



# CATHOLIC DIOCESE OF AUCKLAND

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

## CATHOLIC SPECIAL CHARACTER REVIEW FOR DEVELOPMENT

REPORT ON THE EXTERNAL REVIEW VISIT FOR  
**MARIST COLLEGE, MT. ALBERT**

<b>Principal:</b>	Monica Johnson
<b>Director of Special Character</b>	Stateira D'Souza
<b>Head of Liturgy</b>	Brenda Neville
<b>Campus Minister</b>	Karen Geaney
<b>Chaplain</b>	Fr Kevin Murphy s.m.
<b>BOT Chair:</b>	Stephen Dallow
<b>Visit Date:</b>	June 20 <sup>th</sup> -22 <sup>nd</sup>
<b>Reviewers:</b>	Kathleen Petrie, Paul Daley
<b>Accompanying Principal:</b>	Sandy Pasley, Baradene College
<b>Date of Confirmed Report:</b>	4 <sup>th</sup> July 2018

## ***Introduction***

Marist College was established in Mt Albert by the Marist Sisters in 1928, and accordingly has just celebrated its 90<sup>th</sup> Jubilee. In 2001 the proprietorship of the College was gifted to the Bishop of Auckland but links with the founding order remain strong. The present community of 10 Marist Sisters who live on the site are a valued part of the College, and the founding principles, ethos and philosophy of Catholic education in the Marist tradition remain the framework within which the College operates today. The student roll, from Year 7-13 is at its maximum of 750, and there are 7 full-time International Students, plus numbers of international groups who stay at the school for fixed periods of less than one term.

The review team was welcomed to the school with a full-school *whakatau* and Assembly, and spent the next three days visiting classrooms – of all RE teachers and those of a wide range of other subjects – and meeting groups of staff, students, parents and Board of Trustees. Comprehensive documentation was provided in a timely manner before the review, and further information was readily available when requested. On the final day of the review the reviewers were privileged to attend the Champagnat House Mass with the whole school and invited parents in the gymnasium.

## ***Response to Areas for Development from the 2014 External Review***

### ***Catholic Community:***

1. The Curriculum Leader of Physical Education and Health is now the co-ordinator of Health programmes in association with the Pastoral Care Team. All programmes are framed with regard to the Special Character of the school.
2. A new staff induction programme has been designed and a booklet printed, enabling staff who arrive during the year to be inducted to the College under the oversight of the Principal.
3. The sacramental programme is widely advertised, with individual students invited through RE classes. The Head of Liturgy now has responsibility for these.
4. There has been increased liaison with and participation in St Mary's Parish Mt Albert, Christ the King Owairaka, and St Patrick's Cathedral.
5. The Sacrament of Reconciliation is now made available to Years 10-13. Year 7-9 have a penitential liturgy. Full sacramental reconciliation will be made available to these levels in the future, depending on the availability of priests.

6. Meditative prayer experiences are now offered to staff and students along with other types of prayer.
7. Tagged teachers have led discussion groups about the essence of Catholic schooling as outlined in the 2014 NZCBC publication, at staff day and at a new parents' meeting.

### ***Pastoral Care***

1. Each of the three recent Campus Ministers has brought a particular set of skills and the College has worked to those strengths. Currently there is a very positive working relationship between the Student Advocacy Counsellor and the part-time Campus Minister.
2. A Pastoral Care plan is produced each year, including an action plan.

### ***Religious Education***

1. The DRS and the Principal's PA have been working through processes to link with the Auckland Catholic Schools Office database for records of professional learning and development. (PLD)

### ***Compliance***

1. Required number of tagged teachers had been met, up to the end of last year, and is at present being addressed. The amount of time for the delivery of RE meets the requirements. Annual reporting to the Proprietor is carried out. While there still remain 3 non-preference students over the maximum allowable, these are being actively managed as they make their way through the year levels.

## ***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.*

### ***Areas of Success***

The Mission statement of Marist College states that it is a “community committed to fostering excellence in education founded on living Catholic values and the Spirit of Mary.” Its core values, one of which provides the focus for each year, are clearly articulated:

- In Mary's Way – thinking, judging, feeling and acting as Mary would in the world today, bringing the Gospel of Jesus to the world.
- Family Spirit - fostering a sense of belonging, encouragement, unconditional love and total acceptance of each other.

- Presence – engaging fully in life in a simple, gentle, compassionate way, working to build community
- Empowerment – fostering the sense of self-worth and confidence of each person so they may fulfil their potential.

These are summed up in the College motto: To Jesus through Mary. In conversations which unpacked the above values and motto, the Senior Leadership Team (SLT) made it clear that developing and deepening a relationship with Christ, with Mary as a role model, was at the heart of Marist College. Students echoed this, describing Mary both as “my go-to person”, and as a bridge between God and humankind. Staff, students, parents and Board of Trustees (BOT) gave ample evidence of familiarity with and ownership of the values and the vision of the College both in conversations, and in written responses to pre-review questionnaires. These were completed in outstanding numbers: 57 teaching staff, 18 support staff and 7 BOT members, and provided thoughtful, prayerful responses of a depth seldom seen.

The encounter with Christ was further evidenced by:

- Sincere participation in a variety of types of prayer, both prepared and spontaneous. A student, at the end of the school day, prayed for all those in the world who were not “wrapped in the blanket of Christ”, and a teacher wrote: “The minute I spend in prayer to the Holy Spirit at the beginning of each lesson gives me 59 minutes of aroha and quality education for each student.” Scrapbooks of student-written prayers were evident in a number of classrooms. Meditative prayer and Lectio Divina have both been introduced to staff and students over the last three years. The Rosary is prayed on Wednesday at lunchtimes, and there is a Mass in whanau time on Thursday mornings.
- Identification of the need to provide a space for silent prayer and reflection on a spontaneous basis now that the Convent Chapel has to be booked in advance during the school day. The SLT is working on the provision of a prayer room and a peace garden.
- Retreat programmes for Years 7, 9, 11 and 13 which provide true oases of spiritual reflection. They are run by LOGOS and by former students who have participated in the Marist Youth Leader programmes.
- The opportunity for students to encounter Christ through Maori spirituality and the lens of their own cultures. The theme of the Champagnat House Mass was Unity in Diversity, and it included widespread participation in processions, prayers of intercession and liturgical dance by students from a variety of cultures, many of them in cultural dress. There is increased use of te reo Maori in school publications; Maori waiata are an important part of Assemblies, and the Principal signs off her weekly newsletter *Ma te Atua koutou e manaaki* : May God bless us all.

- Commitment to induction programmes for all new members of the Marist community: an evening is held for parents of new students in November of the preceding year at which the SLT and tagged teachers work with small groups of parents to help them better understand what is meant by the Catholic Character of the College; staff new to Catholic schools also have a full day with the Principal before school starts, and attend the appropriate Diocesan session; at Years 7-10 the first two weeks of each term in RE lessons are spent on prayer and liturgy; international students are welcomed to the school with a liturgy. Families acknowledge that they are warmly invited to join in liturgical celebrations such as the six whole-school Masses, and Board members make a point of being visible at these events. A booklet for relief teachers ensures that even those staff members who spend only a day or two in the College are left in no doubt that it is a faith-based school.
- A sacramental programme which the Head of Liturgy runs for one and a half terms, and in which 15 students are enrolled this year, including the Head Girl, who will be confirmed along with others at the Feast of the Assumption.
- The appointment of a Campus Minister who is studying the role of spirituality in youth development as part of a Master's degree in social work. She is a deeply faith-filled young woman who describes the ministry component of her role as building relationships with students and accompanying them on their faith journey. She talks about how to pray, and helps them to understand some Church teachings which can be seen as a barrier to faith. She is a familiar presence in the playground at break times, with small groups and individual students.
- Ongoing Special Character professional learning and development for all staff, both in regular PLD slots, and in one-off events such as the Liveable Spirit seminar and the recent Catholic Schools' Convention, which the DRS described as "uplifting, feeding my soul."
- Highly-visible faith-based leadership from the Principal, SLT, DRS, Head of Liturgy, and large numbers of other staff, who walk, live and breathe the Catholic ethos of the College, and identify the power of role-modelling it in an up-front and intentional way. From comments by parents, it is obvious that students have caught the idea of being as Christ to others. This is a deliberately proactive influence, and ongoing self-reflection has resulted in the identification by the SLT of further opportunities for development of this dimension including the gathering of student voice, the reintroduction of staff retreats, a Meditation Club (Club Med) and attendance at Masses in feeder parishes.

## ***Opportunities for Development***

1. While the College's core values are well-known and publicised, the next step would be to link each of these, in the student diary and in spoken interactions, to a Gospel story, parable or saying of Jesus so as to make explicit the source of and reason for those values in a faith-based school. We note this is already happening in the Governance manual and the school yearbook.
2. The induction session for new parents could be broadened to include a Mass which they and their daughters, as well as other family members, attend. If this were said by the College Chaplain it would provide a "walk-through" for unchurched families, and help to encourage attendance at Sunday Mass. The same kind of "teachable /evangelising moments" during Mass could be included in the Grandparents' Mass, which was in place for many years and has recently been reintroduced.

## ***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***

In 2017 the focus for Special Character internal review was the RE programme, with views sought from students, parents and staff. The 18 questions, which were collated using Survey Monkey, covered classroom relationships, the efficacy of teachers, their willingness to help and answer questions/allow discussion, feedback to learners and assistance to improve. Responses in all areas were highly favourable. As a result of this evaluation, the following initiatives have been undertaken:

- Making more explicit links between RE topics and the principles of Te Tiriti o Waitangi. Students are actively encouraged to use Maori words and concepts in their writing. This is also an initiative of the Catholic Community of Learning in Auckland Central of which Marist is a member.
- Increased communication with parents about RE programmes, and liturgical events through the newsletter. When the introductory section of the newsletter is written by the Principal, or the DRS it includes details of the liturgical season, relevant Church history and traditions, and prayers. The newsletter itself is always bright and appealing.
- Creating more on-line resources to provide variety, interest and meaning.
- Displaying more student work in classrooms and corridors. These are now vibrant illustrations of so many aspects of Special Character in which students are involved.

In academic terms, the focus has been on improving already high NCEA results, and in particular improving the levels of endorsement at Level 3, since there is as yet no Scholarship qualification in RE. In this the department has been very successful, with

Excellence and Merit endorsements improving between 2016 and 2017, the latter by as much as 11%. In depth analysis of student achievement is carried out at all levels, and reported to the Board. The DRS also makes a detailed Special Character Report to the Board each term. The successful operation of the department is all the more commendable when it is considered that in 2017, 50% of its staff were new to the department or to the school, necessitating a large time investment in topic planning, assessment, marking and moderation. There are structures in place, such as observing other teachers, to ensure consistent improvement. Of the 8 teachers in the Department, (1 on sabbatical) 5 are subject specialists, with appropriate RE and /or Theology qualifications. Two of the new members are working towards certification. The DRS gained a Master's degree last year and the Liturgy Leader's Educational Leadership was awarded in June. As leaders in the department these two women are demonstrating commendable commitment to continuous professional learning. The RE Advisor has been a frequent source of advice, both through cluster meetings and in meetings with the DRS; her help was appreciated in supporting the religious drama section of the Pompallier Shield competition, which Marist hosted this year.

There is a positive synergy between the DRS, who has responsibility for the RE programme, and the Head of Liturgy, who has been appointed since the last external review. They have a clear understanding of each other's role and operate supportively, resulting in cohesive leadership. Their offices are adjacent, which allows for both informal and regular meetings. They meet with the Principal fortnightly, and there are also regular meetings with the DP Pastoral Care.

Senior students reported that their RE teachers are passionate people who enhance the light of Christ for them, and help them apply the Marist values in real life. Through classroom discussions they are informed about Church teaching but also encouraged to internalise ethical standards; they say they are discovering that it is "so cool to be Catholic." The teaching observed in both junior and senior RE classrooms showed evidence of best practice in current pedagogy, with high levels of focused engagement.

A commitment to reflect on the Special Character of the College across all subject areas is clearly evident. This expectation, driven by the Principal and the Curriculum Leadership Team, is reflected in written documents such as schemes of work and annual departmental review reports to the Board, and was very much in evidence in conversation with staff. Examples abound, including:

- The "Clothed in Christ" poster and Values bunting produced by the Materials Technology department.
- Inclusion of a Catholic perspective in specific health units such as sexuality in Years 10 and 11. All PE/Health teachers have attended the diocesan Understanding Sexuality course soon after their appointment.
- Reference to Laudato Si in Year 9 Drama performance on a theme of kaitiakitanga, and In Mary's Way as an underpinning to the Year 13 study of Wahine Toa.

- A Music curriculum strongly linked to Special Character at all levels, not simply through sacred music but through the composers, the story and the message in the music for modern society.
- The use of Caritas Lenten materials in a social studies unit specifically on Parihaka, but incorporating other aspects of Catholic social teaching.
- A focus in Mathematics on the contribution of historical Christian scholars such as Descartes.
- Bringing values into the financial literacy programme.
- A planned pilgrimage next term for Year 9 students to the Hokianga and Bay of Islands covering aspects of RE and Social Sciences. The Principal will take part in this as the area is her *turangawaewae*.
- A library where periodicals included the Marist Messenger and New Zealand Catholic, where posters included a description of the Marist graduate as a Christ-centred person of faith, and where a large illustrated Biblica was open, face-out, at the issue desk.

These examples were backed up by what the reviewers observed in classrooms; on the final day of the review two different English teachers made reference in teaching, one about film techniques and the other about character development, to aspects of the Champagnat Mass that morning. The SLT is committed to further articulation of a Catholic world view in assemblies, and to providing connections for Year 13 students with guest speakers from Catholic organisations in order to keep them involved after leaving school.

### ***Opportunities for Development***

1. It is fair to say that the College has made significant efforts to inform parents about the content and emphasis of the RE programme. An overview of the curriculum at each level is sent home at the beginning of each year, and parents are encouraged to make appointments with RE teachers for parent interviews. However, the parents interviewed during this review did not evidence much familiarity with the RE programme, and said they would appreciate reminders on a regular basis through newsletter articles and photos. The College is therefore encouraged to continue its efforts in this respect, since it is a way of evangelising parents, and to remind parents that they have a part to play by talking to their daughters at home about what they are studying in RE.
2. That a programme of RE be developed for long-term International Students with assistance from resources to be made available nationally.

### ***Recommendations***

1. That RE certification be pursued by the remaining staff member not currently involved in the relevant PLD.



## **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**

Evidence of an authentically Catholic community is easily seen at Marist College, from the immediate impression provided by the artwork on display in foyers and corridors, to the culture of warm relationships and welcome extended to all, including the reviewers. The Board unhesitatingly attributed this to the leadership of the Principal, but she herself gives credit to a large number of other teachers in the school who actively witness their faith alongside her. These are well distributed through the various departments and teams within the school, and include fourteen former students who have returned as staff members, and other staff whose own daughters are, or have been, Marist students. A former staff member, who is a Marist Sister, acts as the College archivist.

Students give testimony to the “sisterhood” of the school. The seniors have undertaken a number of initiatives to foster this relationship, including Morena Mondays, where they stand at the gate and welcome students to the start of the school week, Therapy Thursdays, where games and activities provide opportunities for bonding with students at all levels, and Funky Fridays, where a dance party held on the turf during Break 2 encourages students to energise the remaining period of the week. There is no doubt that a well-functioning whanau system of vertical form classes assists these warm and respectful relationships. The whanau system was mentioned by both students and parents as the one thing the College should never consider changing. Parents also noted the importance of the Marist Family Day as an occasion when all cultures are honoured.

The PTFA has a pastoral as well as a fundraising portfolio. With the support of the DP Pastoral Care, they initiated the Mother-Daughter Mass and Breakfast which has begun this year. They operate a Caring Committee which has purchased a freezer that stores donated meals for families undergoing hardship of any kind. As well as this they have provided grants for landscaping, hockey uniforms and Performing Arts. In conversation they named Jesus as the “why” behind the school’s values, and see the encounter with Him in being as Christ to others, citing an incident at a hockey match where an opposing player was cared for when injured. Family Spirit is this year’s core College value, and parents voiced a sense of belonging and warm acceptance at the school.

A significant number of students have strong links with their parishes and attend Mass regularly. Eucharistic ministers commissioned in the school are introduced by a letter to their parish priests, and some older students act as parish “buddies” to students initiated through the College’s sacramental programme. The girls who act as altar servers at school Eucharists have been trained in their home parishes. When sacramental Reconciliation is offered, it is held in St Mary’s church, and there is a Sunday choir of Marist girls who sing in

uniform in the same parish. There is a growing involvement with four other parishes in the local area and as far afield as Manurewa and Papakura.

There is a Marist priest who has been the well-loved College Chaplain for many years, and also provides a link with the LOGOS retreat teams. The reviewers were not able to meet him during this period because of a family bereavement, and prayers were offered for him and his family during the Champagnat Day Mass.

Marist College supports and cooperates with other Catholic schools, and is working to provide smoother transitions from primary to secondary education through the Central Auckland Catholic Community of Learning. It hosted the initial Conference this year for this COL, and a College newsletter featured photos from the conference with the crests of the various Catholic schools and the motto "United we are stronger". The Catholicism of the group was underlined by a quotation from Matthew's Gospel: "Where two or three gather in my name I am with them." (18:20) The Principal of Marist College has been a very effective Secretary of Auckland Catholic Secondary Principals' Association for a number of years, and she co-presented with the DRS a session at the recent Catholic Schools' Convention. The hosting of the recent Pompallier Shield competition is commendable, coming as it did so soon after the celebration of the College's 90<sup>th</sup> Jubilee weekend.

There is a very strong and cohesive Pastoral Care Team at the College led by a highly respected Deputy Principal, who clearly articulates the aim of having each student known by name and valued as a child of God. Structures and systems which enhance the family spirit of the school include:

- Level Deans also being House Deans
- Vertical Whanau Classes, visited in turn by all Deans every Monday where they meet with individual students at their levels.
- An induction day for all Year 13 and new students together
- Induction of new teachers into Whanau structure, including a comprehensive list of activities suitable for whanau time. During the review, classes were using the time in a quiz to practice lock-down procedures. Whanau teachers meet for morning tea once a term.
- The recognition of positive behaviour in everyday classroom practice but also formally with a limited number of certificates and Marist pens which are treasured by the students.
- Year Level meetings on Tuesday mornings between Deans and subject teachers at a particular level to monitor progress of students at risk.
- Restorative practice which addresses changes needed in behaviour rather than in the child herself. An often-quoted motif is "What would Jesus do?"
- Affirmation of students in an informal way through staff briefings.
- Effective use of the Student Management System to record incidents.
- Implementation of Travellers programme to support Year 9 students at risk.

Students commented that instances of bullying were very few. Year 13s have been helpful in checking social media and reporting any signs of cyber bullying, and the Community Constable has spent one hour with junior classes discussing the dangers of photographs and inappropriate details on line. Marist College has demonstrated realistic concern for student safety by running the “Loves me, Loves me not” programme to help senior students identify potentially unsafe relationships. It is the first school to have co-presented this programme with the police and the Elliott Foundation.

Working alongside the Pastoral Care Team is the Student Advocacy Counsellor, in a new position just established. While she has a strong background in pastoral soft skills, and a degree in Social Psychology, she will only start her Masters in Counselling next year, since she was too late for the intake this year. Although therefore not a member of the NZ Association of Counsellors, she attends supervision with a member of NZAC and follows their code of ethics. She is shortly to undertake the Diocesan sexuality course, Having Life to the Full, and is supported by the Catholic Counsellors’ Group. A Catholic herself, she has no difficulty talking about Christ as part of the counselling process and will pray with students when appropriate. She meets with the Principal once a week, and will talk to the DP Pastoral Care with concerns around resilience, which is an area of focus this year. There is a very good working relationship between the Student Advocacy Counsellor and the Campus Minister.

Service and outreach is a focus for internal review at Marist at present. Three staff members have attended conferences in Australia to look at Gospel motivation for service – reaching out to Christ when we reach out to others. This year Marist is considering how to adapt the Australian Catholic Youth Models, which could mean an incorporation of service and outreach into the curriculum, linking social action inside and outside of school with specific subjects. To this end, a teacher has been appointed as Social Action leader, and she will continue this year to make this dimension more explicit in terms of the Special Character. While previously there had been a larger number of recognised social action groups in the school, this year it is limited to four, to make for more meaningful participation: the Craft Group, Young Vinnies (Junior and Senior), Maybelles – a singing group which visits rest homes – and the Caritas Champs. It has been noted that social action is more purposeful when students feel a personal connection to the cause, such as the group of senior students who raised a large sum of money in the “Relay for Life” because they knew others who had been affected by cancer. Teachers and Board members supported these students as they walked a running track for 20 hours, overnight.

Having said that, the Marist ethos includes outreach to those less fortunate as fundamental. The college has very strong links to the 8 other schools in the Marist network. Extensive programmes such as Marist Youth Leader and Marist Young Neighbours teach students about the kind of servant leadership that is promoted throughout their time at the College, by linking them with service groups throughout the country and abroad, such as the Marist Mission in Ranong. Many girls continue involvement with the network after they leave

school. The Marista 2017 yearbook includes accounts of these programmes. One student quoted a Maori mentor in her YMN experience: “You can’t learn anything in your comfort zone. When you’re out of your comfort zone, that’s education.” She learned “...the importance of relationships, and what communication and compassion can really mean to someone who is struggling both mentally and in life.” At a more immediate level, the school Ball was taking place at the time of the review; Year 13 students were passing on dresses to Year 12s so as to make the event accessible to all regardless of income, and were foregoing some parts of the “pampering” preparation for the Ball to donate the money saved to the Auckland City Mission.

### ***Opportunities for Development***

1. Parents said they would like to see the school “own its Mt Albert identity” in terms of the historical role the College has played in the community. What this means remains to be fleshed out, but it presents an opportunity for the evangelisation of the wider community.
2. Once the College has begun to implement social action programmes along the lines envisaged, it would be good to share these with the wider Catholic community through avenues such as the NZCEO’s “Aoraki”. Meantime, in the process of considering what shape these programmes will eventually take it could be useful to talk to other schools who have attempted the same thing, as discussed during the period of the review.

### ***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.*

### ***Areas of Success***

The strategic focus of the BOT is superbly documented in the Charter booklet, which is exemplary in its clarity and conciseness. The Special Character is at the centre of an easily read document which includes other focus areas such as School Culture and Environment, Organisational Effectiveness and Leadership, Student Academic Excellence and Quality Teaching and an Active Community. All of these have clear links back to the Special Character.

Board governance policies and operational policies have the protection and fostering of Special Character as a primary focus. The College is in the process of realigning operational policies and procedures along the same lines. A policy is in place regarding the responsibilities of health professionals at Marist College in relation to Special Character.

In practical terms, the Board takes its responsibility for Special Character seriously. There is a rolling plan for internal evaluation, and reviewers were able to see evidence of wide consultation which had formed part of this. The principal's monthly report to the Board begins with a Special Character section, the Special Character Committee reports verbally, and there is a detailed report from the DRS on Special Character to the Board at the end of each term. Separate, and very adequate, budget lines are provided for Special Character and Religious Education, and these are open to negotiation should the need arise. All school promotional material reflects the Catholic identity of the school, and the Board members see clearly the need to emphasise this faith basis in an age of growing secularism. They were aware too of the creeping "spiritual but not religious" identity referred to by the Bishop of Auckland in reporting on the recent Youth Synod, in which some Marist students were involved.

The Board members are very visible around the school, at events such as full-school Masses and liturgies, but also at social gatherings, where they play a key role in making things run smoothly. They describe themselves as "standing with the Principal as a team". The Board Chair meets with the Principal once a week, and the Board functions together with the Principal in a "high trust" model. Because of this, the Principal feels supported and valued by the Board, and the Board can see first-hand that Special Character is thriving at Marist.

Written responses to the pre-review questionnaires make it clear that the Board has spent considerable time studying the 2014 NZCBC document The Catholic Education of School Age Children. It is intended to continue embedding the dimensions of that document over the next three years. One member of the Board had also attended the recent Catholic Schools' Convention. It should be stated that the Board's responses were the most full, reflective examples seen by any of the reviewers.

One of the areas in which they would value further assistance is the unpacking of the Catholic Elaborations on the Professional Standards, which were publicised by the NZCEO earlier this year. Their concerns echo those of the Curriculum Leadership Team of the College, led very conscientiously by the DP Curriculum. The reviewers spent a good hour with this team of department heads assuring them that the work they have already done in attempting to show what the elaborations would look like in a classroom at Marist College is in fact an extremely useful start to the journey, and puts them well ahead of many other schools in this respect. It is a sign of the deep commitment to Special Character by both the curriculum leaders and the Board that they are prepared to spend time on this so that all staff members will have clear guidelines on setting appraisal goals in this area and showing evidence for them. That said, both groups will welcome any further guidance from NZCEO, including exemplars.

Most Job Descriptions have a commitment to Special Character as the primary objective. The Classroom teacher Job description is well detailed with 7 clear indicators under Special Character.

The attestation document was completed and signed by the Board Chair and Principal. The Board were in the process of appointing a further tagged teacher to make up the required number after the retirement of two tagged teachers at the end of last year.

### **Opportunities for Development**

1. When the format for the updated operational policies and procedures is decided, the implications for Special Character could be emphasised by prefacing each policy with the College's Mission Statement.
2. The job description for the Student Advocate Counsellor contains no reference to Special Character. A review of all Job Descriptions will ensure that there is consistency.
3. Enrolment statistics indicate a high proportion of baptised Catholics (5.1 preference) entering the College. It is recommended that the school monitors the intake on an annual basis as, should this proportion change, it will influence alterations to induction programmes.

### **Recommendations**

1. That the Board continues to manage and monitor the small number of non-preference students over the maximum 5%.

### **Conclusion**

Marist College is a vibrant example of a community with its eyes fixed on Jesus, through the guidance of Mary. Students are known and cared for, whanau are warmly welcomed as partners in the education of their daughters, and staff demonstrate both high expectations and warm pastoral care. Through the faith-filled leadership of the Principal, and the teams she has gathered, the College is providing transformational education within a strongly Catholic culture, under thoughtful and effective governance by the BOT. The review team would like to acknowledge *te manaakitanga* extended to us in our three days at Marist, and to wish the community well for the future.

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**Kathleen Petrie**  
Chief Reviewer

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**Paul Daley**  
Assistant Reviewer

Date: July 5<sup>th</sup> 2018