review document (available on the NZCEO website). This document outlines and examines the review process under the four Dimensions which have been used in this report.*

#### **Conclusion**

From visiting the hostel common room and dining hall, meeting with the director and staff, talking to ākonga it can be seen that the impact of being a member of the hostel community is significant. Hostel residents are provided with a family atmosphere and their pastoral care is a huge priority in complete alignment with the Special Catholic Character of St Peter's College. The Director of Boarding, although not Catholic, is a fine witness to the faith and works very closely with the Principal and Senior Leadership of the college. Catholic Special Character permeates all activities and is evident throughout the interactions of its people.

The recommendation to carry out annual cyclic self-review following the four Dimensions is a logical next step. We are confident that, following the release of a hostel guidance document in 2022 by the National Catholic Education Office, there is a willingness and address this recommendation. The Catholic Education Office staff will be available to assist.

We would like to thank the Principal, Director of Boarding, staff and ākonga for their hospitality and cooperation this review. This is very much appreciated.

Paul Richardson  
Lead Reviewer