



CATHOLIC DIOCESE OF AUCKLAND

**Pompallier Diocesan Centre,
30 New Street,
Ponsonby, Auckland 1144**

**ĀHUATANGA KATORIKA KAUPAPA
AROTAKE ME TO AHU WHAKAMUA**

**CATHOLIC SPECIAL CHARACTER
EXTERNAL REVIEW REPORT**

**MARIST CATHOLIC SCHOOL
HERNE BAY**

Review Visit: 29 - 30 August 2018

Confirmed Report: 24 September 2018

SCHOOL DATA

Principal:	Mrs. Louise Campbell
Director of Special Character:	Mrs. Katherine Bartlett
Parish Priest:	Fr. Rory Morrisey
BOT Chair:	Mrs. Stacey Mowbray
Reviewers:	Mr. Philip Mahoney, Mr. Neil Laurenson
Accompanying Principal:	Mr. David Tennent

NGĀ WHĀINGA O TE AROTAKE - AIMS OF THE EXTERNAL REVIEW

The New Zealand Catholic Bishops' Conference (NZCBC) 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 on the requirements of the "Catholic Special Character Review for Development" (Draft) that came into effect at the end of 2017.

In the review, Schools are asked to consider and demonstrate the ways in which they provide for their students:

- × an encounter with Christ,
- × growth in knowledge, and
- × the development of Christian witness.

The review also investigates stewardship, including stewardship of the relationship between the Church and the State.

The review is designed to look at the work the School has done, in its internal evaluation and development, to grow Catholic Character. Reviewers encourage and commend best practice, and work with the School to analyse opportunities to further strengthen and develop the Catholic culture.

Introduction

Marist Catholic School Herne Bay had prepared themselves well for their Catholic Special Character External Review. The documentation provided prior to the Review was thorough and presented a good overview of the School and the many activities in which it is involved. Of special mention were the Questionnaires filled in by the Board of Trustees (BOT), the Senior Leadership Team (SLT) and the staff. Considerable thought and time had obviously gone into their completion as together they gave a very comprehensive picture of how the School lives its Catholic Special Character.

The BOT, Principal, staff, parents and students welcomed the Reviewers and were happy to talk about their School, sharing their thoughts and opinions and were open to any ideas as to where the School should move to next.

Situated in Central Auckland, the School serves the combined Parishes of Sacred Heart, Ponsonby and Our Lady of Perpetual Help, Herne Bay. Physically the School shares a large site in Herne Bay with the Our Lady of Perpetual Help Church, the Presbytery and the Chinese Catholic Community. The School has its own Hall.

Since the previous Review in 2014 there have been several changes of personnel. These include the Principal, the Director of Religious Studies (DRS), the BOT Chairperson and the fact that there is now only one Parish Priest serving the combined Parish. There have also been a number of changes on the BOT and the staff.

Response to Areas for Development from the 2014 External Review

- *The next step for the School is to incorporate the teaching and living of the Seven Catholic Virtues into the 'Marist Way' as written in the Special Character Policy.*

The Catholic Virtues feature in the School's policy document. They have been re-written in child's speak and are on display in all classrooms. This was completed in 2015. The virtues sit in the planning documents for Religious Education (RE) and Inquiry and teachers highlight the appropriate Virtue(s) as part of their planning for these curriculum areas. This was developed in 2017 and implemented at the start of 2018. With further use in planning, discussion and reflection these are expected more and more to become part of the delivery of lessons throughout the School.

- *Job descriptions could be further enhanced by using the Catholic Professional Standards for further indicators of performance.*

This has been completed and was evidenced at the time of the Review.

- *That the School design an environmental plan to ensure the continuation of the Sustainability and Environmental programmes.*

Under the 'Celebrate Our Special Catholic Character' Pillar in the strategic plan, the School has the following goal:

"Develop sustainable practices related to the care of the environment as custodians of God's creation".

This was established at the end of 2015. Under this annual goal there is evidence of the work done in the development of sustainability and environmental practices as seen in the 2016 and 2017 annual plan summary documents. A Management Unit has been allocated to an environmental lead teacher along with the inception of Year 6 Enviro-Leaders (begun in 2016). The School has undertaken engagement with Wastewise and conducted a rubbish audit and developed systems around dealing with lunchbox waste (started 2016) which this year has been led by the Year 6 Enviro-Leaders awarding points for classes with the smallest amount of lunch rubbish as one of the initiatives.

There is an operational worm farm, garden beds (installed with the help of Rotary in 2016) which the Enviro-Leaders are preparing to update with the support of a parent helper. A team of middle School students who are avid recycling collectors, move through the School daily clearing the paper recycling bins. This is their own initiative which is valued and supported. The School has received a grant for a compost bin which has recently been put in place and is ready for use.

As part of the 10 year property plan the BOT have developed a plan for making the most of the property for teaching and learning and fun. This includes the development of an orchard, the start of which is connected to the 90th Jubilee on 8 September 2018, and also includes the reintroduction of bee hives (in place 2016/17 but stolen late last year), and eventually chickens, so the students can continue their learning about sustainable practices and the importance of our role as custodians of God's creation.

- *That both Fr. Mullins' and Monsignor Cronin's contribution to the School be included in the charism and history teaching programme.*

The School has so far been in contact with the Marist Sisters, the Parish Priest and the Diocese in order to develop detail related to the contribution of these two important Priests to the history of the School. So far the enquiries have not turned up the detail that had been hoped for. The School is hoping that their contribution will be further detailed through the 90th Jubilee on 8 September when those associated with the School will be able to give more information. So far, the information the School has relating to their contribution sits in the "history" tab on the website. When enough information is acquired in order to incorporate it into the charism/history of the School lessons, it will be built into the curriculum.

This was discussed at the time of the Review and the School intends to get some senior students to research these two men with the help of the Archivist at the Diocesan Archives.

Encounter with Christ – Te Tutaki ki a Te Karaiti

The School encourages and facilitates the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God.

At the time of the Review, Marist Catholic School was preparing for their 90th Jubilee. The School opened on 4 September 1927 with 9 pupils and was staffed by 2 Marist Sisters. Since then generations of the same families have been educated at Marist. To this day the School has a very strong family feel where whānau are important. This was spoken of by the BOT, staff, parents and students. "People choose our School because of its community feel. Our big kids love the little kids". (BOT)

It is the Marist Sisters' charism which was to "fit in wherever they were required to be of service, neither seeking esteem nor acknowledgement" that has shaped the School over its 90 years. Jeanne-Marie Chavoïn expressed her intuition that like Mary, they were called to humility, simplicity and a love of work. All of these qualities were apparent at the whole School welcome assembly on the first day of the visit. This was run by the students, and the readings, prayers, speeches, liturgical dance and words of welcome displayed the Marian qualities of gentleness, kindness, hospitality and a living faith.

The reading was from Luke 9, 46-48 “Whoever welcomes this child in my name welcomes me and whoever welcomes me welcomes the one who sent me”.

The students who reflected on this reading said:

“The story we just heard is about welcoming Jesus in everyone. Jesus is telling us that when we welcome another person we are welcoming him and his Father. Think of all the times we can welcome Jesus. Each time we show someone friendship and help them to belong, we are welcoming Jesus and telling him that he belongs in our School. We belong to Jesus and want to learn and grow as his disciples. That is what being in a Catholic School is all about”.

This assembly was proof that the staff and students not only understand what their spirituality is, but that it is lived and is still pertinent to today.

The reverence and respect that the whole School community showed at this gathering and their very obvious pride in the School showed that they are truly part of the Marist family. To start the welcome a prayer was read in Te Reo and the Reviewers were greeted in 11 different languages which reflects the cultural diversity of the School today.

Throughout the School buildings and grounds there are symbols of the Catholic faith and the School’s values. On the outside wall overlooking the carpark there is a large painting done by children, showing their interpretation of Mary, alongside a graphic description of the School’s four values of Respect, Integrity, Courage and Humility. A large statue of Mary graces the entrance to the School and internally there are many symbols and art works, including an Icon presented by a former Parish Priest Fr. Mullins, of Our Lady of Perpetual Help.

This lived spirituality is also evident in the way that everyone relates to others – staff, students and parents, and how visitors are welcomed by everyone.

“My daughter has grown spiritually at Marist. There is a strong spiritual presence at the School and I am reminded of things I had forgotten from my School days”. (Parent)

A number of parents gather in the School courtyard before and after School. The Principal, Deputy Principal and other staff are a very visible presence at this time.

The School’s values of Respect, Integrity, Courage and Humility have been broken down into child-speak and are referred to as the Marist R-I-C-H values. They are known to the children and their parents and are lived at School and, according to the parents, at home. Each of these values are underscored by a suitable Biblical quote. These are well displayed throughout the School and are obvious to the School community and visitors alike. The children interviewed were able to give examples of how they live these values and awards are given at assemblies for children who display them in the playground. These awards are given by the School Leaders.

Underpinning the Schools R-I-C-H values are the three Māori values of Arohatanga, Whanaungatanga and Manaakitanga. Again these are known and lived by the students.

Prayer is an integral part of the daily routine of School life. There are numerous opportunities for the students to pray in different ways. These include the whole School prayer on Monday and Friday mornings - organised by the Student Liturgical Team who meet with the DRS to prepare this. There is also whānau prayer and hub prayer at which different forms of prayer are used. Meditation is practised across the School, one day per week. One parent gave an example of her son who, after

leaving the School and placed in a potentially dangerous situation, said “I meditated like I had been taught at Marist”. The Reviewers joined whānau groups for prayer during the visit and were impressed with the different forms that these took. Each Hub has a prayer bag which goes home with the students to aid prayer in the home with their families.

Opportunities are also available for staff prayer once a week. This is generally led by the DRS.

Marist School is evangelising to the staff, students and their families, forming a link between the School and the two Churches in the Parish. The Principal’s newsletters reflect on the Sunday Gospel and she and other staff are members of the Parish, as are some of the BOT.

The School actively supports the Sacramental programme and advertises it, encouraging all eligible students to join. A number of children however make their First Holy Communion at their home Parishes. Students from the School serve as altar servers.

The DRS has regular contact with the Parish Priest, as does the Principal. Because of the large workload of the Parish Priest, he is not a member of the BOT who tend to consult with the Parish Co-ordinator if the need arises. The Priest is invited to all School functions and activities and makes the time to visit classes when he is free.

The Principal has been in her current position for over three years. She replaced a long standing Principal who had given the School much needed stability and direction. The current Principal has brought life and vitality to this position and has steered the School in different directions but still under the Marist charism of Mary leading people to Jesus. She loves the School and the Marist community and will be sadly missed when she leaves the School at the end of this term to take up the Principal’s position at Our Lady Star of the Sea in Howick.

She is supported in her role by a strong Senior Leadership Team and when asked the question “What are the strengths of this School” one parent answered “The Principal, the Deputy Principal and the staff”. The Principal’s leadership style is modelled on servant leadership. As a true Marist woman she willingly follows Christ by living the Gospel as Mary did. An excellent teacher herself she has never lost sight of the primary focus of education which is the children enrolled in her School. She has kept herself up to date professionally and has led the staff and parent community into the pedagogy required in two modern learning hubs with three teachers in each hub. The third hub is in single cell classrooms. Everyone spoken to during the two days of the visit spoke of her leadership, her enthusiasm and her vitality in and around the School, as well as her knowledge and love of the students and their families.

Marist School is an authentic Catholic Community whose mission is:

“Quality learning opportunities with Jesus Christ as our guide”

This is evident in:

- The invitation extended to parents and families to School Masses and assemblies.
- The Blessings given to new students and their whānau at their first assembly.
- The Blessings and gifts given to students when they leave the School.
- The support provided for new teachers by the modelling of the School’s Catholic Special Character by the senior Leadership team and others.
- The knowledge of the children that Ponsonby/Herne Bay is their Parish.

- The importance placed on the student Liturgical Team as one of the student leadership roles in the School.
- The beautiful religious art work, some done by the children, that adorns the School and documents.
- All staff being positive role models who support, uphold and witness to the Catholic Special Character of the School.
- The partnership with neighbouring State and Catholic Schools.
- A positive environment where all are welcomed, supported and encouraged.

Next Steps

That the School invite a Religious Art expert to unpack for the staff the full meaning of the Icon of Our Lady of Perpetual Help that hangs in the Father Mullins room.

That all teaching staff be rostered to lead Friday morning staff prayer. Support staff may also like to be part of this roster.

Growth in Knowledge – Te Whakatupu ma te Matauranga

The School assists its community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.

Areas of Success

The DRS began at Marist in 2013 and has been in her current role since the beginning of the year. She is ably supported in her role by the Deputy Principal (who had previously held the DRS position at the School), the Principal and other staff members, some of whom have held the DRS position in other Schools. There is also a student liturgical team who assist her. The DRS is a member of the Parish and is on the School's SLT. In making this appointment the BOT felt that it was a real asset to appoint a person who had grown and developed professionally amongst the teaching team.

In her role as DRS she has developed a good relationship with the Parish Priest and is in regular contact with him. She uses email to inform him about details of Masses and Liturgies. Both respect each other's position and the work that they do for the children and the families of Marist.

The School is well resourced for the teaching of RE and the teaching and learning reflect best practice in current pedagogy.

Staff meetings led by the DRS are held to discuss the big idea in each strand and then later analysing whether the teaching and learning process has resulted in the students' ability to articulate this.

Students are grouped by curriculum levels and the teachers in Hubs have deliberately planned the RE programme and who teaches which group to suit the developing knowledge and faith of the students. SOLO Taxonomy based assessment and evaluation at the end of each strand has been introduced this year. Student led goal setting conferences at the start of the year include an RE goal. Students have access to resources and there is a high level of engagement across the School. The Reviewers saw a variety of authentic learning tasks being used in lessons and in the students' exercise books.

Families are informed regularly of the strand being covered through newsletters. The children's RE books are sent home at the end of each strand and parents are asked to comment in them. These books were bright and attractive, the work was well marked and there were pertinent comments by

the students, their families and the teacher. These books serve, as they were intended, to provide the link between the School and the home and to provide a springboard for discussion. Judging by some of the parent's comments in the books, and when interviewed, this has been a very successful exercise.

Parents have been invited to share in the learning of RE with their children this year and it is intended to continue this next year.

The year's learning starts with inquiring about the School's charism and how this can be brought to life in ordinary ways. Students learn how the charism is linked to the School's Catholic Special Character and influences how people learn and interact with others. The students interviewed at the time of the visit were knowledgeable about the charism and how this is applicable to their School. They were also knowledgeable about the School's history.

The School's charism, the Marist R-I-C-H values, the School's Māori values and the Catholic Virtues are also incorporated into the planning for other Inquiry topics. The appropriate ones are highlighted, ensuring that all subjects are taught with a Catholic world view in mind.

The School has a R-I-C-H Challenge for students in Years 4 – 6 to challenge the children physically, academically and in the Arts. The aim is for students to learn to give and serve others as part of being a positive member of the community. Activities include such things as:

- improving your fitness
- choosing an area of your community to improve, such as a section of the local beach
- visiting a sick or lonely person.

This is a voluntary exercise and for those who participate they are required to do one in terms 1 and 4 and two in terms 2 and 3. The students themselves helped develop the criteria.

The DRS and the SLT support new teachers by explaining the RE programme and the Catholic Special Character of the School. As leaders they are able to talk about their faith and model the ways of Jesus. The DRS visits classrooms in her release time to observe RE being taught and a prayer session. This tends to be informal at present but more formal observations are planned for next year. The DRS will do this well as she is collaborative, inclusive and warmly displays her faith, and the staff are open to their own growth and improvement.

All staff members participate in regular Catholic Special Character professional learning and development through staff meetings and courses. The School, in a Teacher only day at the start of the year unpacked the new RE Bridging Document, resulting in staff teaching by curriculum level this year. Staff have continued to work with the Religious Education Advisor to further develop their understanding of the Document. The Advisor has also delivered staff meetings and a parent meeting. Two staff members have Endorsement of Leadership Level, two have Classroom Level and seven are working towards Classroom Level.

The Health curriculum is set in the context of the Catholic Church. Parents are consulted about the Pubertal Change programmes which are taught by an outside provider. While some teachers have completed the "Understanding Sexuality" course, some could benefit by completing the revised "Having Life to the Full" course.

All classrooms and Hubs were vibrant and effective learning environments and teachers have worked hard to make these exciting, alive and a showcase for the work the children have completed. It was very obvious to the Reviewers that they were not only sound working environments, but that they were spaces that reflected the School's Marist and Catholic Special Character.

Next Steps

That in 2019 the DRS carries out a formal observation of Prayer and RE with each teacher followed by a written assessment.

That in 2019 all staff complete a TCI paper.

Christian Witness – Te Whakaatu Karaitiana

The School provides a hope-filled Catholic Christian witness which empowers its community members to integrate their faith and their life.

Areas of Success

In June of this year the Principal and the DRS attended the New Zealand Catholic Education Convention in Wellington. Each School that attended the convention was asked to provide a piece of art work that aligned with the theme “Christ’s Call; to love, to be, to do”. Marist submitted their childlike image of Mary which adorns the outside wall of the School along with their R-I-C-H values. They provided the following explanation with it:

“We have Mary as our role model in Christ’s call to love, to be, to do. This call to action is reflected in our R-I-C-H values and Māori Values. Our children identified what our values look like, feel like, and sound like”.

Through her newsletter the Principal has reported back to parents on what she learned from the convention.

The Principal, the DRS and other teachers in S464 positions are active witnesses of their faith both in the School and their Parishes. For many of them, and for BOT members, this is the Ponsonby/Herne Bay Parish. As a School community they present the face of Christ to others as is often commented on by others, particularly those who visit the School. The DRS is on the Children’s Liturgy committee for the Parish.

Many people interviewed described the School as a family where everyone is welcome. “Our Catholicity is lived and breathed in our School community. We are proudly Catholic and promote that we live our lives as witnesses to the life of Christ. We have an open door policy with all staff being approachable and transparent in their practice”. (SLT)

The School and the Herne Bay Church are both under the Patronage of Mary. The School and the combined Parish of Ponsonby and Herne Bay have worked hard to build a working relationship which is a strength of the School. This is demonstrated by:

- The offer of the Parish Priest to baptise members of School families each year and the support that the School provided to them;
- The two School/Parish Masses held on a Sunday at Sacred Heart Ponsonby;
- Other term time School Masses and Liturgies held at the Herne Bay Church of Our Lady of Perpetual Help;
- The offer to the Parish Priest to visit classes on a Wednesday whenever he is available;
- The reflection on the previous Sunday’s homily in the School’s newsletter;
- The invitation extended to parents to share in all beginning and end of term Masses, Hub Masses/Liturgies and School Parish Masses;

- The offer to students to attend Reconciliation at Lent and Advent;
- The School advertising Parish events in their newsletters;
- The open invitation to the Marist Sisters to visit the School;
- The link with the Good Shepherd Seminary, who each year send a Seminarian to be an active part of the School.

An Induction programme for new parents is held in term 4 before their children are due to start School the following year. The Principal and other staff take this opportunity to talk to the parents about the commitment they have made by choosing to send their child to a Catholic School. For those parents whose children may start School at another time, individual meetings are held with the Principal.

In line with the School's motto "With God to love and serve" the School provides many opportunities for students to contribute to the local and wider community. The R-I-C-H challenges for the year 4 to 6 students provides five tasks that relate to service in the School and community, including service to the Parish.

The whole School has responded to other needs in the community, including:

- A bi-annual market day to raise money for Caritas
- A mufti day to raise money for Caritas
- Cans for Christmas drive
- Daffodil Day to support Cancer research
- The School's Irish dance club visiting The Little Sisters of the Poor community and rest home who are near neighbours.
- Sponsoring a Catholic school in Marton through the Duffy Books in Homes scheme.

In responding to these needs the children are aware that "by helping others we are doing what Mary would do". (Student)

The School recognises Māori as Tangata Whenua and they have a strong commitment to The Treaty of Waitangi. They do this through karakia, waiata and their School values of Manaakitanga, Arohatanga and Whanaungatanga. Ongoing weekly Te Reo lessons are held for all classes. This is done by a specialist teacher. Consultation is held with the Māori community to ensure that they have a voice and that the School is meeting the needs of its Māori students. The School have a long-standing partnership with Whaiora Catholic Marae and a visit is held bi-annually so that the School can immerse itself in Māori spirituality. A visit is planned to take place before the end of term. The welcome assembly for the Reviewers included speeches, karakia and waiata in Te Reo.

Consultation is also held with the Schools Pasifika community to help respond to their needs. The School welcomes and nurtures its cultural diversity. They have a multicultural day, celebrate language weeks such as Samoan Language Week and Cultural groups perform at the end of year concert.

Marist welcomes students with special needs. One parent interviewed spoke with real feeling about the concern and care offered for his son who has a medical condition. In this example the father saw the face of Christ in those staff members present at this initial meeting prior to enrolment. Many programmes are used to support children to extend their oral and written language. Similarly, gifted and talented students are identified and suitable extension programmes are sought and provided.

There are many opportunities provided for senior students to take on leadership roles in the School. All Year 6 students apply for and commit to one of these roles for their final year at Marist. These include Peer Mediators, Enviro Leaders and Liturgical Leaders. Peer Mediators show other students

how to be role models to others in the playground. They receive training from teachers in this important role. They assist during break times to work with students to help them to solve problems in the playground. Enviro Leaders demonstrate care and show an awareness to protect God's world. Other Leadership roles include School Leaders and Librarians.

Marist is part of the Catholic Central Kahui Ako with other Catholic Primary and Secondary Schools in the inner city. They are also part of the Inner City Schools Cluster, engaging in sport, language and cultural events. The School has also made connections with local Early Childhood Education centres. Students from St. Mary's, St. Peter's and St. Paul's Colleges come into the School to assist students and/or perform for important School functions. Year 6 boys attend St. Paul's College three times a week to take Science with a Year 7 class as part of the Gifted and Talented programme, and several St Paul's students visit weekly to provide reading and mentoring support for students in the senior school. This has helped to strengthen the relationship between these two Schools who share a boundary.

The School has a very active PTA who work closely with the School to respond pastorally to the needs in the community. They see their role as a dual one of fundraising while providing social activities for the children and their families. In their response to providing pastorally for families in need, meals are provided, food for student lunches is provided and picking up and transporting children when required. One parent interviewed spoke with gratitude about meals that had been provided when there was a family illness. A bequest to the School supports families who may have difficulties paying School fees.

Last year the School developed their Behaviour Management Plan to align with their values, and a Catholic worldview and perspective through the Buddy system (Tuakana/Teina). There is a genuine level of care amongst the older children for the younger ones. Teachers stated that an older child will often report that a younger student has had a "tough time" during a break, but that they have helped them to solve the problem.

Next Steps

The School should investigate further ways to encourage students and their families to attend Parish and School Masses.

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

The School in its stewardship and compliance with statutory obligations, safeguards and strengthens its Catholic identity.

The BOT, when interviewed, stated that "we are here because of the School's Catholic Special Character". They are a mixture of new and experienced members and are led by a very capable Chairperson. She takes her role seriously, is always available, and is assisted by other members including the two previous Chairpersons who are still on the BOT. They are supportive of the staff and appreciate what they do for the children of Marist. They report regularly to the parents through their own and the Principal's newsletters.

The Principal's reports to the BOT contain much information about the school's Catholic Special Character. This includes RE courses and conferences that have been attended, the significance of Suzanne Aubert to Marist and her journey to Sainthood, the current strand being taught as well as Hub and School Masses and Liturgies.

The BOT hold an annual retreat to provide them with the opportunity to further develop a deeper understanding of the charism of the School and how this applies to the teaching that takes place in the

school. They commented on their 2017 retreat saying that it had helped them to see Christ in the lives of others. This experience has helped them to observe this when it happens at school and in their 2017 Report to the Proprietor they have cited examples of this. "Our faith is interwoven into all that we say and do".

The BOT take seriously their role of Governance and they continually review and update documentation including School policies so that they reflect New Zealand's cultural diversity, the unique position of our bi-cultural heritage and the School's Catholic Special Character.

They self-review their School's Catholic Special Character each year which, for 2017, was Pastoral Care, looking specifically at relationships and cultural responsiveness. Survey results from students, staff and parents were positive and the BOT commented "The Board has been impressed with the reduced staff turnover, positive morale and strong Catholic faith displayed daily in the School which is led by our valued Principal". This year the focus for self-review is the School's evangelisation practices.

At the time of the Review the School was compliant with its Integration Agreement in regard to:

- Maximum roll compared to actual role.

As part of the Catholic Special Character Review process, a preference audit was conducted on 23 August 2018 and updated at the time of the Review.

Year	5.1	5.2	5.3	5.4	5.5	Total	NP
YO/1	32	2	2	2	-	45	7
Y2	22	1	2	3	-	28	-
Y3	34	-	3	1	-	42	4
Y4	27	1	2	3	-	33	-
Y5	19	-	1	1	-	23	2
Y6	32	2	2	1	-	37	-
	166	6	12	11	-	208	13

The School collects the preference forms and copies of the Baptismal Certificates for each enrolment. These are well organised.

The audit found that:

- 85% of preference students are 5.1 criteria
- 6% of the students on the current roll are non-preference
- 4% of the students on the maximum roll are non-preference.

The School is aware that they are short of two S464 positions but hope to be able to rectify this when positions are advertised before the end of the year.

Recommendations

That the next two positions to be advertised are advertised as S464 positions.

Conclusion

The following poem has recently been painted in a very prominent position on one of the outside walls of the School:

"Some kids are SMARTER than you.
Some kids have COOLER CLOTHES than you.
Some kids are BETTER AT SPORTS than you.
IT DOESN'T MATTER
You have YOUR thing too.
Be the kid who can GET ALONG.
Be the kid who is GENEROUS.
Be the kid who is HAPPY for other people.
Be the kid who does the RIGHT THING.
Be the NICE KID."
Bryan Shavnak.

The words provide a positive message to the students and reflect the School's R-I-C-H values in language that the children can relate to. In reflecting on these words and the recent New Zealand Catholic Schools Convention, the Principal wrote in her next school newsletter "Keynote addresses and workshops reinforced our call to live with joy, both for ourselves as loved by God, but also so others can feel the love of God through us. Bryan Shavnak's poem fits in seamlessly with our siren call as members of the Catholic Church". This was very much in evidence throughout the visit in the students, staff and parents

Marist Catholic School is ably led by the Principal and BOT Chairperson who work tirelessly along with their staff and Board members to provide an excellent Catholic education for their students. They all see their work as a Ministry within the Church. Everything that occurs in the school is under the guidance of Mary whose presence is everywhere – in statues, art works and in the students, staff and Board themselves.

Philip Mahoney
Manager
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Neil Laurensen
Reviewer