

Diocese of Dunedin
Catholic Education Office

He Pūrongo Arotake Mātauranga
Ahurea Katorika ā Waho

Catholic Special Character
Evaluation for Development



Sacred Heart School
Dunedin

Evaluation conducted 26th – 27th October 2022

Confirmed 21st November 2022





School Details

Name of School: Sacred Heart School Dunedin

Charism: Dominican OP

Address: 63 North Road, North East Valley, Dunedin 9010

School type: Contributing Primary Year 0 - 6

Actual roll: 40 NZ 50% Māori 7.5% Chinese 7.5% Pasifika 10% African 2.5% Filipino 10% Korean 5% Asian 5% Cambodian 2.5%

Maximum roll: 120

Non-preference maximum: 6

Actual non-preference number: 10 (incl siblings)

Roll based staffing entitlement: 2.79 FTTE Actual 2.79

Required number of Special Character CI 47 positions: 2

Filled number of Special Character CI 47 positions: 2

Principal / DRS: Ellen Devaney

Presiding Member – Board of Trustees: Natalie Harfoot

Parish Priest / Chaplain: Rev Aidan Cunningham IC

Evaluation Team

Lead Evaluator: Paul Richardson

Assisted by: Niamh McElrea

Director of Religious Studies St Joseph's School Balclutha

The Aims of Catholic Special Character External Evaluation for Development

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

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

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

Evaluation Dimensions

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

History of the School

Sacred Heart is an integrated Catholic Primary School of the Dunedin Diocese with a Dominican tradition. It was established in 1895 by the Dominican Sisters who taught the first classes in the parish church. The first school building at 63 North Road was opened in 1904 and this served the area until 1986-87 when the present school was re-built and opened on the site. The school celebrated the 125th year of its founding in 2020. The Dominican religious community had a strong presence the area until 1993. The Sacred Heart Parish community is currently in the care of Rosminian Priests and is a part of the Northern Pastoral Area including Holy Name, Port Chalmers, Waikouiti and Palmerston.

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

² Ibid.

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

In January 2021

Te Whakatupu Mā Te Mātauranga: Growth in Knowledge

Begin the process of understanding the concept of “a future-focused culture, faith and life” (as identified in the Board of Trustees’ Internal Review on Dimension 2, Growth in Knowledge), express and share that understanding and develop an action plan on how to synthesise this concept into daily teaching, learning and living.

With the changes in leadership in the past two years this work to further develop this concept will form part of the Dimension 2 internal evaluation in 2023.

Begin to use the Bridging Document to inform Religious Education Planning across Curriculum areas to incorporate the necessary changes into teaching practice, using the resource itself plus support from the Catholic Education Adviser and Kahui Ako teachers.

The intentions of the document are well understood however with staff changes and the arrival of a beginning teacher it has been appropriate to continue to use existing strand material as a guide. Curriculum integration is incorporated where possible in the spirit of the new curriculum.

Deliberately integrate the core teachings of Catholic Social Teaching:

- Personal Responsibility, Respect and Caring for the Earth, Protection of the Poor and Vulnerable, Care for the Whole Human Family, Human Dignity, The Common Good, Equality & Fairness, Respect for Life, Family and Community and Participation with the School Values and in all teaching and learning, particularly in Religious Education, so that adults and children alike make the connections between words and lived actions.

The inclusion of Catholic Social Teaching is a growing focus in curriculum planning. It is also planned to strengthen the school values by aligning them with CST principles and expressing the values in te reo Māori.

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

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

Spiritual Formation, Evangelisation, Faith Based Leadership

On entering Sacred Heart School there is an immediate sense that this is a spiritual place. The environment is visually appealing and welcoming and the Dominican charism and core values of *Respect, Justice* and *Humanity* are evident. Throughout the course of the evaluation visit it became increasingly clear that these values, with an overarching *Truth* focus, are authentically lived in both word and action. In discussion with ākongā it is evident they know well, and can link the school values and charism. The principal and staff have observed their kind and caring attitudes and believe in their genuine desire to be followers of Jesus, ‘*Walking in Truth in the Dominican Tradition.*’ These behaviours reveal the positive impact of a rich and authentic prayer life. In the recent internal evaluation staff voiced that, “the faith is seen in action and children encounter Christ daily.”

A shared spirituality stemming from these core values is expressed through prayer, liturgy and in the sacramental life of the school. There are opportunities for staff and students to encounter Christ with shared prayer to start each week, daily classroom prayer, meditation and quiet reflection. The prayer life is also well supported in Religious Education and ākongā relish opportunities to lead in prayer and liturgical activities. The impact of this is a strong vision in wanting to ensure that the school values are lived daily. This is also evident in discussions with ākongā, who see themselves as followers of Jesus and display a keen knowledge of new testament parables and healing stories. One student described a deeper meaning within the old testament story (Noah’s Ark) as being “saved by faith.”

The new principal is deeply supportive of the spiritual life of the school. On her arrival this year she instantly noticed the warmth and atmosphere and has experienced a sense of community and mission. Encountering Christ at Sacred Heart has been described by a board member as beginning with a morning greeting at the school gate, extending throughout the day and across the various outreach activities of the school and is regarded by the board as a major strength.

The school has recovered well from the pandemic challenges of the past two years and has undergone significant staffing changes with the appointment of a first time principal who has quickly earned great respect within the school and parish community. The relationship between school and parish has been significantly strengthened this year through the work of the new principal and effective initiatives to engage with parishioners through letter writing, displays of children’s work in the church, and school participation in Sunday Eucharist gatherings. The principal is assisted in her leadership of this small school by an experienced junior school teacher and a beginning teacher who holds a Special Character position. The principal, as a former and

experienced DRS, leads the Special Character of the school in an exemplary way and is open to sharing this aspect of her leadership in the future as staff capacity and experience increases. The faith based leadership of the principal is effective and admired across the school and parish community and she appreciates the strong support she receives from all staff and board members. “As a board we need to make sure the principal is supported. We know how positive leadership grows positive staff, children and whānau.”

The parish has been in the care of Rosminian Priests since the early 1990s and the current parish priest has enjoyed a close involvement with the school for most of that time. He is frequently onsite, always available to support, knows all the children by name and admirably meets the sacramental needs of the school.

The school, through its governors and leadership, is keenly aware of its mission to encounter Christ which is effectively expressed through its Dominican charism, core values and actions. These include a good deal of celebration – Dominican Feast Day, Foundress’ Day, Mission Day. The charism in action can be seen in the caring nature of the children in celebrating success with each other and with their teachers and staff. This was clearly evident in the welcoming of the evaluation team with a moving Mihi whakatau and liturgy. The respectful and reverent demeanour of the children in these regular school contexts invites genuine encounter with Christ. The school incorporates aspects of tikanga Māori and expressions of katorikatanga to maximise opportunities to encounter Christ. This includes te reo sign of the cross and prayer, waiata – school song and Haka – Manawa Tapu.

The board expects that the school will continue to “grow and nurture” through the ongoing encouragement of whānau participation. This evangelising influence can be seen in the daily activities and interactions which invite participation and ‘encounter’ from across the community. Well supported sacramental programmes, liturgies and assembly gatherings are good examples of the impact of growth and nurture. Sacramental programmes traditionally attract a full involvement from preference enrolled children and the school has been involved in the baptisms of a number of children in past years including four this year. This aspect of school life is a fine example of the impact of the school’s mission on its tamariki and whanau. A further example is the school’s participation in the Māori and Pacific Island Festival held earlier this year which has been described as, “very spiritual and awe-inspiring,” and once again saw tamariki, in a public forum, conduct themselves with reverence and dignity bringing great credit to Manawa Tapu.

Further Development

- The principal, as a former and very experienced DRS, leads the Special Character of the school in an exemplary way and is poised to share this aspect of her leadership in the future as staff capacity and experience increases.

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

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

Leadership, Religious Education, Catholic Curriculum

Effective leadership enabling growth in knowledge within the Sacred Heart community is strongly evident in the work of the new principal who has almost completed her first year in the role. Her considerable experience as DRS in a Dominican school has enabled a seamless transition into principalship. She is highly respected by her colleagues, appreciates their abilities and seeks to grow their leadership in a high trust environment. The impact of this style of leadership can be seen in a motivated staff who are uplifted and are happy in their work. The board has complete confidence in her ability to effectively lead growth and development.

Teaching and learning in Religious Education is strong in the school and is led by the principal and a beginning teacher in a Special Character position. The teaching and learning environment in the classrooms exudes positivity and enthusiasm with ākonga who are engaged and enthusiastic. Religious Education lessons are vibrant with a range of engaging activities and effective use of resources. In both learning areas the ‘Saints’ topic generated much interest and conversation and a clear impression of learners wanting to know more. This is the desired impact of well planned and focused learning experiences based on effective and supportive leadership. Tikanga and te reo Māori is carefully considered in programme planning with a Māori world view in mind and to ensure accessibility for all. These are optimum conditions for learning and it is clear that these teachers have a great capacity to provide a synthesis of faith and life and faith and culture. School data indicates the effectiveness of teaching and shows that knowledge from Religious Education is having a positive growth impact. Evidence of growth and encounter with Christ can also be seen also be seen in the responses received from ākonga in the recent internal evaluation. They expressed an appreciation of the various forms of prayer and included in their responses, *“be Kind, be helpful, show Justice, show truth, have patience, help, caring, good, help others, include, showing our Values In Action, love each other, prayer, live by the fruits of the spirit.”* The principal is also assured about the growth and development of senior ākonga through an effective mentoring relationship with their teacher.

The board has a strong focus on supporting and monitoring Special Character, through reports and staff development and has been particularly mindful of the need to support their new principal. *“We have seen how positive leadership grows positive staff, children and whanau.”* The new board also attends to its own development needs and has this year attended Kahui Ako sessions to gain a fuller understanding of the Te Tiriti o Waitangi.

The principal provides close guidance and support for her beginning teacher colleague to ensure that she is up to date in the process for accreditation and staff appraisals also contain a goal relating to Special Character. She is also focused on improving her own qualifications having reached leadership level certification. Curriculum strand meetings are held regularly to assist with understanding theological aspects and guide planning and these generate hours contribute to individual accreditation requirements.

In order to maintain minimum accreditation levels, there is a need to seek out further opportunities to maintain and enhance Special Character qualifications now that Twilight gatherings are no longer available. This situation will begin to be addressed in 2023 commencing with a diocesan wide gathering day on 30th January, focusing on the new curriculum (Tō Tātou Whakapono – Our Faith) As schools continue their own development and prepare to implement the new Religious Education curriculum consideration should be given to the formation of staff not holding Special Character positions (non-tagged) to also engage in staff formation in the context of how the Catholic worldview is integrated into the daily practices of the school and into all curriculum areas.

A Catholic world view is integrated into the daily practices of the school and is reflected in the school's values, the school's mission focus – following the model of St Dominic through acts of service emphasising privilege and responsibility in the context of strong community involvement. The principal describes the life of Dominic as putting the needs of others ahead of their own and encouraging ākongā to do the same. This highlights the values of *Respect* and *Humanity* – with diversity. *Justice* is also considered an important link with the principles of Catholic Social Teaching. The school has also embraced a commitment to learning and teaching local Katorika Māori and history and has been working on new curriculum design within its Catholic Kahui Ako community. Topics related to Māori and NZ history have been planned and taught. These examples are also indicators of a sound focus on synthesising faith and life and faith and culture.

Further Development

- Engage with further opportunities to maintain and enhance Special Character qualifications (previously provided for in twilight meetings) in order to maintain minimum levels for accreditation.
- As schools prepare to implement the new Religious Education curriculum consideration should be given to the formation of staff not holding Special Character positions (non-tagged) to also engage in staff formation in the context of how the Catholic worldview is integrated into daily practice in the school and into all 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, Partnership and Collaboration, Pastoral Care, Service & Outreach

A sense of inclusion and belonging is inherent in the Catholic Special Character of Sacred Heart and has been described by many in the community as the school's strength. The new principal experienced this on her arrival and has been warmly accepted within the school and parish community. She also describes this as a "huge strength" and has worked hard this year to re-establish and grow relationships. Evidence of this this can be seen in the well-received letter writing initiative with parishioners and artwork displays in the church. The parish enjoys interacting with the school - members of the parish and Dominican Sisters community are welcome in the school and attend events throughout the year. They have also supported their school in a practical way sewing sacramental stoles for tamariki.

A fine example of partnership and collaboration is the promotion of and enlisting support for the annual Mission Market day. This is a unique event almost exclusively organised by the students with and is well attended by extended whānau, parish and the wider community. This event has a history of raising an extraordinary amount of money for a small school and has led the diocesan effort. Such success shows the impact of collaboration and a demonstration of Christian Witness as a response in faith and action in this community.

Sacred Heart will soon be the sole Catholic School for the Northern Pastoral area with an outreach will extend across to the Port Chalmers parish. Consideration might now be given to raising the profile of the school primarily in Holy Name and Star of the Sea parishes as well as parish areas north of the city. The board is currently seeking an additional proprietor's appointee and considers this an outreach opportunity.

The school has a strong connection with the Catholic college to which it contributes. It is undoubtedly a community strength that historically a majority of graduating year 6 ākonga attend the college. It is particularly gratifying in 2022 to witness a number of former Sacred Heart ākonga (class of 2015) graduating from Kavanagh College as Head and Deputy Head Students, Co-dux and Special Character Prefect – undoubtedly an impact of Christian Witness!

The school seeks to understand the cultural background every of ākonga Māori, honouring their identity, language, knowledge and values. At the beginning of the year tamariki are welcomed and encouraged to share their identity through in-class relationship building activities. A

priority is getting to know families and children's backgrounds through meeting the teacher gatherings and parent teacher conferences. Staff regularly communicate with family and whānau about their children, “as we believe them to be the experts.” The impact of this is enduring relationships between home and school. In addition to NZ (50%) and ākongā Māori (7.5%), the school is an ethnically diverse community with Pasifika, African, Filipino, Korean, Asian and Cambodian cultures represented in 43% of its roll. Opportunities are taken to gain familiarity through a sharing of values, language and knowledge in the classroom.

The inclusive nature of the school includes well-appointed facilities to assist with the emotional and physical care of children with special needs. The impact of the care extended by kaiako and support staff who, “go the extra mile,” can also be seen in the interactions between children, who thrive on helping. The effect of this ethos of care can be also seen in a proactive approach to pastoral care through the hard work of the Parents and Friends Association. This group is totally focused on the needs of the community with its pastoral care focus, fundraising initiatives, and ongoing routines for organising and hosting events and gatherings. A particular focus this year, and cause for community celebration, has been fundraising to provide special playground equipment to be more inclusive and improve ease of access.

The board has an ongoing concern for, and is supportive of initiatives for the wellbeing of the principal and staff. The principal regularly acknowledges the efforts of others and provides morning tea to express their appreciation. At an informal level she gives ongoing encouragement with regular check-ins and positive feedback. Staff are encouraged to take time for themselves when necessary with flexible use of class release time. These initiatives are acknowledged by staff who have expressed their deep gratitude.

The school is explicit in basing service and outreach activities in the Gospel message and intentionally grows practice and understanding of caring for others. The effect of this can be seen in a community that has remained strong in its support of service and outreach activities to encourage and support the leadership initiatives of ākongā. Examples are St Vincent de Paul (Young Vinnies) Daffodil Day collections, Caritas Coin trail and Mission Market Day. Ākongā of all ages also have an active student council which supports a ‘student voice’ in the growth initiatives of the school. The impact of these initiatives can be seen in ākongā actively seeking leadership as Student Councillors, Caritas ambassadors, and Young Vinnies.

Further Development

- Consider initiatives to raise the profile of the school primarily in Holy Name and Star of the Sea parishes as well as parish areas north of the city. The board is currently seeking an additional proprietor’s appointee and considers this an outreach opportunity.

DIMENSION 4: Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika-Safeguarding and Strengthening Catholic Special Character

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

Stewardship Legal Obligations

The governance and management structures at Sacred Heart School are growth focused and effective in safeguarding and strengthening Catholic Special Character. The school has this year undergone significant leadership and staff change with a complete turnover in its Special Character (tagged) positions. It is very fortunate to have gained exemplary leadership with a new principal with a very successful DRS background and ideally equipped to support the new beginning teacher in a Special Character position. The board also has new leadership this year. The presiding member, board, principal and staff work in close unity and have achieved a high level of success, leading growth and revitalising parish relationships. The closeness and vibrancy of the school community and a strong pastoral emphasis has been its enduring strength over many years and continues to thrive with new leadership. The effect of this is an authentic Catholic school community with a shared spirituality and evangelising influence.

The school's strategic planning prioritises Catholic Special Character and links to its internal evaluation focus as it aims to, "*ensure, through ongoing reflection that we grow stronger in facilitating an encounter with Christ and spreading the gospel with an evangelizing goal, promoting and supporting active Catholic witness and practice in the school and in the wider community.*" This year the school carried out an internal evaluation for dimension one *Encounter with Christ*. The methodology involved a whānau based survey and a section to include 'children's voice' asking a number of key questions about the school's effectiveness across the three focus areas with a selection of indicator questions. The responses were illustrated in a bar graph format and children's responses across four key questions relating to *Prayer, Encounter and Following Jesus*. The evaluation was extensive and thorough and affirmed the school as a place of genuine encounter. The next steps suggest a review and consultation of the sexuality and relationships curriculum in a Special Character context and examining *Laudato Si* in a faith based leadership context.

During the evaluation visit discussions took place on possible ways to ease workload and simplify the process of internal school evaluation in generating a goal or goals in CSC annual planning. This might involve identifying one, dimension focus area with a view to an aspect of improvement. A suggested methodology provided in the Evaluation Document on page 8 - *How to do and use evaluation for improvement – ERO and MOE 2016* is also a guide.

We also discussed a simplified model for board reporting about Catholic Special Character events and observances and outcomes which can be presented under the dimension headings and, accompanied by impact statements where appropriate. It is envisaged that this type of ongoing of internal evaluation would provide ongoing information and affirmation and enable a simplified more in depth evaluation in the three year cycle. Further information to support this approach is available.

The school has submitted its annual attestation report to the proprietor and is compliant with its obligations under the Integration Act. Employment documentation includes clear and concise information relating to the Catholic Special Character of the school and the expectations of staff. At least one proprietor's appointee is included in the process appointing teachers to CI 47 special character positions. Professional job descriptions contain references to Special Character. It is suggested that these be updated by including the six Teacher Council Professional Standards alongside the relevant Catholic Elaborations and differentiated staff positions (ref Conversation starters: <https://www.nzceo.org.nz/>)

The principal celebrates the vitality of good communication prepares a weekly newsletter, which celebrates Catholic Special Character and serves as a friendly, welcoming, and informative journey through the seasons, feasts and celebrations of the liturgical year – a model of good practice. Social media is also used effectively with an active closed community page. It is also planned to upgrade the school website which will present an opportunity to effectively profile Catholic Special Character in the life of Manawa Tapu.

Further Development

- During the evaluation visit discussions took place on possible ways to simplify the process of internal school evaluation the outcome of which should generate a goal for action in subsequent annual planning. This would involve identifying one rather than all focus areas with a particular improvement focus in mind. A suggested methodology provided in the Evaluation Document on page 8 - *How to do and use evaluation for improvement*
- We also considered an effective model for board reporting about Special Character events and observances and outcomes which can be presented under the dimension headings and, accompanied by some impact statements where appropriate. It is envisaged that this type of ongoing of internal evaluation would provide ongoing information and affirmation and enable a simplified more in depth evaluation in the three year cycle.
- Update professional job descriptions by including the six Teacher Council Professional Standards alongside the relevant Catholic Elaborations and differentiated staff positions (ref Conversation starters: <https://www.nzceo.org.nz/>)

Catholic Special Character Evaluation Report Summary

Areas of strength and growth since the 2018 review

Te Tūtaki Ki A Te Karaiti - Encounter with Christ

- The school values, *Respect, Justice* and *Humanity* with an overarching *Truth* focus, are authentically lived in both word and action. In discussion with ākonga it is evident they know well, and can link the school values and Dominican charism.
- Community evangelisation influence through Baptisms and Sacramental programme.
- Ākonga performed with independence, discipline, reverence and dignity in a recent public Kapa Haka performance.

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

- Inclusion of a Catholic Social Teaching emphasis in curriculum planning.
- The school has embraced a commitment to learning and teaching local Katorika Māori and history and is working on new curriculum design within its Catholic Kahui Ako community.

Te Whakaatu Karaitiana - Christian Witness

- Strengthened revitalised and a fresh vision in school/parish relationships. A sense of inclusion and belonging is inherent in the Catholic Special Character of Sacred Heart. The new principal experienced this on her arrival and has been warmly accepted within the school and parish community. She has worked hard this year to re-establish and grow relationships. Evidence of this this can be seen in the well-received letter writing initiative with parishioners and artwork displays in the church.

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

- The principal celebrates the vitality of good communication prepares a weekly newsletter, which celebrates Catholic Special Character and serves as a friendly, welcoming, and informative journey through the seasons, feasts and celebrations of the liturgical year – a model of good practice. Social media is also used effectively with an active closed community page.

Key Recommendations to support development

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

- Engage with further opportunities to maintain and enhance Special Character qualifications (previously provided for in twilight meetings) in order to maintain minimum levels for accreditation.
- As schools prepare to implement the new Religious Education curriculum consideration should be given to the formation of staff not holding Special Character positions (non-tagged) to also engage in staff formation in the context of how the Catholic worldview is integrated into daily practice in the school and into all curriculum areas.

Te Whakaatu Karaitiana - Christian Witness

- Consider initiatives to raise the profile of the school primarily in Holy Name and Star of the Sea parishes as well as parish areas north of the city. The board is currently seeking an additional proprietor's appointee which presents an outreach opportunity.

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

- Refine the Catholic Special Character Internal Review process:
 - Emphasise a particular focus area, of challenge, within the dimension to show how the review will strengthen Special Character and use as a goal for action in subsequent annual planning.
 - Also report school observances and activities to the board under Review Dimension headings as a form of ongoing self-review. Where possible comment on the impact on ākonga. *It is envisaged that this type of ongoing of internal evaluation would provide ongoing information and affirmation and enable a simplified and more in depth evaluation in the annual internal evaluation.*

The evaluation team is confident that the Sacred Heart School School Board of Trustees, Principal and leaders have the willingness and ability to address these recommendations. Ongoing assistance is available from myself and the Catholic Education Office.

We extend our sincere thanks to the Board of Trustees, leadership, staff, whānau and tamariki of the Sacred Heart community for the warm and memorable welcome, hospitality and cooperation extended to us and for the opportunity to experience the way that they safeguard and strengthen Catholic Special Character. The organisation and preparation for external evaluation by the school is greatly appreciated.

Ngā mihi nui

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

Lead Evaluator

21st November 2022

