

**Diocese of Dunedin
Catholic Education Office**

**External Review of
Catholic Special Character and Development**

REPORT ON

Kavanagh College, Dunedin

School Type	Years 7 – 13 Co-educational Secondary
Visit	June 2015
Principal	Mr Tracy O'Brien
Lead Reviewer	Mrs Mary Lynch



Aims of the Review:

1. To identify, affirm and celebrate the special character strengths of Kavanagh College.
2. To enable College to demonstrate that it effectively maintains, develops and promotes its Catholic Special Character and that it achieves acceptable standards in terms of the three Catholic Special Character dimensions:
Catholic Community
Pastoral Care
Religious Education.
3. To provide an assurance to the Proprietor that the school is authentically Catholic.
4. To ensure that the school, which is essentially the parish community assisting parents to provide for the faith formation of their children, is doing this in a collaborative relationship.

Staffing Entitlement (FTTE)	50.8
Actual Staffing	53.3
Allowable Maximum Roll	900
Actual Roll	801
International Fee Paying Students	26
Non-Preference entitlement	45
Non-Preference actual	57+64
Tags	22
Tags filled	20

Date of review	3-6 June 2015
Reviewer	Mrs Mary Lynch
Assistant Reviewer	Mrs Tui Pasco

SUMMARY OF REPORT
Diocesan External Review of Catholic Special Character
KAVANAGH COLLEGE
June 2015

Catholic Community - Te Iwi Whanui Katorika

Kavanagh College is at the centre of an involved and caring community. The special character of the College is admirably expressed in the social justice and service programmes offered to students. In addition, students have the opportunity to pray and worship in a spiritually rich community.

Pastoral Care - Manaakitanga

Pastoral care is a prized priority. The College recognises that Catholic education is both caring and demanding. The pastoral care team supports students to achieve to their potential. The College establishes procedures to support tangata whenua and other ethnic groups. Students are encouraged to make good decisions and to build relationships across the community.

Religious Education - Te Whakaakoranga Whakapono

The Principal and DRS show leadership in encouraging excellence of achievement in Religious Education. The DRS is experienced and contributes to allocation of teachers to Religious Education classes. The official primary and secondary curricula are being delivered by expert teachers who encourage intellectual debate and foster faith development.

Governance and Compliance

The Board of Trustees demonstrates commitment to the service of Kavanagh College in particular and Catholic education in general. The Board makes provision for professional development for teachers of Religious Education. The Board is committed to addressing the appointment of the required S65 Tagged teachers and to addressing preference entitlement.

Conclusion

Kavanagh College is in good heart with a remarkable commitment to social justice and service in the wider community. Staff value the sense of belonging to a Catholic community and seek the best outcomes for students. Students in each year level can articulate the principles of social justice and they participate fully in the activities initiated by senior students and staff. It is commendable that past students remain committed to and closely connected with the College.

1 CATHOLIC COMMUNITY – Te Iwi Whanui Katorika

The school is a community where Gospel values are central, where faith is nourished and where Christian celebration in the Catholic tradition is highly valued.

1.1 Spirituality

The enrolment material clearly outlines the Catholic character of the College. Senior students speak warmly about opportunities they have had at Kavanagh College. The Retreat programme enjoys the presence and support of the College Chaplain who is also a Board Trustee. The students pray throughout the day and use a variety of prayers, traditional and personal, in small groups, classes and assembly.

1.2 Evangelisation

The generosity of spirit of teachers and support staff provides a strong role model for students. With 10 contributing parishes, it is difficult to get a distinct Kavanagh College student presence in any one. The school Masses provide an opportunity for all students to be part of the Eucharistic community.

Teachable moments are opportunities to “encounter Jesus” through the example of staff and students. Students are engaged and engaging and are inspired by teachers who model their own lives on Jesus. Students readily recognised that they “encounter Jesus” through their relationships with each other. This year the College is preparing to invite non-Preference students to explore faith development through sacramental preparation.

Discipleship is a journey that makes the presence of Jesus tangible in one’s own life and the life of others. The genuine culture of care encourages everyone to witness to their encounter with Jesus through the relationships they have with each other, with self and with the environment.

1.3 Partnership

There are excellent working relationships among Board, parents, staff and students past and present. Parents elaborated on way their own children had been supported.

There is a generous willingness for teacher to assume tagged positions with the attendant responsibilities. Teachers facilitate and support co-curricular activities including sport, performing arts and service. The majority of students at Catholic primary schools move on to Kavanagh College.

1.4 Values

The Mission Statement, visible in large posters throughout the College, incorporates Mission and Gospel. The students read the Gospel stories underpinning each of the four values: Respect, Service, Justice and Truth. The posters also give examples of behaviour that would reflect each of the values. The values are articulated in all communications. The pastoral care systems are closely linked to the College values.

1.5 School Culture

Visitors are welcomed to the College by office and administration staff who live the special character of the College. From the administration foyer to stair wells and classrooms, there are significant icons and history panels highlighting the special character of Kavanagh College. Traditional icons and modern works of art inspire staff, students and visitors. *Ipsa Duce* and

the College's annual magazine are available for visitors to appreciate the ongoing expression of special character.

Teaching and non-staff have a strong commitment to the special character. The principal has clear expectations and the DRS facilitates the skills and abilities of all staff as well as empowering all teachers in tagged positions.

1.6 Leadership

The principal and senior leadership team lead by example. Personal faith is lived through the commitment of each to parish and Catholic special character formation. This is supported by the Board through resourcing attendance at the Catholics Schools' Convention – *Horizons of Hope*. Service Prefects are selected, trained and empowered by the DRS. They work with confidence to lead prayer and social justice activities. The Board, Chaplain, Principal, staff and students share a unified focus/vision.

1.7 Stewardship

All students learn about the founding religious orders, Christian Brothers, Sisters of Mercy and Dominicans, whose histories underpin Kavanagh College. Special Character and Religious Education goals are documented and current. The Annual Plan includes three Special Character goals including prayer, social justice and teacher professional development.

While there is annual self-review and reporting to the proprietor, there is no programme of self-review as recommended by the external 2012 review. Over three years the self-review of the three dimensions: Catholic Community, Pastoral Care and Religious Education can generate goals for the strategic and then annual plans.

Appraisal for the principal, all teachers and support staff includes a special character goal. Tagged teachers appraisal should also include a specific criterion relating to the responsibilities of their position. It is also important that the external appraiser of the Principal has an understanding of the integral role of special character in leading a Catholic school. Using the Registered Teacher Criteria for professional reflection, the College has added an additional Special Character criterion.

1.8 Prayer and worship

All meetings begin with prayer. Teachers are keen to lead staff prayer and a variety of prayer types are used both with staff and with students. Tutor teachers ensure prayer is shared each day and each year group has a Chapel time once per term. The longer time allowed for Chapel allows for a variety of prayer types, including meditation and reflection. Service Prefects prepare the Chapel prayer resources and prayer is led by teachers and students giving all students the opportunity to pray for particular intentions. Combined Catholic school sports and cultural events always include prayer.

A school Mass is celebrated each term and individual class Masses are celebrated as the strands and/or topics are taught. A deeply spiritual celebration of the Lord's Passion marked the end of Term 1. It is to the credit of staff and students that a prayerful atmosphere of sacred time and space is created in the auditorium.

Special days, eg Kavanagh Day, are prepared for and celebrated by the whole school. Support staff are eager to put administrative structures in place to allow them to attend all school Masses. Increasingly Te Reo is incorporated into assembly, prayer and Mass. There is a specific plan to expand the College repertoire of himene and waiata.

1.9 Social Justice and service

For Kavanagh College, the culture of service is a strong point of difference. The regular social justice events offer both evangelisation and invitation. The practical application of faith is inspiring for the participants, those who benefit and all those in the community members who contribute or simply affirm the work being done.

A significant number of past and present students volunteer to lead the Edmund Rice Camp Programme for disadvantaged children. Each year the whole school supports Caritas with individual class projects and the Caritas Challenge. Strong leadership and organisation by the DRS and Senior Management Team to develop and maintain the support and encouragement from teachers and Board that ensures ongoing action.

Kavanagh College expresses its commitment to the Common Good by putting students first, giving offenders another chance and welcoming student with learning and behavioural needs. The College is a strong supporter of local and national social justice initiatives. There is discussion in religious education classes and close liaison with local service organisations. Senior students are buddies for junior students and Year 13 students are Peer Support Leaders. The seniors guide juniors in their choice of projects for Caritas fundraising.

This exceptional social justice climate empowered a Year 12 student to organise students to raise money to meet their own expenses and focus on generous giving \$2000 to a Vietnamese orphanage as they experience the reality of Third World poverty and recognise their responsibilities as world citizens.

Parents speak highly of the special character of the College, referring to Retreats, Caritas projects and the social justice responses as countering the media negativity about youth. Individuals reflected that students enable the parents to 'encounter Jesus' in their own lives.

1.10 Collaboration with parish

Kavanagh has a positive working relationship with 10 parishes whose students attend the College. Students can complete Sacramental preparation at the College while receiving the Sacraments in the parish.

On occasions Kavanagh students and staff will speak at parish Churches to invite attendance at Open Night or other significant special character event. For parishes and one primary school, the DRS has presented courses on Jesus, Church History, World religions and the Holy Land and Holocaust.

The Kavanagh College 25th Jubilee celebration was planned to celebrate not just the school, but all parishes. The DRS organised for all Masses in the city to be closed for the Sunday and for all parishioners and all primary schools to gather in a celebration of Catholic identity, rather than just a celebration of Kavanagh College. This was a significant celebration and watershed moment in the College's life completely centred on the Mass. It had full community and parish schools participation and was attended by around 4,000 at Forsyth Barr.

Conclusion

Kavanagh College is at the centre of an involved and caring community. The special character of the College is admirably expressed in the social justice and service programmes offered to students. In addition, students have the opportunity to pray and worship in a spiritually rich community. The gathering to celebrate Catholic identity marking the 25th Jubilee of the College was a significant event for Catholic education.

2 PASTORAL CARE – Manaakitanga

The school community nurtures, supports and cares for individuals

2.1 Relationships

Interactions among students, staff and parents are friendly, welcoming and respectful. Senior students unsurprisingly take responsibility for the wellbeing of junior students and each other. In their classrooms and around the school, teachers model the College values of respect, justice, service and truth. Teachers respect the dignity of individual students while holding them accountable for their actions.

Every student has a responsibility to welcome and support new students entering Kavanagh College. The inclusion of students with special needs is seen as so successful that the College could become a magnet school. In response to the 2012 Catholic Special Character Review, the College has increased time available for counselling. Use of social media allows real-time contact with parents. Students clearly trust teachers to support them in good decision making.

Student achievement within and beyond the classroom is celebrated. Sample reports comments show an honest appraisal of achievement and class contribution while preserving the dignity of the individual student. Teachers' comments refer to the Key Competencies of the NZ Curriculum while affirming the student's lived values and special character commitment.

Non-teaching and teaching staff feel affirmed and that their work is appreciated. Students quickly recognised that they 'encountered the living Jesus' in caring for each other. This connectedness endures long after leaving school. Students make decisions with reflection on *what would Jesus do?* by referring to His teachings and actions.

At all levels in Kavanagh College, leadership is a ministry of service to enrich the lives of others. Parents appreciate the availability of teachers and their prompt replies to email/phone messages. Teachers are also available by email as students work on assignments beyond school hours.

2.2 Organisation

Pastoral care procedures respect the College's Gospel values. The Pastoral Team is passionate about Kavanagh students and members work tirelessly to maximise student achievement. Parents are contacted promptly and the College accesses external youth support services.

The Pastoral Team meet weekly with agendas that alternate between attendance/pastoral care and academic achievement. There is an e-mailed learning engagement reports every three weeks. Senior deans work with year level deans and with Maori and Pasifika Deans. All staff are trained in using restorative conversations and Pastoral Team members are fully trained to facilitate Restorative Justice conferences. Parents and students continue to learn about the Restorative Justice principles and processes.

The Canteen Manager and Caretaker are strong supporters of students and provide paid employment and training in customer related work skills. The wait-list for employment is indicative of how students value these opportunities.

2.3 Bi-cultural commitment

The College acknowledges the primacy of Te Tiriti o Waitangi and continues to increase the use of Te Reo, karakia and himene in individual classrooms. All students can make the Sign of

the Cross in Te Reo and sing waiata at Mass, Chapel and Assembly. Increasingly Te Reo is incorporated into assembly, prayer and Mass. The Whanau Committee supports the College and helps establish realistic goals. The principal provides excellent leadership in the area of bi-culturalism.

The College continues to develop resources for and increase participation in Te Reo and Tikanga Maori. Teachers welcome professional development to increase their confidence and understanding of Tikanga Maori so that they can be sensitive to the needs of Maori students.

2.4 Cultural Awareness

Kavanagh College recognises the multi-cultural nature of the student body and actively affirms diversity. The College continues to seek out and provide culturally appropriate resources. In addition to tangata whenua, there are significant numbers of Pasifika and Filipino students. Pentecost is a time to celebrate cultural diversity and provide prayers in many languages.

The College made a commitment to the Pacific Tanalau focussed on academic achievement and supports the homework club including transporting students to the venue. The dignity of students is enhanced by the correct pronunciation of their names. At this time, there is no orientation procedures for new students of other nationalities.

2.5 Behaviour Management/Safety

Students clearly articulated the types of recognition received for exceptional achievement as well as 'random acts of kindness'. They also enumerate the consequences of poor choices ranging from self-reflection to meetings with parents. The school has zero tolerance of bullying and violence of any kind. Students recognised the need for rules relating to use of technology and know the College can suffer the consequences of inappropriate use of social media at weekends.

The overall impetus at the College is to instil self-discipline and good decision making. Students feel safe at school and there is a focus on restoring relationships. The Restorative Justice process encourages students to reflect on their behaviour, acknowledge the harm done to the other and seek ways of restoring the relationship.

Conclusion

Pastoral care is a prized priority. The College recognises that Catholic education is both caring and demanding. The pastoral care team supports students to achieve to their potential. The College establishes procedures to support tangata whenua and other ethnic groups. Students are encouraged to make good decisions and to build relationships across the community.

3 RELIGIOUS EDUCATION - Te Whakaakoranga Whakapono

The school helps to fulfil the teaching mission of the Church

3.1 Leadership

The importance of the DRS position is recognised with the allocation of management units, membership of the senior leadership team and release time. In addition the DRS is an Assistant Principal with responsibilities wider than Religious Education and including HOD Digital Technology.

In the high trust leadership team, the experienced DRS contributes to all aspects of special character planning and leadership. Within the constraints of the timetable, the DRS is consulted about teacher allocation to Religious Education classes. The DRS and Principal meet regularly and discuss a range of matters from special character to teaching and learning in the RE Curriculum-setting goals and assessing priorities. Annual Plan goals are agreed on in advance with the wider Senior Management Team. The DRS in turn meets regularly with Religious Education teachers to check on their progress and effectiveness.

The DRS provides regular professional development at Twilight meetings and recently high take-up with TCI courses. He leads by example in completing courses and thus encourages others to do likewise. Further, he is involved in leading educational committees in the Diocese and in ecumenical groups.

The general policy statement for Religious Education is included in the Curriculum Policy and does not address issues specific to Religious Education: as a Year 7-13 school, Kavanagh College must deliver both the primary and secondary national curricula; mandated minimum hours and teacher Certification.

3.2 Religious Education Curriculum

Each of seven Year 7-8 class was studying a different curriculum strand. There could be benefit for Years 7-8 teachers to prepare the strand together including the theological focus and agree on the essential learning outcomes for each class. Kavanagh College plans to apply for approval to deliver the Year 7-10 curriculum in 2017. While currently done informally, more deliberate pre and post testing gives a clearer picture of the effectiveness of learning and teaching the key learning objectives in Years 7-8. The local reality suggests that pre-testing often shows very little prior knowledge or experience.

The Y7-8 student books were effectively used and checked by teachers. The teachers use "Wednesday Word" to introduce students to the forthcoming Sunday Mass readings. This includes reflection tasks for students to complete at home with their parents. Teachers were knowledgeable about the curriculum and were not observed using the digital resource which they perceive does not best meet student learning needs. Students were on task, respectfully listened to others and contributed to class activities.

In Years 9-13 Understanding Faith topics are delivered at Years 9 and 10. Individual teachers showed good knowledge of Te Reo Maori for symbols of Church. Classes operate in a climate of mutual respect and encouragement. In the vast majority of classes the students were engaged and even reluctant learners contributed when individually invited to contribute.

In several classes, students enjoyed quizzes as an engaging revision tool. A variety of teaching strategies were used to engage students of all learning levels. Most teachers demonstrated comprehensive knowledge that allowed students, particularly seniors, to explore ideas and contribute to discussion through both questions and answers. Priority learners were

skilfully included in class work and behavioural issues were appropriately addressed. In just one instance, the teacher and the students were disappointingly passive in teaching and learning. Worksheets are useful in the absence of a regular teacher but not as a regular tool of engagement in learning. The DRS is willingly supporting teachers professionally to ensure effective learning and teaching occurs

While the Years 11-13 teaching programme is, of necessity, driven by NCEA the DRS has made worked successfully to include elements of all the strands of the curriculum. The DRS has worked with other schools in the Diocese, and indeed, nationally to develop the best possible courses. Further, there are opportunities for research, discussion and reflection on how the principles studied in Religious Education impact on the real life of the students.

To support the learning needs of students in Year 13, the College has a higher academic achievement group and a learning group focused on 'achieved' level. Teachers and students use technology effectively in learning sessions. Students are directed to the substantial web material available and photocopies of power points made available if specifically required.

Students said they enjoyed most Religious Education classes. They indicated that NCEA is both a blessing and a challenge. Generous credits on offer allowed them to build on prior knowledge and achieve with merit or excellence. Despite the demands of ongoing internal assessment, the students acknowledge that many teachers made time for the class to discuss and explore ideas as well as create opportunities to deepen their personal faith.

Individual Maori and Pacifica students felt supported in learning the specialist vocabulary and academic English required for Religious Education. The international students are included in regular Religious Education classes rather than in classes matching their English abilities. There could be benefit in providing an induction course for students new to unfamiliar with Church and Catholic education in Years 7 and 9, as well as new immigrants at all levels.

The pursuit of excellence is observable in NCEA results for Religious Education. Assessment and reporting in Years 11-13 meets NZQA requirements including national moderation of assessment tasks. There is clear evidence of analysis of data by the DRS, yet Religious Education is not included Learning Targets or in the Analysis of Variance data. Senior students have a written report twice a year and student/teacher/parent conference in Term 3.

Years 9-10 students learning is assessed by the class teacher using common tests. Student engagement and achievement is reported to parents in a mid-year report, engagement reports every three weeks, two parent/teacher conferences and a final written report. Teachers have access to student profiles for Years 9-13 include the special character information about students including Sacraments received with a summary of grades attained at successive year levels. This data enables the teacher to identify priority learners

There is potential to have clear success criteria for Years 7-10 Religious Education. The junior students could also strive for excellence and there would be greater opportunity to analyse the effectiveness of both learning and teaching. This would ensure in Years 7 and 8 that Religious Education is given the same emphasis and resourcing as reading, writing and mathematics are for National Standards.

3.3 Integrated Curriculum

The Catholic Special Character perspective permeates the curriculum. Departments have a special character goal or reference. The College BYOD policy allows Religious Education teachers to access technology and research engines with the same ease as other learning

areas. Specific areas of integration include health and sexuality education, social justice and ethical issues. There are specific special character goals in Health/PE and English.

Sexuality education is presented in the context of the education of the whole person and respects the young person's stage of development. The parents have confidence that an age-appropriate programme will be delivered. The 2013 meeting for parents/caregivers was well attended and parents' questions were answered.

It is important that teachers delivering the programme have completed the appropriate national programmes such as CFLE or Understanding Sexuality. The DRS has completed CFLE and five other teachers have completed Year 1 of Understanding Sexuality. The second part of the programme is being presented in 2015.

3.4 Resources

The national religious education programme is effectively managed and delivered. The time allocation in Years 12 and 13 classes exceeds the Bishops' mandated hours. With the exception of one Year 7 and one Year 8 class, all other year levels are under the required hours, some with significantly fewer hours. It is important to include these time requirements in a specific Religious Education Policy or Procedure.

The DRS, until this year, has added to his workload the role of Secondary School Advisor in the absence of a specialist employed by the Diocese. The Primary School Advisor helps where appropriate/possible. The Religious Education programme in the school appears to be well resourced and teachers have professional development opportunities in Religious Education.

Most classrooms had a prayer table or other religious focus. Some classrooms had student Religious Education work displayed. In many cases, it is necessary for the Religious Education teachers to negotiate display space with the other learning areas.

3.5 Professional Development

Currently, all but six newly appointed teachers have Certification at Foundation Level or higher. Some teachers will complete the Understanding Sexuality Programme this year. The DRS and Assistant Principal have Certification at Graduate (Endorsed) Level and one teacher of Religious Education has Certification at Leadership level. Several staff have higher levels of Certification pending. Fifteen of the 22 S65 tagged teachers have Certification at Classroom or above. The majority of teachers of Religious Education have Leadership or Graduate level certification. The Board and Senior Leadership Team are to be commended on the Certification levels attained by teachers of Religious Education and those holding S65 Tagged positions. The Professional Development Plan could be included in the Strategic and Annual Plans.

3.6 Communication

College newsletters keep parents informed about up-coming special character events including Retreats, Liturgies, Masses and social justice initiatives. Information on student progress in Religious Education is included in the formal reporting procedures: student/teacher/parent conferences, snapshot cards every three weeks and formal reports, mid/end year. The parents of Years 7-8 students could be more regularly informed about the Strand being covered in class and also advised that parents can refer to the Whanau Book for more details.

Conclusion

The Principal and DRS show leadership in encouraging excellence of achievement in Religious Education. The DRS is experienced and contributes to allocation of teachers to Religious Education classes. The official primary and secondary curricula are being delivered by expert teachers who encourage intellectual debate and foster faith development.

4 GOVERNANCE AND COMPLIANCE

4.1 Board of Trustees

At the time of the review all but two of the 22 S65 tagged positions were filled. Kavanagh College is fortunate to have several full time permanent teachers who are eligible to assume a tagged position. The Human Resource Policy refers the appointments committee to the NZCEO Board Handbook for the process.

The Special Character Policy covers the main points. The Charter clearly reflects the Catholic character of the College. In the Charter, there is always the challenge to give particular emphasis to Special Character and also to include strategic goals and annual implantation plans. Through the 3-year cycle of self-review, areas for development identified in Catholic Community, Pastoral Care and Religious Education can be reflected in the next Annual Plan.

The Board of Trustee minutes record a summary of reports and the Special Character Report is currently not included in that summary. It would be very informative for your community for the Board to append a copy of the full report. Otherwise, include a summary of the special character report before NAG 1.

In his monthly report to the Board, the Principal uses a comprehensive reporting template based on the NAGs. With the addition of the appropriate special character elements under each NAG the Board is informed on all aspects of governance and consequent student achievement. The DRS report to the Board includes an analysis of senior student achievement in Religious Education

4.2 Preference/non-Preference Roll

Weighing compassion against compliance can lead to a breach of the 5% limit on non-Preference enrolments. This is an area that needs urgent attention by the Board of Trustees and the Proprietor. Consideration must also be given to the fact that many students enrolled at Years 7 and 9 are "unchurched". Together these two issues present additional challenges for the development and strengthening of Catholic special character and for the delivery of the Religious Education programme.

The preference/non-preference details, as at the time of the Catholic Special Character review (June 2015), were as follows:

Kavanagh College		Allowable Maximum Roll (as per Integration Agreement) = 900 students	Non-Preference Maximum (as per Integration Agreement) = 45 students
Preference Criterion	Number of Students	% of Current Total Number Students	
5.1)))	
5.2)))	
5.3)) 654) 81.2%	
5.4)))	
5.5)))	
International students	26	3.2%	
Non-Preference	121	15.6%	
Total	801	100%	

The stated non-Preference enrolments number 57 students, 12 in excess of entitlement. A further anomaly occurs with 64 students classified as *special consideration*. These figures require the Board to urgently prepare a strategy to address the issue of non-Preference enrolments in excess of entitlement.

4.3 Reporting to Proprietor

The 2009 external Special Character Review recommended self-review on the three year cycle covering: Catholic Community, Pastoral Care and Religious Education. To date this schedule of self-review has not been implemented and a further recommendation is made this time. This process of self-review involves the wider College community and establishes the special character goals for both the Strategic and Annual Plans.

Conclusion

The Board of Trustees demonstrates commitment to the service of Kavanagh College in particular and Catholic education in general. The Board makes provision for professional development for teachers of Religious Education. The Board is committed to addressing the appointment of the required S65 Tagged teachers and to addressing preference entitlement.

Actions taken in response to Recommendations for Next Steps from Review in March 2009

CATHOLIC COMMUNITY RECOMMENDATIONS FOR DEVELOPMENT

(1) *That the College offer the staff professional development in Maori Spirituality.*

Mihi Whakatau is a common ritual for our students, beginning of the year welcome visitors, new staff. All staff and students know at least three Waiata and why the meaning is significant to our Catholic School. Poroporoaki (farewell) is also used at appropriate times when staff leave the College. In 2013 staff created a "Korowai" as part of our growing understanding of Cultural differences and the pedagogy around this as part of "Ka Hikitia"-the Maori Education strategy. This was undertaken over 2013/14 with a number of PD sessions pertaining to Te Ao Maori(Maori Worldview), Te Tiriti o Waitangi and Maori spirituality. This is ongoing but work done to date has been meaningful and worthwhile and has been undertaken with respect and sensitivity to Tangata Whenua and the Church.

(2) *That the College promote more explicitly that Christ is the foundation of its Primary Values.*

This seemed to us to be a strange anomaly around the previous review. When the core values were drafted and written a HUGE effort was made to explicitly link our values to the gospels and the person of Christ. Colin did an extensive amount of research and found that most catholic schools linked their values to either founding orders or general principles. At the time of writing Kavanagh's were arguably the most explicitly 'founded on Christ' core values in the country. This continues to be celebrated and discussed with the students. We acknowledge however that this ideal/intention has been highlighted in the Bishop's Conference publication of "The Catholic Education of School Age Children" in 2014. As a result staff and the Board have used and reflected on this document in various PD and continue to strengthen areas as highlighted in the document.

(3) *That visual images of Catholic Special Character be placed in classrooms where they are absent.*

Done. This has always been a priority but sometimes when items are accidentally broken there may be gaps. Our understanding was that SC reviews had moved beyond counting crucifixes in rooms and certainly Kavanagh's thinking is more holistic than that. Having said that, three requests have been made for crucifixes to be placed in rooms which don't have any and this has been done. (Colin needs to check that the Pompallier block has had crosses and core values put into those rooms.)

(4) *That the Principal seek a wider audience in the PARISHES OF Dunedin for his vision of Catholic Education.*

Our principal is a regular Mass participant, with his family, and is committed to the Holy Name parish North Dunedin. To me, as DRS, this seems much more appropriate than flitting from Mass to Mass around the city to 'seek a wider audience'. Having said that, he regularly attends combined pastoral area Masses when informed that they are on. The principal has also begun a process of meeting with parents and staff of our Catholic primary feeder schools in the city. One of these was recently completed at St Brigid's school where the Principal and students were able to present to that school community. Feedback received has been very positive and other Catholic schools have indicated they would like to engage on this level this year. Times and dates are currently being confirmed for 2015. The principal was also appointed by the Bishop as a member of the Diocesan Education Council set up in 2013 which gives a wider voice to all dimensions of Catholic Education in the City. In 2014 the Principal joined Rotary (South Dunedin Branch). He is an active member of the Rotary Youth Committee supporting young people in the community and has had several speaking engagements where he has had

the opportunity to speak about his role, vision for Kavanagh College and Catholic Education as a whole.

(5) That the College begin a three-year cycle of self-review of the three dimensions of its Catholic Special Character

A work in progress. Since the last ERO Review in 2013 the Board has worked to put in place better self-review systems and a triennial plan to ensure all elements of school are regularly reviewed and the Board is better informed as part of future decision making processes. This needs to be developed further in terms of Special Character. However the Special Character Committee keeps the Board apprised of key elements throughout the year at Board meetings led by Fr Aidan Cunningham and Tracy O'Brien. The Principal keeps the Board informed with detailed reports on Special Character through his reports to the Board. The Board seeks information from Parents via Surveys that include special character dimensions. The principal and Board Chair furnish Annual reports that include Special Character development in the College. This is sent to the Ministry and the Diocese as part of the Annual reporting cycle. This is also included in the College's updated Charter and Annual plan each year which has a detailed special character dimension. The specific areas of catholic Community, pastoral care and Religious Education are well covered however need to be fully integrated into the Triennial Plan.

PASTORAL CARE RECOMMENDATIONS FOR DEVELOPMENT

(1) That copies of the safety posters outside the Guidance Counsellor's Office be also displayed in more public places around the campus.

This was done immediately after the reviewer pointed it out. Sometimes there are limited numbers of posters that come to the counsellor but certainly effort has been put into disseminating ideas such as anti-bullying, proper use of digital technology etc, around the school.

(2) That consideration be given to increasing the time allowance for guidance counselling.

This has been done, hiring of Male Counsellor last year 1.2 full time equivalents. In spite of this e challenge has been around the health issues of Counsellors: one with a baby, one a broken leg and in hospital, the third on transplant list. However, the College has continued to make provision for additional Counselling which has served the school well.

RELIGIOUS EDUCATION RECOMMENDATIONS FOR DEVELOPMENT

(1) That the College offer an introductory course in Religious Education to senior International Students.

Colin is aware that NCRS has been looking at providing a resource to meet this need for some time. At the time of the review this seemed quite imminent and has, unfortunately, proven not to be so. In lieu of this, while still waiting, the DRS has regular conversations with the HOD ESOL and has spoken with individuals and the group of International Students as a whole from time to time regarding aspects of Special Character. Certainly Nikki is able to orient the students in terms of major College days such as Ash Wednesday and the experience of Eucharist.

(2) That the work records of the junior classes be more regularly inspected.

Ongoing. The DRS and Principal have confidence in the RE teachers team and that work delivered is relevant, meaningful and in line with RE curriculum practices

(3) That the College continue to eliminate the practice of senior students being exempt from Religious Education classes.

This has been done very effectively and is now fully removed from school practice and expectation.

(4) That HODs discuss the place of Catholic Special Character in their curriculum areas.

At the beginning of each year, and recently at the staff PD around the NZ Bishops' document on the "Catholic Education of School-Age Children" all HODs were reminded that the DRS is very happy to attend departmental meetings and discuss any aspects of Special Character. To date, no-one has taken up the offer but Colin has had many conversations around this core aspect of Kavanagh College with many individuals and HODs.

(5) That the College newsletters regularly contain information to parents relating to the Religious Education Programme.

The Kavanagh newsletter contains regular Special Character information and reflection. All students receive a written breakdown of the year's RE programme particular content is always discussed at parent/teacher interviews. Individual parents receive 'snapshots' of generic progress in RE for their child. In the Senior School these snapshots indicate particular results in achievement standards. We continue to look for ways to give coverage to RE matters throughout the whole school and to make newsletter items on the RE programme meaningful.

Overall Progress since last Review:

Principal: I would give an overall progress score of 7/10 and judge that some very positive initiatives have been implemented and good to best practice is evident across most dimensions since the last review. It is clear we have continued to evolve and enhance Special Character in a number of ways. Recent evidence includes the number of staff that are taking up PD in Education in faith and/or Catholic Theology through TCI. Tagged teachers really do take their roles seriously and help maintain the Catholic fabric of the College. Set chapel time for classes is now well established and ingrained in the life of the school with students taking greater responsibility for leadership of liturgy. School Masses and liturgical occasions are treated more reverently and student outreach in the community has increased. Staff have a better and growing appreciation of "Te Ao Maori", Maori spirituality and how it pertains to Maori students' learning in school. Overall PD in this area and with Pasifika awareness has been strong. There is no longer an expectation from parents or students that they can seek an exemption from RE in order to accommodate other Years 12-13 subjects deemed "vital" to future career prospects. There is still some work in the area of self-review and formal reporting for Special character dimensions to align it with wider impetus to self-review as a result of the 2013 ERO Report. However the school generally achieves strong outcomes in compliance areas and should be able to manage this going forward.

RECOMMENDATIONS FOR NEXT STEPS FROM THIS REVIEW

Catholic Community

- 1 As part of the annual review, analysis is carried out and reported about teachers Certification and details of their training in sexuality education. The 3-yearly review identifies possible Strategic Goals and/or Annual Plan Targets.
- 2 Principal, teachers and support staff should have a special character goal and be appraised against that goal each year. The appraisal of the Principal, those holding S65 Tagged positions, Religious Education teachers particularly and all other staff should include a review of Catholic Special Character responsibilities. If an external professional is contracted, the appraisal of the Principal should be carried out by an external reviewer who understands the Special Character dimensions of leading a Catholic school.

Pastoral Care

- 3 Kavanagh College does not currently analyse enrolments under each of the criteria. It could be beneficial to do so in the future, especially if the document *Catholic Education of School Age Children* encourages more emphasis on inviting students to prepare for Baptism. Recording the criteria under which students are enrolled eg '5.1 student baptised', will further assist the Senior Leadership Team to tailor Sacramental preparation and Religious Education programmes to meet the particular needs of students.

Religious Education

- 4 The Charter states that all students study Religious Education. It is important to provide a specific programme to meet the needs of international fee paying students. After initially studying a separate course they may be better equipped to cope with the regular Religious Education curriculum. The College might consider providing an induction course for students new to unfamiliar with Church and Catholic education in Years 7 and 9, and international fee-paying students as well as new immigrants at all levels.
- 5 The general policy statement for Religious Education is included in the Curriculum Policy and does not address issues specific to Religious Education: as a Year 7-13 school Kavanagh College must deliver both the primary and secondary national curricula; mandated minimum hours and teacher Certification. It is important that the time devoted to Religious Education is in accordance with the Bishops' guidelines. With the 10-day timetable and competing demands regular monitoring of Religious Education learning time will be of benefit. Note that special character and/or liturgical celebrations are not included in the mandated hours. Consideration can be given to a separate Religious Education Curriculum statement incorporating these requirements.
- 6 The majority of teachers deliver the curriculum with professional knowledge and good pedagogy. The DRS will need to provide on-going support individual teachers who are temporarily unable to maintain the expected standard of student engagement and achievement. There is benefit for the school in linking with the Secondary Schools Religious Education advisor who clearly brings objectivity to the importance of quality teaching and learning in Religious Education.

Governance

- 7 Special Character and Religious Education goals are documented and current. While there is annual self-review and reporting to the proprietor, there is no programme of self-review as recommended by Kavanagh College's 2012 external review. It is important to set in place the 3-year cycle of self-review: Catholic Community, Pastoral Care and Religious Education. The 2013 Edition of *Catholic Special Character Review and Development* provides a comprehensive list of criteria from which to select those relevant for continuous improvement at Kavanagh College.
- 8 All but two of the tagged positions are filled. Kavanagh College is fortunate to have several full time permanent teachers who are eligible to assume a tagged position. It is important for the Board to fill the two vacancies as soon as possible.
- 9 With an allowable maximum roll of 900, the non-Preference entitlement is 45 students. The roll, at the time of the Review, significantly exceeded this entitlement of non-Preference students. The Board will be obliged to develop an action plan, including timeline, to address this anomaly.

Conclusion

Kavanagh College is in good heart with a remarkable commitment to social justice and service in the wider community. Staff members value the sense of belonging to a Catholic community and seek the best outcomes for students. Students in each year level can articulate the principles of social justice and they participate fully in the activities initiated by senior students and staff. It is commendable that past students remain committed to and closely connected with the College.



Mary Lynch

Special Character Review Officer