



**catholic diocese
of christchurch**

to sanctify - to teach - to care for

***Catholic Special Character
Review for Development***

***External Report on the
Review of***

**St Mary's School
Hokitika**

**Review Conducted: 5-6 April 2022
Confirmed Report:**

School Details

Name of School:	St Mary's School, School
Address:	Sewell Street, Hokitika
School Type:	Full primary school Years 0-8
Actual roll:	123
Maximum roll:	180
Non-preference maximum:	9
Roll based staffing entitlement	7.1
Required number of Special Character: CI 47 positions:	5
Filled number of Special Character CI 47 positions:	4
Principal:	Nigel Tyer
Director of Religious Studies:	Toni Graham
Chairperson, Board of Trustees:	Mark van Beek
Parish Priest	Fr Joaquin Camano

Review Team

Reviewer:	Mark Gregory
Observer:	Jovanie Leones (DRS, St Patrick's Greymouth)

Aims of the External Review

The New Zealand Catholic Bishops' Conference wishes the 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 *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:

- An encounter with Christ
- Growth in knowledge,
- Christian witness.

And how the school is te kaitianga me te whakakari I te tuaakiri Katrorika - Safeguarding and Strengthening Catholic Character.

The review is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic Character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Reviewers encourage and commend good practice, and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.

Progress With Recommendations from the 2016 Catholic Special Character Review for Development Report

1. **There are many positive expressions of Catholic Community at St Mary's School. Raising the profile of the school in the community would be assisted by your students as admirable ambassadors. Their mana would be significantly increased if the school and parish could together evolve a plan and practice to encourage more parent involvement with and commitment to the faith life of the parish.**
 - St Mary's has increased student presence in the community by:
 - Students reading Prayers of the Faithful and Altar Serving at Mass on Sundays.
 - Year 6, 7 students being involved in the William Pike Challenge, which includes a 20-hour community service requirement.
 - Students participating in school Friday Masses by reading, as well as Prayers of the Faithful and altar serving.
 - Participating in our Enviro-Schools programme, especially with our termly beach clean-up on the main Hokitika Beach.
 - Ensuring community actions like mufti days involve the media.
 - The school displays and emphasises parish activities through the use of the school's Facebook page. This includes Stations of Cross and Masses etc being placed online during Covid restrictions.

2. **With the Board election this year, there is scope to consolidate the implementation of restorative practices for pastoral care and discipline. Some staff have already attended a Restorative Justice course and they can model the use of restorative principles to all staff. Board and staff could further research the principles and consider best practice around the diocese. The practices and procedures implemented will then reflect best practice.**
 - The last Deputy Principal appointment had a focus on Restorative Practice, and the school appointed a DP whose main role at his last school was Restorative Practice in a 660-student intermediate school.
 - The principal has numerous hours involved in restorative practice especially with Margaret Thorsborne, an internationally renowned Restorative Justice expert. He also attended an international conference on Restorative Practice.
 - St Mary's has a Whole school Restorative Practice action plan in our school charter that is led by the principal. This involves staff meetings, Kahui Ako PD, and the current DP being involved in a middle leaders Kahui Ako Restorative Practice PD so she can take a lead role in at school.

3. **Learning intentions and success criteria are like a road map for the children. To ensure the students experience success in Religious Education, they need to know where they are going and if they have arrived. The Principal and DRS can lead and model this formal introduction of Learning Intentions at the beginning of each lesson so that the children can hear and see what they need to learn from this lesson.**
 - Learning intentions are visually displayed as part of the Faith Alive PowerPoints.
 - Teachers verbally address and refer to them as part of their lessons.
 - Learning intentions are in all teachers planning.

4. **Currently comments on reports to parents share observations of student behaviour, they do not comment directly on the learning outcomes from the delivery of the Religious Education Curriculum ie the Religious Education class knowledge and understanding shown through pre and post testing as well as teacher observation and understanding of each child.**
 - Reports now focus on student participation in four key features of religious education programme: Reverence and participation in Mass, understanding and participation in Prayer, understanding of Christian virtues and participation in Christian Life.

5. **Not all classes meet the Bishops' mandated teaching time for Religious Education. With increasing competition for time in the classroom it is important that Religious Education is given priority status so that the learning and teaching at each year level**

provides the appropriate foundation for the next year. The Principal, DRS and teachers can work together to ensure the minimum time requirement is met for each year level and the hours noted in the Special Character Policy/Procedures: Religious Education 2.

- All classes now meet the Bishop's mandated teaching time for RE in class. This is shown in class weekly timetables collected by the principal and classroom observations.
6. **Once or twice a year, there may be scope to present a school-wide approach that includes parent education with a *forming faith together programme*. This could be a combined parish-school programme initiated by the Board and staff.**
- The RE programme is discussed each year during the Meet the Teacher Schoolwide presentation and then reinforced with the classes.
 - This is also covered by our schoolwide newsletter information about what is being taught each term.
 - Teachers share RE activities from the Family blue books when new topics are introduced.
7. **Policies outline the overarching principles of school governance. The associated Procedures spell out how the policies will be implemented. The Catholic Special Character Policy rationale is introduced in the opening paragraph, supporting documents are listed and selected criteria for self-review are addressed. However, these examples of good practice are evidence of the general presence of Catholic special character. They are not procedures implemented in order to strengthen and develop Catholic special character. For example, the Virtues Programme is not identified as a strong indicator of how children come to learn and understand the school's virtues (Catholic Community 4 Values). Item 4, statutory requirements is not mentioned in procedures at all.**
- The School Board has contracted School Docs for its policies and procedures
 - Catholic Special Character is given special status in the school's Charter and annual plan.

Introduction

Within the last two years the school has experienced a change in principal, deputy principal and Director of Religious Studies, who is currently in an acting position. All three have recently become Catholic and provide support for one another and have developed into a close-knit senior leadership team.

A landmark on the West Coast, St Mary's Church, adjacent to the school, was closed in June 2012 following a structural assessment triggered by the February 2011 Christchurch earthquake. Masses now take place in the chapel at Seaview Hospital, an 18-minute walk from the school. The school hall is used for liturgies and School Masses subject to Covid restrictions.

DIMENSION 1: ENCOUNTER WITH CHRIST

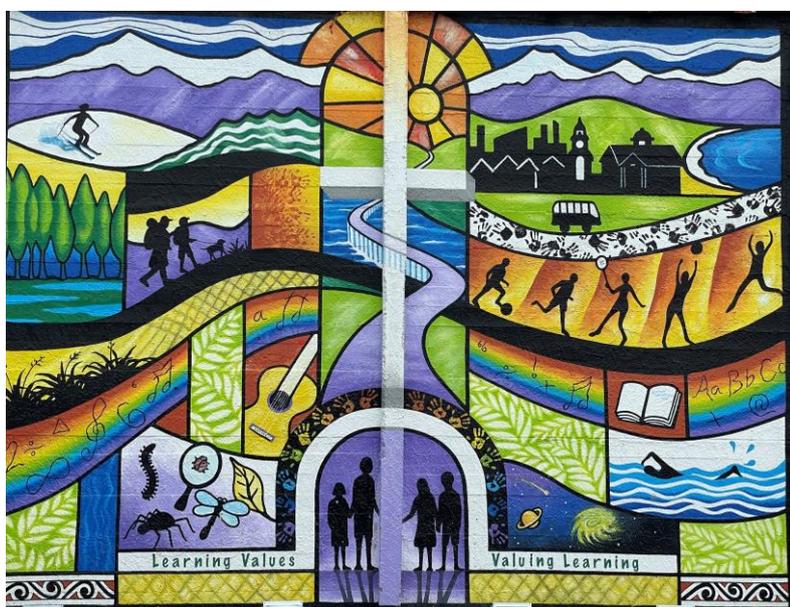
How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?

The school endeavours to present opportunities for students to develop a personal relationship with Christ despite the associated challenges relating to the Covid restrictions.

In pre-Covid times, the school participated in a Mass every second Friday morning and a School Liturgy every Monday morning to begin the school week. The review team experienced a junior and senior liturgy during our two days due to the school being separated into two 'bubbles' as a Covid precaution. The two liturgies were extremely well planned with a set format based on the Liturgy of the Word. Due to Covid restrictions hymns were played but not sung by the students. The level of reverence by students was high as they knew the expected behaviour required in a liturgical setting.

School Masses and Liturgies have been advertised on Facebook and via email, with a view to promote and increase more community participation. This remains a continual challenge due to Covid restrictions. The school looks forward to a return to less restrictive liturgical celebrations.

The large school mural at the entrance to St Mary's School.



A devotion to prayer is demonstrated in the daily routine of the school. Class prayers occur at the start of the day, just before lunch and at the end of the day and consist of a range of traditional and contemporary forms. Students reiterated during the student interview that prayer did indeed occur during the times listed above. Likewise, prayer occurs at the beginning of staff and board meetings. Classroom prayer tables include a range of Catholic symbols and resources to assist those who lead prayers.

Christian meditation is having a significant impact on the prayer life of the school. Having observed two sessions myself, I was very impressed with the reverence, focus and stillness of the children. The consistency observed during meditation can be attributed to the successful role modelling of the prayerful process by the DRS to other classroom teachers and students.

There are two Student Christian Leaders who take their role very seriously and responsibly. Students keen on the leadership positions must write a letter of application and explain what aspects they will bring to the job and how they will demonstrate being an appropriate role model for fellow students. Both assist the DRS, their classroom teacher, with school liturgies and Masses and do so in a very reverent manner. I was fortunate observing the senior class when one of the Christian leaders was presenting a slideshow on Holy Week and how we can be like Jesus. The quality of the presentation was very impressive.

There is an expectation that students and staff act in a manner Jesus would want them to and are openly challenged to be the face of Jesus in the community.

The parish priest and proprietor's appointees voiced the need for an induction course for new board members, and in particular, raising awareness of the expectations of those appointed as proprietor's representatives.

Faith-based leaders and other staff members support and promote parish programmes for the Sacraments of Initiation. The principal and DRS are actively involved in these parish Sacramental programmes and provide an effective link between the school families and parish. During 2021, 22 students received the Sacraments of Reconciliation and First Communion while 17 students received the Sacrament of Confirmation. As part of their Confirmation preparation, the Catholic Youth Team from Christchurch travelled to Hokitika to lead a retreat that included an overnight experience. The young people looked upon the retreat as an effective way to prepare for the sacrament and appreciated the passionate nature and positive role modelling of the Catholic Youth Team personnel.

The principal, DRS and acting principal are recent members of the Catholic Church. All three have been impacted by the positive experience of teaching in a Catholic school and their wish to become full members of the Church. Two further staff are preparing to become Catholic which demonstrates the power of evangelisation present within this Catholic community. As one teacher wrote in her questionnaire, *"It is the best school I've ever worked in. I have personally learned alongside the students and have become a Catholic as a consequence. It has given me a stronger belief in God."* Staff are positive role models who support, uphold and witness to the Catholic special character. Parents agreed the principal and staff lead by example and exhibit the promoted school virtues by their actions.

As a means of evangelisation, school communications, including the regular newsletter, website and a closed Facebook page are seen as effective ways to communicate matters relating to the school's Catholic special character while also sharing examples to celebrate the learning in Religious Education with the school's community. Parents agreed with the effectiveness of the closed Facebook page as an important communication tool. The fridge magnet, on the right, is included in all packs for new families to the school. It is an effective way of promoting the St Mary's community as a combined parish and school while also advertising the weekend Mass times.

Next Steps for Development

- Investigate opportunities to interact with students from other Catholic primary schools in the diocese. There may be an opportunity to take the school's Christian leaders to Christchurch to attend a Catholic Schools Year 7-8 Leaders' Day.
- Continue to look for creative ways of encouraging greater attendance of school whānau at the parish Mass through increased leadership opportunities as currently demonstrated by the William Pike Challenge.



DIMENSION 2: 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?

Although relatively new to principalship, the principal provides effective leadership in religious instruction and observances using the combined strengths within the staff. The senior leadership team works collaboratively to lead the Catholic special character. The teaching staff are a close-knit group who work to support and learn from each another.

The principal and DRS ensure teachers of Religious Education are well supported in their teaching and associated professional learning. There is a willingness among staff to participate in the Catholic Theological College papers due to the encouraging and supportive nature of the principal. He leads by example and provides funding to release teachers during school time to work on the associated assignments. This level of support is having a positive impact on staff and their commitment to work towards a qualification in Religious Education.

Included in the school's internal evaluation plan for Christian Witness is the following goal, *The staff will explore the New Testament through the CTC paper SC502*. As a measurable indicator is the desire for all participants to achieve a B grade or higher. During 2021, all teachers enrolled in SC501 attained grades of B+ and above to the delight of the principal and staff. In 2022 the staff completed SC502 which will result in five teachers being awarded the Diocesan Certificate of Attainment in Religious Studies. This is a magnificent achievement and testimony to the level of commitment among staff to increase their knowledge and qualifications in RE.

Religious Education is given high priority in the school and is timetabled regularly in the morning sessions, the optimum time for learning. All teachers were observed teaching a Religious Education lesson. Teachers demonstrated good content knowledge and most students were highly engaged in their learning. RE is taught as a separate curriculum area with some links into other learning areas when appropriate. Positive relationships were observed in all classes. There was a uniform level of mutual respect where teachers and students displayed strong connections and teachers responded in a caring, nurturing manner. Of particular note was the extraordinary calmness of the senior class which was predominantly male.

Students, individually and collectively, demonstrated a very good knowledge base during the observed lessons by the review team. The content of lessons were related to the events of Holy Week which were well known by students. Teachers demonstrated strong content knowledge considering many were relatively new to the Catholic faith.

Curriculum delivery is child-centred and includes collaborative and cooperative learning strategies that encourage active learning and ultimately increase student engagement. Teachers have a deep knowledge of their students. The principal and DRS have had an increased presence within RE classes to observe teachers in action. Releasing the DRS to provide feedback to teachers is seen as a priority by the principal. No extra funding is required as the principal enjoys teaching the DRS's class during these observation sessions.

Planning in Religious Education follows the overview template offered by the Religious Education Advisers with the aim of covering all strands within a calendar year. Strand planning is standardised across the school, again using a recommended planning template. Staff meetings throughout the year have included sexuality education, Faith Alive, RE expectations, prayer and the current virtue focus.

Newsletters contain information about the current Religious Education Strand. Families are informed of the focused learning at each year level prior to the teaching of the strand.

Reporting to whānau now highlights student participation in four key features of the Religious Education programme: Reverence and participation in Mass, understanding and participation in

Prayer, understanding of Christian virtues and participation in Christian Life. Extending these comments to include the growth of knowledge attained in chosen strands would strengthen the reporting procedure in RE. (*Recommendation 1*)

Assessment practices include strand pre and post tests to measure progress. Another aspect for future direction is to consider a manageable process for reporting on student achievement in RE to the School Board and parent community. The collation of the report could be based on the same individual assessments used to report to whānau. Two or three identified key achievement objectives could be assessed in one strand as a starting point. This could be a strand or module identified for development in the Year 4 RE Online Assessment. (*Recommendation 2*)

Classrooms are attractively presented and feature wall space devoted to the school's Catholic special character and the teaching of RE. Displayed were examples of student work, religious art, prayers and picture resources relating to current and previous curriculum strands and modules.



The school contracted facilitators from *Loving for Life* to lead the Sexuality Education programme for Year 7-8 students in 2021. Identified in the school's Catholic special character action plan is the need to upskill staff so they can confidently deliver a programme to all year levels. Two teachers were enrolled in *Having Life to the Full* in 2021 and school leaders have identified two further staff at the next available opportunity. In the ideal world, it is more effective for the classroom teacher to deliver the programme as teachers have an intimate knowledge and understanding of their students. These established relationships are crucial for the effectiveness of the programme delivery under the umbrella of the school's Religious Education and Health Curriculum.

It is recommended that the school reviews its sexuality education programme to align with the NCRS document, *Wonderfully Made in God's Image* – a revised Framing Document for Human Sexuality Education in Aotearoa Catholic schools, and companion to the *Having Life to the Full* course, and to consult families and the Proprietor about any newly revised programme. Enrolling teachers in *Having Life to the Full* over time will strengthen the delivery of the sexuality education programme throughout the school. (*Recommendation 3*)

Next Steps for Development

Provide further opportunities for the DRS to link in with the Christchurch school's DRS meetings once a term. This could be in person or virtually.

DIMENSION 3: 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 culture of the school is characterised by warm relationships at all levels. There is a genuine sense of hospitality and welcome as one enters the school. Staff enjoy the collegiality of each other and the sense of fun that generates from being together. Due to Covid restrictions, the school was divided into two 'bubbles' of junior and senior teachers and students. Each group was allocated separate break times. Staff shared how they were looking forward to returning together as they were missing the collegiality of the full team. Likewise, students expressed the same desire.

Staff are well respected by the combined school and parish community. The parish priest spoke of the cohesiveness of the staff, their positive relationships and the progressive mind of the principal. He expressed appreciation for the encouragement from staff to actively promote the presence of children and their families at the Sunday Mass.

The principal and DRS, model the effectiveness of integrating one's faith and life. Together with the acting DP, all three leaders are active in parish life and openly demonstrate the importance of being faith-filled positive role models within their community. Their regular attendance at the Sunday Eucharist reinforces the integral part they play as active witnesses of faith in the school and parish. The parish priest openly appreciates their involvement in the life of the parish and the regular attendance of the principal at Parish Council meetings.

Initiating the 'William Pike Challenge' by the principal has had a positive impact on Mass attendance. One of the components of the challenge is to be involved in service within the parish. At the weekend Masses, four students are timetabled to serve with such duties as reading the Prayers of the Faithful, altar serving and operating the powerpoint slideshow. Another positive effect from this service initiative is the attendance of family members to support their children.

Parents openly spoke of the leadership and positive role modelling of the senior students. They look out for the younger ones and enjoy helping and encouraging them. Also shared was the affirmative feedback received by members of the community when the students from St Mary's are out in the public. The perception of the school in the heart of the Hokitika community is seen as a successful place of learning where the behaviour and manners of students are well acknowledged and appreciated.

Staff spoke about the positive relationship with the parish priest. He visits classrooms speaking to students about what they are learning in Religious Education. Also expressed was the effective relationship developed with the students. They find him fun and engaging. He feels very welcome in the school and is included in staff social events. This effective relationship between the school and the parish priest is having a positive impact on the combined parish and school faith community.

The school acknowledges its past and the connections with its founding religious order, the Sisters of Mercy. Three or four lessons are delivered each year as part of the RE programme to keep this connection alive among the staff and students. As there are no Sisters of Mercy living in Hokitika, it is important to strengthen the knowledge of this important historical connection. Acknowledging the school's founding religious order should be regularly included on the school's website and important documents such as the school's charter and prospectus. On the 24th of September every year, Sisters of Mercy and their friends around the world celebrate Mercy Day. This is the day on which Catherine McAuley first opened the House of Mercy in Ireland and dedicated it to Our Lady of Mercy. This day could be used to commemorate the work of the Sisters of Mercy at St Mary's School by celebrating a School Mass or liturgy.

Displays and symbols provide witness to the Catholic identity of the school. Each classroom featured wall displays relating to the school's Catholic special character and presented prayer tables comprising appropriate Catholic symbols and resources for class and staff prayer.

Behaviour management is focused on restorative justice principles. The principal is well trained in the process from his previous school and is openly sharing his knowledge with other staff. The deputy principal is to receive specific training in the process as a next step. Being able to teach the virtues and relate behaviour back to the question, "What would Jesus do?" was shared by staff as being a real strength of teaching in a Catholic school.

The importance of te Tiriti o Waitangi and the status of Māori as tangata whenua is well respected by the school. Included in the 2022 Strategic Plan are overarching goals towards authentic Māori inclusion with a desire to develop connections with the local marae and for staff to increase their confidence in speaking te reo Māori.

Classrooms feature te reo Māori consistently in a range of wall displays. Teaching staff are endeavouring to use te reo Māori where appropriate. During RE lesson observations, however, there was very little evidence of teachers speaking te reo Māori. In one of the classes the Sign of the Cross was confidently spoken in te reo Māori to begin their class prayer. Likewise, the Monday liturgy always begins with the Sign of the Cross in te reo Māori as do some class prayers e.g. Karakia mo te Kai and prayers to end the school day in the senior class. Increasing the use of te reo Māori remains a focus for both teachers and students.



Classroom wall displays showed evidence that classes covered Te Tiriti o Waitangi as part of their Social Science curriculum. As part of the learning, classes collaboratively developed a 'treaty' or 'set of rules' for expected behaviour.

Pastoral care is a high priority at St Mary's School. Several expressed during the review that due to the size of the school, teachers have a deep knowledge of students and their families. In this community school staff share the responsibility for the wellbeing of all children. Applications to the Bishop's Hoatu Fund continue to support families as do generous donations from parishioners and members of the wider community. Donated food, second hand uniforms and waiving school contributions ensure no child misses out.

Analysis of the staff questionnaire, which forms part of the Catholic special character external review, indicates all staff feel affirmed and appreciated. There is a high level of relational trust among staff. People feel valued and know their wellbeing is supported and nurtured.

The school sponsors local and national groups in their outreach campaigns and activities. Recent examples include raising funds for St Canice's School in Westport due to recent floods, supporting the Tonga disaster relief fund, Westreap Food Drive and the local beach clean-up in Hokitika. As Covid restrictions are lifted, further opportunities for getting students back into the community and increasing service opportunities will be instigated.

Next Steps for Development

- Increasing the use of te reo Māori remains a focus for both teachers and students.
- Acknowledging the school's founding religious order should be regularly included on the school's website and important documents such as the school's charter and prospectus. On the 24th of September every year, Sisters of Mercy and their friends around the world celebrate Mercy Day. This is the day on which Catherine McAuley first opened the House of Mercy in Ireland and dedicated it to Our Lady of Mercy. This day could be used to commemorate the work of the Sisters of Mercy at St Mary's School by celebrating a School Mass or liturgy.

DIMENSION 4: SAFEGUARDING AND STRENGTHENING CATHOLIC CHARACTER

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

The school's Vision Statement, '*Leading, Loving and Learning in the Heart of the Community*' guides all planning documentation. The Board's Strategic and Annual Plan clearly indicates that the school is, first and foremost, Catholic and highlights the promoted key virtues of Aroha, Service, Justice and Faith. It is pleasing to note that the internal evaluations of the dimensions; Christian Witness, Encounter with Christ and Growth in Knowledge, are included within the three-year strategic plan.

The internal self-evaluations of Encounter with Christ 2020, Growth in Knowledge 2021 and Christian Witness 2022 (to be completed by the end of the year) all provide a useful account of work achieved, the effectiveness of the action points and areas for further development. The process chosen sought opinions from all teaching staff who individually rated each question under the five focus areas of the dimension, Christian Witness. Collectively, the ratings were averaged and the lowest rated statements were included in the school's internal evaluation document for development. The staff deemed the process to be effective due to its inclusiveness and deliberate intention to gather staff voice.

St Mary's School Quality Practice Statement merges the Teaching Professional Standards, Tātaiako Cultural Competencies for teachers of Māori learners and the Elaborations for Catholic Schools. This statement alongside the Professional Growth Cycle documentation shows evidence of the priority devoted to the school's Catholic special character. They align well to the school's Strategic Plan and the goal to be an *Active and engaged faith community*.

Employment documentation includes clear and concise information relating to the Catholic special character of St Mary's School and the expectations of staff. At least one proprietor's appointee is included in the process appointing teachers to CI 47 special character positions when the need arises.

The school's promotional material for prospective parents clearly places the priority of the Catholic special character to the fore. Stapled to the Enrolment Form is a document titled, Community Conduct Expectations – a code of conduct for parents, caregivers and visitors. The effective use of photographs in the school's brochure promotes this Catholic school in the heart of the community.

Enrolment procedures are transparent and meet the requirements of the Integration Agreement.

The School Board utilises SchoolDocs to maintain a comprehensive, up-to-date set of policies and procedures that are self-reviewed on a cyclical basis. They follow guidelines, legislation and best practice and have been tailored for St Mary's School.

The Board allocates a generous budget for Religious Education and for Catholic special character which includes the cost of contracting the Catholic Youth Team and associated transport costs to lead opportunities for students within the school.

The school is compliant with its Integration Agreement in terms of maximum roll compared to actual roll, non-preference roll and consultation with the Proprietor through its annual Attestation and Internal Review reports. However, it is not compliant with the correct number of S464 positions filled according to the school's Integration Agreement. The school is one S464 position short. The proprietor is aware of the current situation and the difficulties associated with filling the position and acknowledges the possibility of further staff expressing a genuine interest in becoming Catholic.

RECOMMENDATIONS

The following recommendations have been identified in conjunction with the faith-based leaders. Most of these have been acknowledged in the school's own processes of self-review and evaluation.

1. Reporting to whānau now highlights student participation in four key features of the Religious Education programme: Reverence and participation in Mass, understanding and participation in Prayer, understanding of Christian virtues and participation in Christian Life. Extending these comments to include the growth of knowledge attained in chosen strands would strengthen the reporting procedure in RE.
2. Faith-based leaders should implement a manageable process for reporting on student achievement in Religious Educations to the School Board and parent community. The collation of the report could be based on the same individual assessments used to report to whānau. Two or three identified key achievement objectives could be assessed in one strand as a starting point. This could be a strand or module identified for development in the Year 4 RE Online Assessment.
3. Senior leaders should now review the school's sexuality education programme to align with the NCRS document, *Wonderfully Made in God's Image* – a revised Framing Document for Human Sexuality Education in Aotearoa Catholic schools, and companion to the *Having Life to the Full* course, and to consult whānau and the Proprietor about any newly revised programme. Enrolling teachers in *Having Life to the Full* over time will strengthen the delivery of the sexuality education programme throughout the school.
4. The school is one S464 position short. The proprietor is aware of the current situation and the difficulties associated with filling the position and acknowledges the possibility of further staff expressing a genuine interest in becoming Catholic.

The review team is confident that the St Mary's School leadership team (School Board, Principal and DRS) have the willingness and ability to address these recommendations fully before the next external evaluation. The Catholic Education Office staff are available to assist the Principal, School Board and staff in compiling an action plan to address these recommendations.

The review team thank the community of St Mary's School for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic special character. The organisation and preparation for the review by the school is greatly appreciated.



Mark Gregory
Catholic Special Character Reviewer