

**Diocese of Dunedin
Catholic Education Office**

**He Pūrongo Arotake Mātauranga
Ahurea Katorika ā Waho**

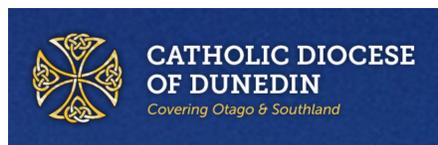
**Catholic Special Character
Evaluation for Development**



St Mary's School

Milton

Evaluation conducted on 31st August – 1st September 2022
Confirmed Report 28th September 2022





School Details

Name of School: St Mary's Milton

Charism: Dominican OP

Address: 7 Chaucer St Milton 9220

School type: Contributing Primary Year 0 - 6

Actual roll: 62 NZ European 38 Māori 17 Aust 1 Chinese 1 Filipino 3 Dutch 1 French 1

Maximum roll: 90

Non-preference maximum: 5

Actual non-preference number: 1

Roll based staffing entitlement: 3.81 FTTE Actual 4.21

Required number of Special Character CI 47 positions: 2

Filled number of Special Character CI 47 positions: 2

Principal: Diane Hayes

Directors of Religious Studies: Tina Reardon

Presiding Member – Board of Trustees: Peter Tiffany

Parish Priest: Rev Jacob Thevasahayampillai

Chaplain: Rev Jacob Thevasahayampillai

Evaluation Team

Lead Evaluator: Paul Richardson

Assisted by: Tim Lucas

Principal St Peter Chanel School Green Island

The Aims of Catholic Special Character External Evaluation for Development

The Catholic Special Character Evaluation process produces a focused picture of the impact of Catholic schooling and the effectiveness of its goals on the lives of all tamariki and rangatahi¹. The process seeks to determine whether they have encountered the living God revealed in Jesus Christ, grown in knowledge of Him and His Church, and as a result are forming a deep and lasting relationship with Jesus Christ and the Church². The process also evaluates how the whole school community engages in authentic Catholic Christian witness and evangelisation.

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

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

Evaluation Dimensions

- Te tūtaki ki a Te Karaiti - Encounter with Christ,
- Te whakatupu mā - te mātauranga - Growth in knowledge,
- Te whakaatu Karaitiana - Christian witness.
- Te kaitiakitanga me to whakapakari i to tuakiri Katrorika - Safeguarding and Strengthening Catholic Character.

History of the School

St Mary's School is an integrated Catholic Primary School of the Dunedin Diocese and is one of the earliest to be established. When the Dominican Sisters established their convent in Milton in 1891 and took over the running of the school the roll stood at approximately 120 pupils with children coming from as far away as Balclutha, Waihola, Allanton, Henley and Otakia. In 1951, the present school was built. The school was integrated into the state system at the beginning of 1981 and it was at this time, that the Administration Block was added to the existing building. In 2000, the School was redeveloped and underwent a major upgrade. This included the addition of an office and administration area. It also included revamp of all classrooms. In 2005, due to a steady increase in roll numbers, the maximum roll was increased by the Ministry of Education from 69 to 90. In 2007, two additional classrooms and a resource room were added. A large asphalted area and a large tiled area were also added. In 2012, the classrooms in the main block were renovated. In 2019, parts of the school were re-clad in cedar, windows were double glazed, older windows were replaced and major maintenance was completed on the school building.

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

² Ibid.

Progress with Recommendations
from the 2018 Catholic Special Character Review for Development Report

Te Tūtaki Ki A Te Karaiti - Encounter with Christ

Investigate prayer and professional/spiritual development opportunities that include everyone on the staff.

In January 2021 – the whole Staff went on a “Retreat” and stayed at the Oakridge in Wanaka. During this time, staff were led in prayer and professional and spiritual development with Religious Education Advisor. This has impacted prayer and spirituality for staff and is now biannual event.

Consider ways of more closely linking the Dominican Charism and the school values.

The school identifies and acknowledges the school’s founders and promotes the Dominican Charism values within the values of our school. Charism is celebrated with children being taught about St Dominic and the history of the Dominican sisters in their role in the establishment of our school. There is a renewed emphasis on learning about the Dominican Charism which includes the use of a PowerPoint designed by the principal.

Ensure that the koru symbol for St Mary’s has meaning for staff and children.

This also featured in the PowerPoint presentation. The children have been taught the meaning behind the koru symbol and staff are aware of its significance.

Create a more user-friendly school website with relevant information and links to school, parish, diocesan and wider areas of Catholic life as another tool to keep people informed and spread the Good News.

The principal has researched and redesigned an attractive new website with assistance from parent, who has expertise in this area.

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

- Ensure that the visual element of learning is a key component in teaching and learning in Religious Education.

The Faith Alive resource has been used consistently throughout the school for a number of years and is but one of a number of visual resources available.

- Investigate ways of giving children ownership of their learning in Religious Education and being open to allowing higher learning and research opportunities especially for those children who show the desire to grow in their faith knowledge and journey.

The children observed were spontaneous and insightful in their response during Religious Education. As a number are ‘unchurched,’ it is considered important to ensure that they are given the opportunity to learn about the faith – from basic to more sophisticated understandings. Kaiako are focused on the individual ākonga in their learning to ensure that they are appropriately challenged.

- As expressed in the school’s strategic plan, continue to deepen knowledge in all aspects of Religious Education and Special Catholic Character

This is priority strategic goal, to “carry out the Church’s mission ...” with a set of annual sub-goals to support growth and development.

Te Whakaatu Karaitiana - Christian Witness

- Te Tiriti o Waitangi – further reflect and strengthen the school’s commitment to bicultural partnership by developing a strong commitment to Te reo both in the spoken and written word

The school is committed to bicultural partnership and strives to grow in understanding of Te reo and Tikanga Māori. The DRS has developed and introduced the Tataiako Whare). This includes the use of Te reo both in the written and spoken word. The school has purchased a programme called Wai ako - to teach all of the children Te reo, through song.

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

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

Spiritual Formation, Evangelisation, Faith Based Leadership

The effectiveness of the school's mission in facilitating the development of a personal relationship with Christ can be seen through its faith based leadership and the commitment of staff. The dedication and commitment of the long serving principal is deeply appreciated within the community. Staff enjoy her "great leadership" and feel well supported. The DRS, new to the position this year, is making an impact with a spirituality that flows through to others through effective relationships throughout the community. She invited us into a creative and engaging liturgy with staff which set a positive tone to the evaluation experience.

There is a shared understanding and long term vision in the school that embraces and develops Catholic Spirituality. This is integral to the purpose of the school and to everything that takes place within or on behalf of our school and its community. There is a level of cohesion and mutual support which impacts positively on the spiritual formation of ākonga. This is evident in a prayer life with rich and varied opportunities to encounter Christ in authentic ways. The principal believes that Religious Education supports prayer life and sacramental programmes and is effective in encountering Christ. The Sacramental programme is an opportunity for all to participate, with a particular focus on families enrolled in the 5.2 – 5.4 preference category, and involves discussion between priest and families. The principal holds data on these categories and the DRS personally contacts families at an opportune time to discuss baptism.

It was a privilege to join with the whole school in a Reconciliation liturgy where three children commenced their sacramental journey. This was presided over by the parish priest who lead the well prepared liturgy. The was an opportunity to encounter Christ in an atmosphere of warmth and a real sense that this was a 'special occasion.' Staff role modelled liturgical gestures, and children showed appropriateness and reverence while participating enthusiastically in the music and liturgy. Tuakana teina relationships were very evident with older students seated alongside their younger peers. This is a very effective aspect of the spiritual life in the school and appears to be a very natural.

The school has a number of core values which are regularly referenced in their learning. This involves deliberate acts of teaching reminding them about good behavioural choices and relating back to choices that Jesus would make. Discussions with ākonga also reveal the impact of their spiritual lives at school. They expressed an understanding of what makes their school Catholic and equate this with church, scripture, praying as a class and a whole school, helping others and significant faith occasions like Shrove Tuesday, Ash Wednesday and "watching people receiving the sacraments." Their comments flowed naturally and portrayed of a group of young people

engaged in opportunities to encounter Christ.

Opportunities to nurture an ongoing spiritual formation for kaiako and support staff are rich and plentiful. These include DRS facilitated staff meetings and opportunities to be part of any available professional learning and development. This included an informative and transformative staff retreat in which staff expressed their enjoyment and their appreciation of the ideas/concepts and their wonderment of some of what they learned – it was described as “a fantastic weekend where we all bonded, learned, relaxed and enjoyed each other’s company.” The school also invites members of its school / parish community to encounter Christ through School Masses, Liturgies, Feast Days and Assemblies.

Board members, when considering the strengths of the school, commented that the outcomes of learning in Religious Education can often be seen in school liturgy. They also see student behaviour out in the wider community as a strength of the school.

In discussing the impacts of encountering Christ the following information was forthcoming:

- Former student’s returning to visit and pray in the prayer garden
- Positive language at home with words such as, kindness, respect, love etc
- Healthy debates and singing at home, engaging with prayer at home
- Prayer helping with anxiety, praying together before bedtime

There is evidence that the school incorporates tinakga and te reo Māori and Māori expression of katorikatanga (Catholicism) into aspects of Catholic special character including Masses, liturgies, retreats and prayer. The Religious Education Programme is fully inclusive of Māori spirituality which is incorporated into Masses, Liturgies, Retreats and prayer. The school promotes te ao tikanga and wairuatanga into the Catholic Special Character of the school and the school environment is rich in display and symbolism.

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

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

Leadership, Religious Education, Catholic Curriculum

Strong faith based leadership flows into effective curriculum leadership and the desired impact is growth and development of ākonga. The combined leadership of the principal and DRS is an effective model of good practice in promoting knowledge and understanding of Christ’s teachings and the Catholic Church. They are able to articulate their own faith, work collaboratively, and are role models for all staff. The collaboration between staff is appreciated

by board members who see this as impacting on students as responsible present and future leaders.

The new DRS has stepped effortlessly into the role and is continuing the excellent work of her predecessor who has moved into Catholic principalship. Her efficiency and spirituality is appreciated by the principal who also acknowledges her excellent relationships. An impact of this is a strong partnership between school the parish. The parish priest is very keen to support teaching and learning and, being comparatively new to the community, is keen to become more involved in the life of the school. He is open to ideas and discussion about how this might best be achieved.

Religious Education has a high status in the mission of the school and is well managed through the leadership and supportive kaiako. A significant number children enrolled in the preference category are unchurched and staff are very aware that whānau desire for their children to learn about the gospels and live the Catholic Christian message. The principal believes that the curriculum allows ākongā to advance in their learning each year and that kaiako are becoming more proficient as they learn and grow through the various professional learning opportunities available to them. She is “continually amazed” at the efforts of kaiako in ensuring that children’s needs are met. Kaiako are well supported to deliver effective classroom programmes with regular in-class support from school leadership. Occasional visits from the Religious Education advisor provide invaluable feedback. Staff meeting agendas routinely contain a component to support the programme.

Evidence of the effectiveness and growth potential of Religious Education could be seen in lessons observed across all the school learning areas. An example of this is a time for introductory prayerful reflection, discussion, storytelling and role play. The current Church Strand focus saw one class acting out an infant baptism with children playing various key roles. Another class used an innovative ‘revision relay’ to recall prior knowledge in a lesson on Eucharist. Planning in Religious Education is thorough. The school’s mission to grow ākongā in the knowledge and understanding of Jesus and the church is very evident.

Parents spoken to said they have a sense that their children are growing and developing when they hear them talking about love, kindness and respect and enjoy “healthy debates” from time to time. Such comments show the impact of effective teaching and learning on whānau. Parents also commented on impact of the pandemic and have appreciated the adaptability and resilience of kaiako during these challenging times.

Although the pandemic has placed some limitations on professional learning, staff have participated in initiatives including Dominican conferences for leadership attended by the DRS, and national Catholic Education Convention by both principal and DRS. The DRS also attends diocesan meetings with colleagues and facilitates staff meetings. Kaiako also attend twilight (zoom) meetings. The staff retreat was facilitated by the Religious Education Advisor and involved scripture and theology. This experience was viewed as an effective way to enhance the

growth and knowledge of all school staff and is scheduled as a two-yearly event.

The promotion of a Catholic world view with curriculum integration takes prominence in the school curriculum. Kaiako are preparing to embrace the concepts of the new Religious Education curriculum and see this as an evolving process. In terms of staff development, it is timely now to begin to focus on the new document and the implications for planning, assessment and the profiling of student progress and development over time. It is encouraging that teachers take opportunities to align the Gospel message with lesson content – through discussion and planning across the curriculum. Catholic Social Teaching offers a way of thinking, being and seeing the world and provides a vision for a just society. Leadership and staff are intentional about the principles being integrated into “what and how we teach the children through the Special Catholic Character lens.”

The school has made a significant commitment to learning and teaching local Katorika Māori and Pākehā history. This has involved unpacking the Aotearoa NZ Histories document within Local Curriculum Design Professional Learning and involvement with a two-year contract. The principal has also rewritten the document on the History of Catholicism in the local area as a teaching resource for the children and to share with the Kahui Ako. She is to be commended for her work in supporting community wide partnership and collaboration. The potential impact of this to growth in knowledge for ākonga, whānau and the wider community is exciting and may be a focus in future planning.

Further Development

- The parish priest is very keen to support teaching and learning and, being comparatively new to the community is keen to become more involved in the life of the school. He is open to ideas and discussion about how this might best be achieved.
- In terms of staff development, it is timely now to begin to shift the focus to the new document and the implications for planning, assessment and the profiling of student progress and development over time. (R)
- The potential impact of a rewritten document on the History of Catholicism in the local area on growth in knowledge for ākonga, whānau and the wider community is exciting and may be a focus in future planning.

DIMENSION 3: Te Whakaatu Karaitiana-Christian Witness

How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life?

Catholic School Community, Partnership and Collaboration, Pastoral Care, Service & Outreach

Within the St Mary's school and parish community there is a real sense of hope-filled Christian witness. The way that the school, through its practices, supports its members to integrate their faith and life is empowering and there is much evidence to support this conclusion.

The principal, in describing the strengths of the school, acknowledges a supportive board, a staff that she admires for their absolute dedication and commitment, and supportive parents who epitomise good community relationships. The school has a fine reputation within the wider Milton community and the behaviour of students out in the wider community is a testament to that. The culture of the school is Gospel based and, expressed through a number of core values that underpin all school activity. These values, *Loving, Joyful, Peaceful, Patient, Kind, Generous, Faithful, Gentle, Self-controlled*, are described as, "principles, convictions, ideals, standards or life stances which act as general guides to behaviour or as reference points in decision making or the evaluation of beliefs or action. They include the fruits of the Holy Spirit."

The school is intentional about using teaching and learning to support and living values through (DAT) Deliberate Acts of Teaching and aligning with Cultural Competencies. eg Manaakitanga – Acceptance Relationships, Holistic Development and Community. In the classroom, these are linked back to St Dominic and how he lived his life. It has become common practice to have three or four core values more easily committed to memory and this is something that the school might consider in the future. This would also present an opportunity to review these against the Dominican charism to support annual planning goal - *Link Dominican Charism – 4 Pillars - and school values and ensure that the koru symbol for St Mary's has meaning for staff and children.* The impact of an explicit focus on values in teaching and learning means that children can discuss these at home.

The principal regards interaction between kaiako and ākongā as a special strength and is impressed with the lengths staff will go to ensure that, " St Mary's School is a happy environment in which to teach and learn." The DRS also recognises the strengths of the school in common with the principal, "understanding, knowing and showing our Christian Catholic values and how they are linked to the cultural competencies and our lives," are examples of how the school's strengths impact the community. Other notable examples of strengths impacting on the community include positive feedback from the local high school about former students.

The school's 4 -Year old Club has become a very effective way of promoting the strengths of the

school as junior children display the school values when visiting. The concept of tuakana teina, which is evident across the school, begins through these interactions.

It is evident through in our evaluative discussions and observations that the school recognises that education is a collaborative responsibility. Particular attention is given to its obligations under Te Tiriti o Waitangi to the cultural background of Māori ākonga. This part of an important emphasis of forming partnerships with all school whanau and invite all to participate. Whānau are invited to an annual meeting to discuss targets for achievement, Te Reo/Tikanga Maori, Religious Education and special needs programmes. Whānau discuss reporting on achievement, Māori Achievement Policy and ideas for strengthening Te reo/tikanga Māori. Aspects of Te Tiriti o Waitangi are routinely part of teaching and learning and this is evolving with the introduction of NZ Histories into the curriculum.

The parish priest, who is relatively new to the pastoral area, recognises the school's strength in its cohesion as a community and Catholic Special Character that is "well maintained." He notes the high quality relationship between principal and staff, works closely with the DRS and believes she is very effective in her role. This is a family school where whanau feel welcome, cared for, included and sincere relationships are evident. It was inspiring to see members of the school community involved in a school/parish initiative involving 'meals on wheels' in action during our visit.

The wellbeing of employees, and pastoral care across the community is a strength and priority. The board understands the importance of family and supports staff especially when leave is required. This is acknowledged and deeply appreciated. The principal expressed her appreciation of the wisdom of the board ranging from their pastoral care to the "diverse needs of the children and are supportive of new and innovative ways of teaching and learning." An example of board support in the community can be seen in ensuring financially that every child is able to attend the annual school camp. Staff are unanimous in their appreciation of the principal who checks in regularly on their professional and personal wellbeing.

Another notable aspect of the integration of faith and life in the community can be seen in the significant service and outreach initiatives of ākonga. The seniors take part in a Young Vinnies Programme with links to the local food bank and have formed a Student Council. This also includes singing for the elderly, Clean up NZ week, Waiora Wellness Expo, Daffodil day, Missions, Caritas activities the laying of a wreath by the school on ANZAC day. These actions are evidence of the Catholicity of the community.

Further Development

- It has become common practice to have three or four core values more easily committed to memory. This is something that the school might consider in the future and would also present an opportunity to review these against the Dominican charism to support annual planning goal - *Link Dominican Charism – 4 Pillars - and school values...* (R)

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?

Stewardship Legal Obligations

The board, which contains a level of experience and expertise, works closely with the principal to support Catholic Special Character and provide excellent educational opportunities for St Mary's students. It is evident from this evaluation that the Catholic Special Character of the school has been safeguarded, and in many respects strengthened.

To safeguard Catholic Special Character the board has a strategic goal which begins... *To carry out the Church's mission ...* and a set of annual sub-goals to support growth and development:

- Develop in each child a deep knowledge, understanding and respect for our Catholic faith
- Preserve, enrich and deepen the Catholic Special Character of the School
- Effect collaboration between the school and parish
- Assist people in need through service and mission outreach to foster pastoral care amongst the children and wider community

The sub-goals flow through in an extensive array of actions that show areas for potential growth as well as events and activities that are common place in the special character life of the school. In order to reduce workload and end of year variance reporting it is suggested that the board consider specific growth related goals as the focus in annual planning and reporting. The remaining goals more reflective of routine special character activities could be recorded in a separate document and reported on more informally if and when required.

Internal self-evaluation within the school has been completed to a very high standard since the last external review in 2018 and has involved:

- The significant task of producing a detailed school internal evaluation document which represents an extensive review and commentary across all of the indicators of the review dimensions (2022)
- Review of Prayer involving a wide ranging community survey involving ākongā, kaiako and parents with a number of resulting in a recommendation for growth, *“That the children are given more time for prayer using the prayer garden during class time and/or on special occasions.”* (2019)
- Review of Pastoral Care involving parents, ākongā, staff and board members. This has resulted in a number of recommendations focused on building community connections following pandemic disruptions, promoting the school values in the wider community and working to celebrate diverse cultures.
- Review of Religious Education carried out by staff identified a number of areas for growth including scripture discussion at staff meetings, and support for untagged teachers of Religious Education. (2020)

Aspects of these reviews formed a good part of our evaluation visit discussion. It is good to see that specific dimension reviews have appropriately centred around a specific Dimension focus areas eg *Pastoral Care, Prayer, Religious Education*. It is important that this work continues to produce growth focused recommendations in school planning and development.

Employment documentation includes clear and concise information relating to the Catholic Special Character of the school and the expectations of staff. At least one proprietor's appointee is included in the process appointing teachers to C1 47 special character positions. Professional job descriptions contain a significant section on Special Character. It is suggested that these be updated by including the six Teacher Council Professional Standards alongside the relevant Catholic Elaborations as discussed.

The school places importance on working with staff to identify their professional development and qualification needs. Accreditation documents highlight areas of need and these are given precedence when planning staff development which has been challenging due to pandemic restrictions. The board is intentional about professional learning and formation on cultural competencies including an understanding of Te Tiriti o Waitangi and its application, te ao, tikanga, mātauranga, and te reo Māori. The DRS is planning to facilitate a workshop with the newly formed board.

The school is compliant with its obligations with regard to:

- Number of C1 47 positions held (excluding the Principal)
- Number of preference students enrolled
- Number of non-preference students enrolled
- Consultation with and reporting to the Proprietor
- Policies and procedures support ākonga Māori to achieve educational and faith development success as Māori

Further Development

- Use regular board reports to review impact and effectiveness across the dimensions when reporting on Catholic Special Character observances, celebrations, and activities. (R)
- Professional position descriptions should be updated to include the six Teacher Council Professional Standards alongside the relevant Catholic Elaborations as discussed. (Refer to NZCEO website – Conversation Starters) (R)

Catholic Special Character Evaluation Report Summary

Areas of growth since the 2018 review

Te Tūtaki Ki A Te Karaiti - Encounter with Christ

- Opportunities to nurture an ongoing spiritual formation for kaiako and support staff are rich and plentiful. This included an informative and transformative staff retreat in which staff expressed their enjoyment and their appreciation of the ideas/concepts and their wonderment of some of what they learned – it was described as “a fantastic weekend where we all bonded, learned, relaxed and enjoyed each other’s company.” This is planned to become a biannual event.
- There is a renewed emphasis on learning about the Dominican Charism which includes the use of a PowerPoint designed by the principal. Charism is celebrated with children being taught about St Dominic and the history of the Dominican sisters in their role in the establishment of our school.

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

- The new DRS has grown effortlessly into the role and is continuing the excellent work of her predecessor. Her efficiency and spirituality is appreciated by the principal who also acknowledges her “excellent relationships” in the community.
- The school has made a significant commitment to learning and teaching local Katorika Māori and Pākehā history and has been working on the Aotearoa NZ Histories document within the Local Curriculum Design PLD through the contract it is involved in. The principal has rewritten the document on the History of Catholicism in the local area as a contribution to the teaching of this aspect of the local community.

Te Whakaatu Karaitiana - Christian Witness

- The DRS has developed and introduced the Tataiako Whare). This includes the use of Te reo both in the written and spoken word. The school has purchased a programme called Wai ako - to teach all of the children Te reo, through song. The school is committed to bicultural partnership and strives to grow in understanding of Te Reo and Tikanga Māori.
- Internal self-evaluation within the school has been completed to a very high standard since the last external review. It is good to see specific dimension reviews have appropriately centred around a specific focus areas eg *Pastoral Care, Prayer and Religious Education*.

Key Recommendations to support development

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

- In terms of staff development, it is timely now to begin to shift the focus to the new document and the implications for planning, assessment and the profiling of student progress and development over time.

Te Whakaatu Karaitiana - Christian Witness

- It has become common practice to have three or four core values more easily committed to memory. This is something that the school might consider in the future and would also present an opportunity to review these against the Dominican charism to support annual planning goal - *Link Dominican Charism – 4 Pillars - and school values and ensure that the koru symbol for St Mary's has meaning for staff and children.*

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

- Use regular board reports to review impact and effectiveness across the dimensions when reporting on Catholic Special Character observances, celebrations and activities.
- Professional position descriptions should be updated to include the six Teacher Council Professional Standards alongside the relevant Catholic Elaborations as discussed. (Refer to NZCEO website – Conversation Starters)

The evaluation team is confident that the St Mary's School 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 Board of Trustees, leadership, staff, whānau and tamariki of the St Mary'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 external evaluation by the school is greatly appreciated.

Ngā mihi nui

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

Lead Evaluator

28th September 2022

