



ARCHDIOCESE OF WELLINGTON

***He Arotake Whanaketanga mō te
Mātauranga Ahurea Katorika-Te Ture mō
ngā Kura Katorika***

***Catholic Special Character External
Evaluation for Development
Report***

**Te Kura o Hato Mere
St Mary's School, Blenheim**

June, 2024

Evaluation conducted on 5th – 7th June

Confirmed Report: 24/06/2024

School Details

Name of School: Te Kura o Hato Mere St Mary's School

Address: 3 Stephenson Street, Blenheim

School type: State Integrated

Actual Role: 174

Maximum roll: 464

Non-preference maximum: 5% (23)

Actual non-preference number: 36

Roll based staffing entitlement: 8.4

Required number of Special Character Cl 47 positions: 5

Filled number of Special Character Cl 47 positions: 4

Principal: Bridget Comer

Director of Religious Studies: Rosie Lamain

Presiding Member, School Board: Nigel Mitchell

Parish Priest: Fr Seph Pjeiffers (Relieving)

Evaluation Team:

Lead Evaluator: Zita Smith

Accompanying Evaluator: Anna-Maria Vissers

Accompanying Principal: Chris Gladstone, St. Joseph's School, Nelson

The Aims of Catholic Special Character External Evaluation for Development

Effective evaluation processes enable the school to understand how ākongā are developing in relation to valued outcomes, how improvement actions have impacted on ākongā, what needs to be changed and what further actions are required. Therefore, 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 rangatahi. 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 Church. 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.

Introduction

St Mary's is a Year 1- 8 school located alongside the Catholic Church, St. Mary's Preschool, Presbytery and Mercy Room, close to the heart of Blenheim. It is part of the Star of the Sea Parish of Marlborough which encompasses six other churches and one other school. The Church has not been able to be used by the school in the past twelve years because of the earthquake vulnerability of the steeple, although at special times the school seeks written permission from parents, who can then accompany their tamariki into the Church.

The Principal at the time of the last review resigned in 2022 and a new Principal took up her position in Term 3 2023. The DP resigned in 2023 and two APs have been appointed in 2024, one new to the school and the other promoted from within the existing staff.

Since the appointment of the new Principal, there has been a clear focus on honouring Te Tiriti o Waitangi through the integration of tikanga and te reo Māori into all areas of school life, most especially in the school values which are in the process of being rethought and recalibrated.

Since the last review a new national RE curriculum, *Tō Tatou Whakapono – Our Faith*, has been launched, which is being implemented in the school. Teachers use a variety of ways to engage students in their learning, ably led by the DRS, an experienced teacher and exemplary role model.

Positive and respectful relationships between ākonga and staff and among students are evident. Students speak with love about their school and can describe how having a relationship with Jesus influences their lives. Staff value the collaborative way in which the newly appointed Principal works.

The leadership team, together with the Board, demonstrate effective leadership and stewardship of the school. The recommendations at the end of this Report will assist them to continue to do this.

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

1. Continue to develop the charism, vision and values as the foundation of the school and ensure these are reflected in all documentation.

- *Update the RE Curriculum document, Pastoral Care Procedures and write a Behavioral Management Plan to reflect the charism of the school.*

The school has been through a thorough process of rethinking and recalibrating their values and vision. Tikanga Māori is integral to this work.

Policies, procedures and clarification of processes have been part of the 2024 induction and continue to be a work in progress. The school is currently undertaking PB4L training. The Pastoral Care Procedure has yet to be linked into *SchoolDocs*.

2. From the time of enrolment, ensure that there is an invitational process for receiving the Sacrament of Baptism as part of the school welcome and culture.

The DRS continues to work with the Parish to support the sacramental programme. Since the last review, the school has supported two Baptism celebrations, in which several students and one teacher were baptised. Special permission was sought from parents to allow tamariki to attend the celebration of Baptism in the Church.

3. Build capability and authentic opportunities for all students to serve in the wider community.

A fundraising subcommittee (SMF) was developed, which has helped to build connections with current and past ākongā and encouraged a social responsibility to help others, and interact with the community at various charity events and gatherings. This group also provides pastoral care and community connections to the Gala and Night Markets which include stalls actively run by each classroom from Year 4 upwards. Ākongā have spent weekends gathering firewood for those in need and as a school fundraiser and during EOTC week, Year 7/8 have given their time to plant native trees at a local nature reserve. Covid curtailed most community excursions such as visiting the elderly.

4. Ensure preference forms are completed fully and accurately before a child is accepted into the school.

A rapidly declining role may have caused a lapse in this area but the current Principal and Priest are committed to ensuring this is done accurately and fully.

5. Carry out internal review of Catholic Character annually as part of a 3-year cycle. Ensure that reviews are based on the dimensions in the Catholic Special Character Review for Development Draft Document and are included in the Board triennial work plan.

There is no evidence of internal evaluations of Catholic Character having been carried out since the last review. This will be a recommendation of this report.

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

The school effectively encourages and facilitates the development of a personal relationship with Jesus Christ amongst staff and ākongā.

St Mary's School values, clearly sourced from the Gospels, have undergone a rethink and recalibration through consultation with all stakeholders including the Māori whānau group to better reflect the biculturalism of Aotearoa NZ and to bring greater cohesion. Whakaute, manawanui, and whakamana have become the new school values, into which the former values, the Beatitudes, are being seamlessly integrated. Currently, tamariki can receive Beatitudes Awards at assembly for the ways in which they are seen practicing them in and around the school. The school has recently adopted PB4L as its behavioural management process, underpinned by the recalibrated values.

A varied and rich prayer life is an integral part of the daily routine of the school. Whole school prayers begin the week every Monday morning run by classes on a roster. Staff prayer is seen as important and is reserved exclusively for reflection and spiritual nourishment, allowing teachers to start the day in a centered way rather than shifting focus quickly to a staff briefing. Karakia timatanga and karakia whakamutunga take place at each staff gathering, grounding and reminding staff of their vocation.

Classroom prayer takes place daily, with teachers exploring diverse ways of praying with tamariki which include acknowledging cultural differences and languages, with prayers in the first language of ākongā. When teaching myths, legends, and pūrākau of Aotearoa, stories are consistently compared and contrasted to Bible teachings, exploring the connections between the people, places, and narratives.

Traditional prayers like the rosary are learned and recited, and meditation and Lectio Divina style prayer are also used. Karakia kai is recited before lunch. Opportunities to pray individually in the prayer garden and through outside meditation are also provided. Tamariki show reverence for prayer and often organise and lead prayer with a buddy on a roster, supported by the teacher.

Displays and symbols in the school grounds, on walls, in the school foyer, hallways and classrooms, provide witness to the Catholic special character of the school.

Evangelisation

The school actively supports and promotes Parish programmes for the Sacraments of Initiation, and programmes that support the Faith of tamariki in the years beyond the Sacraments of Initiation. The DRS runs the Sacramental programme as a parishioner, as well as running a Baptism programme within school time for those who request it. Since the last review there have been two Baptismal celebrations to which all ākonga and their whānau were invited. The Sacramental programme is promoted in the school through the Newsletter and through individual invitations, usually from the classroom teacher. Building this into a seamless transition to school, alongside an orientation and welcoming process supported by the Parish and the pre-school will be a recommendation of this report. It will assist new members of the community to deepen their understanding of what it means to be part of a Catholic community.

Senior students are invited to become members of the parish Youth Group, and the school has a positive relationship with the Parish leaders whose tamariki also attend the school. Ākonga can be part of the lunchtime meetings in the hall, which makes connections easy and flexible.

There is a regular programme of liturgies and Masses that are appropriate for the age and culture of participants, and students have the opportunity to develop these liturgies or to have some leadership roles in them. The student Catholic character leader supports the DRS in this area. The school attends either a Mass or liturgy at least once a term and the annual Parable competition is a highlight. There are also class Masses throughout the year, held in the Mercy Chapel and parents are invited to attend these with dates published in the school calendar.

Through the newsletter, whānau are also kept connected to the Parish. There are invitations to join Parish groups, to Parish events and programmes to explore Faith (*Sycamore*), a link to the Parish bulletin, as well as an invitation to the wider Parish to attend school liturgies, Masses and celebrations.

Faith-based Leadership

The Principal and DRS confidently and competently articulate their own Faith and are committed to their own ongoing Faith formation. They work collaboratively to lead the development of Catholic special character. Authentic Faith-based leadership, including being an example of Jesus' servant leadership, is witnessed by the school community. As active parishioners, they are role models of Faith in action, with the DRS on the Eucharistic Committee. The Principal is on the Parish Council as well as being involved in the parish music group.

The DRS is seen by staff as being generous with her time, always available to answer questions and support them as needed. The Principal is seen as having the Catholic character of Hato Mere as her priority in the way she demonstrates commitment to the core values and the prayer life of the school.

The effect of the spiritual climate on ākongā in the school is evidenced in the reverence with which tamariki pray and talk about their relationship with one another and with God, and the influence of the school on their Faith life. Comments from ākongā include:

“Going to the Baptism – we saw how the priest was showing us and explaining to us every move. It was inspiring me to get baptized.”

From a student who had been at the school for less than a year, *“It was really new to me. I really like how we do Bible readings and how I’ve got close to Jesus.”*

Next Steps for Development

- Partnership with whānau to support the encounter with Christ by fostering a greater understanding of the implications of attending a special character school.

Dimension 2: Mā te Mātauranga ka Tipu: 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

The DRS is experienced in the role and has served the school in this position for many years. The staff highly value and benefit from the experience and support of the DRS. She provides a comprehensive induction for new teachers and ensures they are able to complete the ADW Teachers New to Catholic Schools workshop. In addition to support for liturgies, Masses and school prayer, she supports staff with theological understandings, annual and termly planning, and classroom resources.

The Principal actively supports the DRS position by way of classroom release, budget, management units and involvement in the senior leadership team. As a result, the DRS feels more empowered to fulfill her role as Faith leader and leader of RE Curriculum.

The Principal is identifying leadership capability by tapping into the interests, gifts and talents of the staff. This provides a wonderful opportunity to establish a Faith leadership

team which includes teachers in special character positions, to enable more strategic support for the DRS as well as growing Faith leadership capability within the school.

The DRS keeps track of the staff engagement in professional development and of their certification and qualification status. She shares external PLD opportunities with staff and they are invited to participate. There is no evidence of a professional development plan for meeting the needs of staff. Identifying the professional development needs of the staff and creating a budgeted plan for this will be a recommendation of this report. Gathering staff feedback, particularly throughout this initial phase of implementation of the new RE curriculum, will inform the needs of the staff as they look to grow their understanding of *Tō Tātou Whakapono - Our Faith*.

Professional Growth Cycle documentation includes the Catholic School Elaborations on the Standards for the Teaching Profession which enable staff to reflect on their practice and provide an opportunity to identify areas of professional growth related to teaching in a Catholic School.

Religious Education

Since the start of 2022, the school has been transitioning from the old RE Curriculum to *Tō Tātou Whakapono - Our Faith* and this evaluation seeks to identify strengths at this early stage as well as areas for further development. The DRS initiates planning and supports with the provision of resource links that help with classroom delivery. Staff support each other by planning collaboratively.

The school adopts a conceptual approach to curriculum delivery designed to facilitate the integration of Catholic special character into all areas of classroom teaching. In previous years the DRS has led a start-of-the-year PLD session enabling teachers to flesh out the big theme and make connections to learning areas, which is vital to support curriculum integration. This enables staff to make strong connections between the overarching concept and each of the main themes, cross themes and touchstones of *Tō Tātou Whakapono - Our Faith*. As staff grow in their understanding, they will be able to draw out concepts from within the new curriculum that will integrate well into other curriculum areas.

This year the school has introduced Philosophy for Children as a programme and as a way to build pedagogical practice associated with deep learning. The effect of this is already being felt with some ākongā being confident to question, seek out and initiate discussions. This is sound pedagogical practice which will enrich ākongā understanding of the key concepts and big ideas in Religious Education.

Staff use a planning template provided by the DRS which includes some planning expectations from *Tō Tātou Whakapono - Our Faith*. While there are some pockets of good planning practice developing across the school particularly around the grouping of achievement objectives, articulating learning intentions, and posing some key understandings, it is evident from an analysis of unit plans that staff need further support to more fully implement *Tō Tātou Whakapono - Our Faith*. The sections from the front end of the document will add to understandings of pedagogy, assessment, evaluation, and reporting. The DRS has identified the need to focus on and develop assessment practices that align with the new curriculum. Staff have expressed readiness for a stock take of current practice and are keen to engage further in RE PLD.

Classrooms are calm, with respectful and supportive relationships evident. Ākonga are enthusiastic about what they are learning in RE, especially finding the integration of their lives and their Faith, meaningful. Evidence of the impact of their learning in RE can be heard in the following comments made by ākonga:

"I learn so much about Jesus and the Bible – how much Jesus loves us and gave us the Holy Spirit to be our guide."

"It's teaching me how to live."

"I'm learning that you love your enemies as you love your friends."

The school shares some information about the RE Curriculum with the community through the website, although this needs to be updated to the new curriculum. Teaching teams share some RE learning with whanau through HERO. It is timely to support the community with their growth in knowledge of *Tō Tātou Whakapono - Our Faith*. Reporting to parents happens mid and end of year and is relatively comprehensive including information from teachers on attitude and engagement in prayer and liturgy, and aspects of RE achievement. Reports include a short student reflection and some photographic samples of student work. Whānau spoken to enjoy the information and visuals they receive via HERO, and would appreciate knowing the RE theme for each term, giving them an overview of what tamariki will be learning over the course of the year.

Evidence of the impact of teaching on their tamariki was expressed by parents:

"We are hearing (Christian) messages from school through our children that complement what we are teaching."

"Our children respect anything the teacher says, showing that 'it takes a village...'"

Catholic Curriculum

The combination of a Faith-based overarching concept interwoven with the Beatitudes, provides a base for teachers to incorporate a Catholic world view into their teaching practice. There is evidence of links to the principles of Catholic social teaching (CST) in RE Unit planning and a number of staff have completed the TH504 Te Kupenga paper: *Catholic Social Teaching* which adds to teachers' understanding of a Catholic world view. Analysing the place of CST within *Tō Tātou Whakapono - Our Faith* and across other curriculum areas, and the continued use of Caritas resources will help teachers to draw upon that world view across other subject planning.

Application of the Catholic lens is clearly evident in school documents that align the Ministry of Education Relationships and Sexuality Education expectations with Catholic understandings included in the document endorsed by the Catholic Bishops of Aotearoa entitled, "Wonderfully Made in God's Image." This, alongside the Sexuality Resource Grid package available from the National Centre for Religious Studies will support the development of Health Unit plans across all levels of the school, enabling teachers to teach this from a Catholic perspective. A number of staff have completed *Having Life to the Full* and the DRS is aware that new staff will also need to attend this course.

Next Steps for Development

- Support whānau to grow in understanding of *Tō Tātou Whakapono - Our Faith*. Consider providing an overview of what tamariki will be learning over the course of each term and the whole year.
- Grow Faith leadership through teachers in special character positions becoming part of a Faith leadership team.
- Begin to identify key concepts/themes that are embedded in *Tō Tātou Whakapono - Our Faith* that will help facilitate integrated learning.
- Consider the place of the principles of Catholic social teaching within the RE Curriculum and in other curriculum areas.

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

Te Kura o Hato Mere effectively provides a hope-filled Christian witness which empowers its community members to integrate their Faith and their life. The Catholic concept of community is evidenced in the school through the co-operation of all members of the school as brothers and sisters in Christ. Good relationships exist between the school and it helps that the Parish, with the church, Mercy Chapel, Presbytery, Youth Group and St Mary's Preschool are all on the same site. The school has active connections with the pre-school and the Youth group. At the time of writing this report, the Parish has a relieving priest who is very welcome at and supportive of the school.

The school, as an authentic Catholic community, demonstrates a strong commitment to Te Tiriti o Waitangi and its principles of protection, partnership, and participation, thus reflecting the commitment of the Aotearoa New Zealand Catholic Church to bi-cultural partnership. Since the last review, there has been significant growth in the visibility of and commitment to Te Tiriti. Staff have been involved in PLD through the Piritahi Kahui Ako, participating in Poutama Pounamu and Kurahaupo culturally responsive PLD.

Partnership and Collaboration

The school works to build and maintain respectful and affirming relationships with whānau Māori so that they feel welcome and 'at home,' and engages in authentic consultation with its Māori community and mana whenua, an example being the recalibration of the school's values. Kapa Haka, Matariki, and interschool opportunities like the annual Ki-O-Rahi Tournament are ways tikanga is celebrated in the life of the school. When asked about how it felt being Māori at their school, tamariki Māori comments included the following:

"Freeing because I can be myself. It's an open community where everyone knows who you are."

"I can breathe free at kapa haka."

"Quite good – I'm proud to be Māori."

"Interesting because if you're Māori, you can teach (others) some words. I get asked stuff."

A Māori parent appreciated the school helping their tamariki to understand the *"physical, mental and spiritual aspect of their life."*

A next step suggested was to establish a regular meeting for tamariki Māori where they can gather as Māori, play games, learn Māori legends, about their history and eat kai together.

The school has positive partnerships with local state schools as well as the Catholic schools in the Marlborough area. St Mary's leadership team connects with colleagues and Parish Priests each term in the Top of the South meetings. Student leaders have attended the SLICS days in the past, and attend leadership days with St Joseph's Nelson student leaders at Takahanga Marae. New entrant teachers and tamariki connect regularly with St Mary's preschool, inviting them to liturgies and assemblies. Students participate with other schools through choir festivals and in mixed sports teams (hockey, netball). There are annual visits to Garin College in Nelson for senior ākongā.

Since the last review the school's ethnic diversity has increased, reflected in the school's commitment to ensuring that all ākongā develop an understanding of this diversity. The multicultural group is very popular, as is the regular Fono Hui and Māori and Samoan Language weeks, and the school hosts the annual Pasifika Festival in its grounds. Many ākongā for whom English is a second language, translate their written reports into their first language for their whānau to be able to more easily read.

Pastoral Care

Systems are in place to ensure that tamariki are personally known, cared for, and provided with support as required. The mana and tapu of each individual are acknowledged and upheld. The particular needs of students are discussed at staff meetings to ensure that all teachers are aware of and look out for of all tamariki. Identified families are provided with support in a confidential manner when needed - groceries are delivered, uniforms provided, firewood delivered, financial support provided for camps. St Mary's Friends provide pastoral care to those who need it, as well as build community connections through social events.

Behaviour management processes are just, fair, clear to all, guided by restorative practice and linked to Catholic social teaching. The school has just adopted the PB4L behavioural management programme, using the newly developed values to underpin this.

The Principal is recognised as being attentive to the pastoral care of staff. Comments like, *"There's a real sense of togetherness, care and understanding,"* were common in the staff survey. Finding solutions together, working as a team, collaborating, providing an environment where people feel comfortable discussing 'peaks and pits' are seen as strengths

of the Principal. Morning teas, celebrations and general support were recognised and appreciated.

Service and Outreach

The school provides opportunities for tamariki and kaiako to contribute actively to the life of the local community. From a young age, students are encouraged to take responsibility for service to others. Each class has a Mission Money Box. Tamariki engage in various activities to support the school and the broader community. For example, senior students recently visited Blenheim to solicit support from local businesses for the school gala. They created jewellery, baked goods, and volunteered their time to manage various stalls at the event. Other examples include painting the alleyway, collecting for can drives, rest home visits and donating to the Stroke Foundation, St Vincent de Paul, Christmas boxes and Rarotonga. Additionally, senior students have been instrumental in setting up initiatives like the breakfast club and organizing sausage sizzles. They also support the school sports academy, which meets weekly before school. Their involvement extends to the Youth Group, where they participate in events such as the Stations of the Cross for the main church and the Tongan Church. The formal senior leadership roles include House captains, special character leaders, enviro leaders, school ambassadors, cultural leaders and service leaders.

The above evidence is an indication that the school is effective in providing a positive and hopeful Christian witness in its partnerships, pastoral care and service and outreach, which empower tamariki and the school community to integrate their Faith and their life. One parent commented that this school is encouraging their tamariki to, *“become really good people – caring, generous and kind.”*

Next Steps for Development

- Arrange for the school to “host” a weekend Mass once a term.
- Grow a multicultural and Māori Miha, working in partnership with iwi.
- Develop a school karakia, waiata and haka.
- Establish a regular meeting for tamariki Māori where they can gather as Māori.

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

The Board is committed to safeguarding and strengthening the Catholic character of the school effectively, by applying a Catholic lens over all they do. Evidence of this can be seen in policy reviews where the generic *SchoolDocs* version is changed to reflect the school's Catholic character, a standing agenda item focused on the special character, trustees taking an active role in working bees around the school which express Catholic symbolism, and supporting the sub-committee that provides pastoral care and community connections to St Mary's at events. All meetings begin and end in prayer with trustees encouraged to take turns leading them and any staff changes are checked for their tagged status. Through budgeting, the Board has supported teachers to participate in the *Having Life To The Full* course and to attend the Catholic Schools Commissioning Mass at the beginning of the school year. Currently reporting to the Board does not include achievement in RE. Reporting to parents and the Board on achievement and progress is an expectation.

The Board is demonstrating its commitment to Te Tiriti o Waitangi. A key strategic goal focuses on cultural responsiveness and possible new directions in this area are currently being discussed. A pōwhiri to welcome the new Principal was held, school kapa haka was implemented in response to whānau consultation and is supported through the budget.

The Presiding Member has attended most free available webinars and brought learnings back to share with the Board. The advent of Zoom and remote learning has lessened the necessity of face-to-face PD. Board members are encouraged to attend ADW webinars and there is now a separate agenda category with PD handouts for those interested. The deputy Presiding Member, also a proprietor's appointee, will be attending the 2024 Catholic conference with budgeted PD allocated funds.

Legal Obligations

The Board successfully navigated the process for employing a Cl47 tagged Principal, whose knowledge of and commitment to tikanga and te reo Māori has already been a positive influence on school direction and strategic goals.

Preference Criteria	Number of Students	% actual roll
5.1	95	55
5.2	7	4
5.3	25	14
5.4	11	6
5.5		
Preference with no criteria		
Total of signed preference roll		
Non-Preference Roll	36	21
International Fee-Paying Students	-	-

In draft

The school is one short (four, instead of five) of meeting its obligations under its Integration Agreement in terms of its Cl47 tagged positions which the Proprietor is aware of. The school is aware that the next full time permanent teacher will need to carry the Cl47 tag.

In terms of meeting its obligations under the Integration Agreement for preference/non-preference students, the school is aware that it is oversubscribed and has a plan to reduce the number of non-preference students over time. The Integration Agreement allows for non-preference students to make up 5% of the maximum roll. Numerically, this is 23 students out of 464. Currently there are 36 non-preference students out of a roll of 174 students. This is 8% of the maximum roll, but 21% of the *actual* roll.

N.B. The Vicar for Education will complete your Roll Audit early Term 3 and confirm the above numbers.

Next Steps for Development

- Appointment of one more Proprietor's appointee
- Ensure that special character reporting to the Board includes annual student achievement and progress.
- Ensure the Tagged CL47 teacher positions and non-preference enrolments meet the legal requirements as soon as possible.

Recommendations

- 1. Working in partnership with the preschool and the Parish, develop a process for welcoming new tamariki and their whānau, which includes an invitation to belong to Christ's family through Baptism.**
- 2. Create a PLD plan to determine the professional development needs for staff and outline how these needs will be met.**
- 3. Using the *Catholic Special Character Evaluation for Development* document, ensure that annual internal evaluation engages with stakeholders and analyses the effectiveness of identified aspects of the Catholic special character. Areas for development that arise from the internal evaluation are to be part of the following year's Annual Plan.**

The evaluation team is confident that the leadership team of Te Kura o Hato Mere has 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, Board and staff in compiling an action plan to address these recommendations.

The evaluation 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 Vicar for Education for ADW congratulates the Office Manager for their organisation of enrolment material including Preference Certificates. The organisation and preparation for the external evaluation by the school is greatly appreciated.



Zita Smith, Lead Evaluator



Kelly Ross, Vicar for Education