



# **CATHOLIC DIOCESE OF AUCKLAND**

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

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

**CATHOLIC SPECIAL CHARACTER  
EXTERNAL REVIEW REPORT**

**ST. MARK'S CATHOLIC SCHOOL  
PAKURANGA**

**Review Visit: 8-9 August 2018**

**Confirmed Report: 3<sup>rd</sup> September 2018**

## SCHOOL DATA

|                                       |  |
|---------------------------------------|--|
| <b>Principal:</b>                     | Mrs. Catherine Rivers                  |
| <b>Director of Religious Studies:</b> | Mrs. Beverley Dias                     |
| <b>Parish Priest:</b>                 | Fr. Oliver Aro                         |
| <b>BOT Chair:</b>                     | Mrs. Marie-Louise McElwee              |
| <b>Reviewers:</b>                     | Mr. Philip Mahoney, Mr. Neil Laurenson |
| <b>Accompanying Principal:</b>        | Mrs. Jane Hahn                         |

## NGĀ WHĀINGA O TE AROTAKE - AIMS OF THE EXTERNAL REVIEW

The New Zealand Catholic Bishops' Conference (NZCBC) wishes the review to show how effective the School is in handing on the faith and forming a new generation of Catholics; this includes evaluating the efficacy of Religious Education and how the whole School community engages in authentic Catholic Christian witness and evangelisation.

The External Review process is based on the requirements of the *Catholic Special Character Review for Development* (Draft) that came into effect at the end of 2017.

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

an encounter with Christ, *Te Tūtaki ki ā te Karaiti*  
growth in knowledge, *Te Whakatupu mā te Matauranga*, and  
the development of Christian witness, *te Whakaatu Karaitiana*.

The review also investigates stewardship, including stewardship of the relationship between the Church and the State, *Te Kaitiakitanga me to Whakapakari i te Tuakiri Katorika*.

Reviewers encourage and commend best practice, and work with the School to formulate opportunities to further strengthen and develop the Catholic culture.

## INTRODUCTION

The Principal had prepared the staff and the Board of Trustees (BOT) well for their Review using the document “Catholic Special Character Review for Development”. The documentation provided prior to the Review was thorough and presented a good overview of the School and the many activities in which it is involved.

The Reviewers were welcomed by the whole School with a Powhiri and short liturgy. The Principal, staff, students, parents and the BOT were hospitable and pleased to openly share their thoughts about the School and their aspirations for it. Similarly they welcomed any areas for development as a way forward for their School.

St. Mark’s is situated in Auckland’s eastern suburbs and shares a large site with the Church of St. Mark’s, the Parish Centre and the Presbytery. A large car park serves both the School and the Parish.

Since the previous Review in 2014, there have been several changes of personnel. These include a new Director of Religious Studies (DRS), a new Parish Priest, a new BOT Chairperson, as well as several changes of staff and BOT members.

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

- *That the Board of Trustees post information on their webpage about themselves so that parents can identify Board Members*

This information is available on the School’s website.

- *That the idea of retreats for BOTs and staff and a Year 5 and 6 Retreat every second year be further developed.*

A Staff Retreat is held every second year as is a Retreat for the BOT.

- *That the Religious Education Procedures document (C1.2) states that there is an expectation that all teachers complete 12 hours of Professional Development in Religious Education and Special Character each year.*

Teachers aim to complete 12 hours every year and most teachers achieve 12 hours every year unless there are extenuating circumstances, i.e. illness and/or bereavement of whānau members.

- *That the School inform the Catholic Schools Office of all staff meetings and Teacher Only Days with special Catholic Character content when they occur so that credits can be awarded to teachers towards Certification.*

The School has actively endeavoured to do this and have consistently sent these hours in over the last four years.

- *Continue to develop creative ideas for teaching Religious Education and creating a variety of children’s responses to learning.*

Children respond to learning in many ways – shown through mime, drama, ICT, art, prayer, research and reporting back. Children self-evaluate at the end of each strand and this page goes home to whānau. Some class goal setting happens around behaviours, i.e. participation, collaboration, respect and reverence.

The School has developed a composite class planning system, so both levels are taught at the same time using different Achievement Objectives and Learning Objectives on a two year cycle. This is done across the School on an Even and Odd year basis. All the planning sheets are on the server with relevant year Achievement Objectives and Learning Objectives.

- *That all classes send the Religious Education books home after each strand.*

The previous DRSs made a School/home page that students use to reflect on their learning, i.e. what they have learned and what they want to share with their whānau. Parents/whānau are invited and encouraged to make a comment on this sheet which is glued in their book or clear file that goes home at the end of each strand.

## 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

St. Mark's Catholic School has a shared understanding of their Catholic spirituality which is based on the charism of the Sisters of Our Lady of The Missions who were the Founding Order in the School when it opened forty years ago. Their charism of Contemplation and in sharing in the divine work of love, as Mary did, is evident when the School gathers for prayer, liturgies and Masses. Further evidence can be seen in the symbols of the Catholic faith throughout the School which witness to a living spirituality. A large statue of Mary outside the Church and facing the School and a large School Cross at the front entrance are visible reminders to everyone who arrives and departs, of the School's Catholic Special Character. Members of the BOT remarked on the number of children and their families who venerate the statue of Mary as they pass and the number who enter the Church on their way to and from School.

The School's spirituality can also be seen in the way staff and students relate to each other and how visitors are welcomed initially by the staff in the front office and then by all staff and students. This was observed by the Reviewer at the time of the roll audit. A prospective parent arrived without an appointment and was warmly greeted and then taken on a tour of the School by the Principal. Another parent arrived and the Receptionist, after greeting her, asked after her son who is due to have surgery and then offered to look after her other children after School. When this was mentioned to the Receptionist, her reply was "it's what you do." In both of these instances the women involved were showing "the face of Christ" to people in need.

"The Gospel values at St. Mark's Catholic School are those values which tell us how to spend our time right here and right now". (School Charter 2018 – 2020.) The values are:

Love of God  
Respect  
Honesty and Integrity

Commitment  
Compassion  
Tolerance  
Self Control

The values which fit the charism of the Mission Sisters, are known by the students, are prominently displayed around the School and are lived.

These values and the A, B, C's

Attitude  
Behaviour  
Care

underpin everything that the School does and the students are aware that when they show these virtues they are doing so because "that's what Jesus would have done." (Student). The students are also taught to follow Jesus by showing the 3 R's:

Respect for self  
Respect for others  
Respect for the environment

Again the children know these, as do their families. A parent remarked, "The School amazed me in how they care for each other and in how the children follow Jesus in the 3 R's and A, B C's".

The School Mission Statement is:

"Our School will provide the best education in a Catholic environment.  
Ka whakaratoa e te kura nga tino matau teitei i waenganui i nga katorika."

This Mission is lived. Classroom prayer is said each morning as well as at lunchtime and at the end of the School day. Prayer is an integral part of School assemblies and the Reviewers witnessed this at the welcome provided for them. Prayer is also a vital part of all meetings including BOT meetings. At the BOT meeting the Reviewer attended the Chairperson led prayer using the book "A Prayer Companion for Catholic School Boards."

In every room there was an attractive prayer centre which formed the focus for morning prayer. This was very ably led by the students. In their prayers, students included those in need both nationally and internationally, and were sincere in their intentions. There was also a prayer focus in the foyer and in the staffroom which are changed on a regular basis. Both alert visitors to the fact that this is a Catholic School where prayer is important. The Principal often joins classrooms for prayer, as does the DRS as part of her observations of Religious Education in classrooms.

Meditation is effectively used in some classrooms as part of morning prayer. In one of the Senior classrooms this was led by the students. In talking to some of these children they said "during meditation we have a private talk with God" and "after an argument with my siblings I close my bedroom door and meditate."

Whole staff prayer is held weekly during morning break on a Tuesday. The Parish Priests often join in this prayer which all teachers take a turn to lead. The Parish Priest commented on the witness shown of the integration of the faith and life of the staff as children observe them praying at this time.

St. Mark's School is evangelising to the staff, students and their families, forming a link between the School and the Parish. The School actively supports the Parish Sacramental Programme. This year twentyone of the children enrolled in the programme are students of the School. The School promotes the programme. Staff attend the ceremonies and celebrate with the children at School.

The Principal, staff and the BOT work to build strong relationships with families and the Parish. The DRS meets regularly with the Parish Priest and members of the BOT are rostered to attend the monthly Parish Council meetings. Both Parish Priests are members of the BOT and provide the link between the Parish Council and the BOT. Both Priests are invited to attend all School celebrations and events and their visits are enjoyed by both staff and the students. The Assistant Priest can often be seen playing soccer or hockey with the children at lunch breaks. The children are aware that as students of St. Mark's School they are also a valued part of St. Mark's Parish.

The Principal has been at the School for 16 years and was an experienced Catholic Principal, having previously been at St. Joseph's School, Orakei. All of her teaching has been in the Catholic School system and she herself said she would find it hard to work anywhere else as her faith is a large part of who she is. She is an active member of St. Mark's Parish and is a visible reminder to students and their parents of her role in developing a faith-based leadership that shapes the School's vision and direction.

When the BOT were asked to comment on the faith witness and leadership of the Principal and how she worked to strengthen and safeguard the School's Catholic Special Character, they replied,

She:

- leads prayer
- walks the talk
- leads by example
- is visible in the Church
- is out there regarding her own faith

The Principal is ably supported in her role by a strong Senior Management team of two Assistant Principals (AP's) – one for the Junior School and one for the Senior School. They have both been at the School for a similar, or longer, time than the Principal and both are excellent practitioners. Together they want to provide an excellent Catholic education for the students who attend St. Mark's School.

A number of staff, including the Principal one of the AP's and the DRS are active members of the Parish, as are members of the BOT. Collectively they demonstrate for the students and their families an example of being positive role models of upholding and witnessing the Catholic faith.

The Principal's report to the BOT always includes a section under Catholic Character and includes School Masses, the strand students are covering in Religious Education (RE), information about the Catholic Special Character Review document and the forthcoming Jubilee celebrations. She also makes a point of thanking the two Parish Priests for their work in and their support of the School.

St. Mark's School is an authentic Catholic community whose vision is "To provide a Christ-centred, challenging, safe, happy learning environment where self-confident children achieve success in all areas of the curriculum."

This is evident in:

- The partnership with the South East Auckland Catholic and Christian Primary and Secondary Schools in a Kahui Ako (Community of Learning).

- All staff members being positive role models who live the School's values and in whom students see the face of Christ
- The welcome that all visitors receive from both staff and students
- A staff Retreat every second year and a BOT Retreat also every second year
- The Principal's newsletters which contain prayers and a reflection on, for example, a Feast Day. These could provide the basis for prayer in the home
- A positive environment where all are included and encouraged.
- The support that past teachers, parents and students continue to give to the school

## **Next Steps**

The School is contemplating developing a prayer bag for each class to be taken home by a student to lead prayer in the home with their families. This is to be encouraged.

Year 4 to 6 classes have introduced meditation as a form of prayer. The whole School should now investigate using meditation as a prayer form.

Senior staff could look at an authentic way they could evaluate how effective they have been in giving their students an "Encounter with Christ" by the time they have completed their Year 6 year.

## **Growth in Knowledge – Te Whakatupu ma te Matauranga**

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

## **Areas of Success**

The DRS is a Parishioner who has taught at the School for a year and has been in the DRS position for six months. She is ably assisted in her role by a Religious Education team of four staff who meet regularly and which includes the Principal who had previously been a DRS. There was also a handover period from one of the previous DRS's who still teaches at the School on a part-time basis. Each member of the RE team brings her own strengths and the DRS is very grateful for their support, especially when it comes to organising School Masses and Liturgies. While she is not a member of the Senior Management team, the Principal is the obvious link between these two most important teams in the School.

The RE team publish an annual overview of their scheduled activities at the beginning of the year. This is given to BOT members who are welcome to attend any of the planned events during the year. These include staff meetings specifically for RE which are held once a term, professional development and special Masses and Liturgies that are held.

The DRS is provided with half a day per week release time which she uses to observe prayer and RE in classrooms. The observations she has done to date show her in-depth knowledge of the curriculum and the importance she places on this subject. Her feedback to staff is comprehensive and positive while giving ideas for future development. The Principal observes RE in the AP's and the DRS's classrooms.

The School is well resourced for the teaching of RE and there was evidence of digital devices and programmes being used to support teaching and learning. In some classrooms the students prepare a PowerPoint presentation for morning prayer.

All students have a RE exercise book. These are bright and attractive. The work is well marked and there were pertinent comments made by the teacher, the pupil and their whānau. Student's comments are based on what they have learned from the strand. These books are taken home regularly and serve, as they were intended, as the link between the home and the School and as a springboard for discussion in the home. These books are seen by the Principal who writes encouraging comments. Students spoken to are proud of their books and are appreciative of the fact that the Principal takes the time to look at them.

A RE newsletter written once a term which, amongst other news, informs parents of the RE strand currently being covered, class masses, special character activities and upcoming Parish/School events. The children's homework sheet also covers this. In the RE newsletter for Term 2 this year the RE team give valuable discussion points for parents to have with their children when they bring their RE books home.

Each teacher's Person Specification includes statements about upholding and supporting the School's Catholic Special Character, to support the School's Mission Statement, values and goals to provide high quality education and for those in S464 positions to teach Religious Education. The professional relationships and professional values also include Indicators and Standards that enhance the School's Catholic Special Character.

At the beginning of the year the whole School covers a unit on the charism of the Mission Sisters. This is progressive so that at the end of 6 years at the School the students will have a comprehensive knowledge of Euphrasie Barbier and the work of the Mission Sisters. The students spoken to at the time of the Review were testament to how well this unit has been taught. They also showed a depth of understanding of their School logo and what the symbols mean in relation to a Catholic School based on the charism of the Mission Sisters. This year, one class took this unit further and developed it into a Social Sciences unit, "Footprints". As part of this unit they looked at what 'footprints' they themselves are leaving on this world be it carbon, digital or ecological. The Pope's message in "Laudato Si" on the environment was woven into this, demonstrating an excellent integration of RE into the general curriculum. Sr. Anne Sklenars, RNDM has been a valuable resource for the School and they have greatly appreciated her input. She has facilitated three staff meetings based around integration of Religious Education and the Special Catholic Character into all curriculum subjects, the Charism, the important Feast Days for the Sisters, and different forms of prayer.

Every second year the staff hold a Retreat. Last year the retreat was entitled "Our Story – The Gifts we bring to Te Wa". This was facilitated by the school's RE Advisor and supported by our DRS's.

All staff members participate in regular Catholic Special Character professional learning and development through staff meetings and courses. New teachers attend the Teachers new to Catholic Schools course. Two staff members have attained Classroom Level Accreditation, two Endorsement of Leadership Level, and one Graduate Level. Five other staff have the required 100 credits to gain Classroom level 1.

The health curriculum is set in the teachings of the Catholic Church. Parents are consulted about the Pubetal Change programme which is taught every second year by teachers at the School and is linked to the Me, Myself and Others programme. A number of staff, including the Principal, DRS and the person who teaches Pubetal Change, have all completed the "Having Life to the Full" course.

All classrooms were attractive and vibrant learning environments and reflected the work being done on the current strand. It was very obvious to the Reviewers that these were classrooms in a Catholic School.



## Next Steps

That the School continue to explore ways that work completed on a digital device at School is able to be shared at home.

That the School explore the possibility of having all staff complete a T.C.I. paper which could be taught on site.

## Christian Witness – Te Whakaatu Karaitiana

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

## Areas of Success

In 2017, the topic for self-review of the School's Catholic Special Character was Catholic Community. Further steps from this Review have already been actioned. This year, following the guidelines put out by the Catholic Schools Office regarding self-review, the School are reviewing Christian Witness, in particular Partnership and Collaboration. Questionnaires have been circulated to the BOT and staff to complete and the findings, when summarised, will highlight what the School are doing well and the next steps to be taken.

The Principal, DRS and other teachers in S464 positions are active witnesses of their faith in the School and in their Parishes and present the face of Christ to others. The Catholic concept of community is evidenced in the School. In their 2017 report to the Proprietor, the BOT said "The Catholic Character is alive and well at St. Mark's Catholic School. The children and teachers care for each other in their daily activities, praying for each other at morning prayer and then taking some special intentions home to pray with their families." The School is a welcoming environment where all are treated with hospitality, aroha and courtesy.

St. Mark's Catholic School and Parish have a strong working relationship which is a strength of the School. This is evidenced by :

- The working relationship that is based on mutual respect between the school and Parish personnel
- The welcome provided by the Parish to the two Buddy Classes who attend the Tuesday morning Parish Mass
- The visit to the School after this Mass by the two Parish Priests who then stay on for morning tea and staff prayer
- The attendance of the School at the Sunday Mass on the 5<sup>th</sup> Sunday when this occurs. At this Mass the School are responsible for the Readings, the singing and the Prayers of the Faithful
- School and Parish personnel working closely together to share resources and facilities
- The School and Parish sharing communication through newsletters and the website
- The promotion in the School for the Parish Sacramental Programme. This had already begun for 2019
- Reconciliation being provided for the students once a year at Advent

The School has worked hard to build its relations with families. They have embraced the number of new immigrant families moving into the area who see the School community as their family. The Principal invites new parents to join the PTFA as a way to meet new people. This initiative has been very successful and the Principal invites the PTFA to her home at the end of the year for a shared meal.

The PTFA hold many social and fundraising events for the students and their families. They work to build community by supporting families through the second hand uniform shop and subsidising School trips. They also provide additional learning resources requested by staff to support learning programmes. A School Gala is held every 18 months and is a major fundraiser which brings the School, Parish and local communities together. The PTFA, once a year, hold parenting talks for families. A recent topic was “Raising Resilient Children.” Students interviewed at the time of the Review expressed their appreciation for what the PTFA does for them.

An induction programme for parents of New Entrant children is held once or twice a term. This is run by the New Entrant teacher and the AP of the Junior School and the Principal takes this opportunity to talk about the RE programme and the obligation that parents make when they enrol their children at a Catholic School.

St. Mark’s Catholic School endeavours to provide meaningful opportunities for the students to show that they care for others who are less fortunate than themselves. Each year the senior students run a Mission Day. They organise their own stalls and sell their wares to raise money to send to a Mission Sisters School in Nirmalalaya in India. They appreciate that their reason for doing this is because they are followers of Christ, they are called to be present to and work with those who are vulnerable and neglected. One student expressed that, “we have zeal – a passion - for doing things.” The School also support Cans for Christmas, the St. Vincent de Paul foodbank, Ronald McDonald House and the Pontifical Mission, to name just some.

The School tries to awaken an awareness in their students that giving is not only monetary, but giving time and service to others is just as important. The students write letters and cards to send to those people who are sick or lonely at the neighbouring Pakuranga Park Village and Metlifecare in Highland Park. They have written letters to prisoners through the Prison Chaplaincy and they visit local rest homes once a term.

A technology unit on money was to assist students to budget and to work out the cost of making a meal. As a culmination of the unit, they made a meal to share with those in need.

The School welcomes students with Special Needs. The Principal believes that by reaching out to these students and their families she is showing them that they are loved by God. She gave as an example of Evangelisation, non-preference twins who transferred into St. Marks after being bullied at their previous School, because the father wanted the School’s values for his children. As a result the whole family were received into the Catholic Church, the twins are now Alter servers and are enrolled in a Catholic Secondary School.

Some of the programmes the school uses for children with special needs include Patch Play for language learning, Quick 60 for children with phonics difficulties, pre Reading Recovery, Reading Recovery and a Literacy Booster programme. For those children with Special Abilities extension programmes operate in the classrooms as well as programmes such as Otago Problem Solving, ICAS and extension sessions for those gifted in music. A wide range of opportunities are offered to children to develop their gifts and talents including extension in physical education, sports and music.

Behaviour Management in the School is based on PB4L which the School have adapted to fit the values of the School which are based on Gospel values. Children know these values and know that by adhering to them they are following Jesus. Each School newsletter highlights the PB4L focus for the week and the week just gone, and congratulates students who have received awards for doing something special to carry this out. In doing this parents can also reinforce this focus in the home, such as respecting the environment.

The School provides many opportunities for students to contribute actively in the life of the School, taking responsibility as monitors and leaders in the classroom or in the wider School. The Reviewers met with the School leaders and House Captains and were impressed with their knowledge of their School and its charism and their very great pride in it. Other leadership opportunities include: Kapa Haka Leaders, Librarians, Milk Monitors, Road Patrol, Physical Education Monitors and Wet Day monitors. By cheerfully undertaking these duties the students realise that as followers of Jesus they are also called to serve.

St. Mark's works closely with the neighbouring Catholic and Christian Primary and Secondary Schools in a Kahui Ako. They also work closely with and have developed good relationships with the neighbouring State Schools. Just prior to the Review, the School had taken part in a Dance Festival with local Schools, and in the week following the Review a Cross Country meet which they had organised.

The School recognises Māori as tangata whenua and the commitment the Church has made to bicultural partnership. The Reviewers were welcomed with a Powhiri which was followed by a short liturgy. The School's Mission Statement has been translated into Māori and some teachers use Te Reo in classrooms, including for prayer and waiata. A whole School integrated unit marked the celebration of Matariki and the Friday assembly that followed show-cased waiata kanikani, artworks, plays and mimes around the story of Matariki. A consultation meeting is held with the Māori community once a year.

As a community, St. Mark's is becoming increasingly diverse. Filipino students make up nearly a third of the roll. A consultation meeting is held once a year with the Filipino families and one is also held with Pacific Island families. The senior School had a speech competition recently at which students had to prepare and present a speech in their native language. Parents spoken to were proud of their children and grateful that the School had taken this initiative.

These parents also expressed their gratitude for what the School does when families are in need. They acknowledged that the Principal's door is always open and that she, and other staff members as well as parents, take the initiative to reach out when it is most needed. "I have observed many occasions when families are in need. Everyone moves in to help without being asked." (Parent)

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

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

The BOT has a good mixture of new and experienced members and there is a good representation of the various cultures present in the school. As a BOT they are ably led by an experienced Chairperson and they take their role of governance seriously. They work well together, and with the staff, and know that they play a large part in safeguarding and strengthening the School's Catholic Special Character. They are proud of their School and know that the students receive a good Catholic education. They have a BOT Retreat every second year and spend time unpacking any documents that come from the Proprietor, the Bishops' Conference or NZCEO.

The BOT are diligent in their annual self-review of Catholic Special Character and in their annual report to the Proprietor. With their recent appointment to the DRS position they were aware that they would need to provide support for this person while she became acquainted with her roll. This they have done.

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

- Maximum roll compared to actual roll
- Consultation with the Proprietor

As part of the Catholic Special Character Review process a preference audit was conducted on 1 August 2018 and updated at the time of the Review.

| Year | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | Total | NP |
|------|-----|-----|-----|-----|-----|-------|----|
| Y0/1 | 35  | -   | 3   | 1   | -   | 39    | 6  |
| Y2   | 26  | 1   | 2   | 2   | -   | 31    | 4  |
| Y3   | 28  | 1   | 1   | 1   | -   | 31    | 7  |
| Y4   | 30  | 1   | 1   | 2   | -   | 34    | 2  |
| Y5   | 24  | -   | 3   | 1   | -   | 28    | 7  |
| Y6   | 38  | -   | 1   | 1   | -   | 40    | 4  |
|      | 181 | 3   | 11  | 8   | -   | 203   | 30 |

Actual Roll = 233

Maximum Roll = 390

The School collects preference cards and copies of Baptismal Certificates for each enrolment. The forms are well organised and updated when a student's preference changes.

The audit found that:

- 89% of preference students are 5.1 criteria
- 12% of students on the actual roll are non-preference
- 7% of students based on the maximum roll are non-preference
- The School is aware that the non-preference roll does not comply with the required 5% of the roll and is looking to decrease this number

The Board of Trustees are aware that they are short of one S464 teacher, due to a person in one of these positions moving to a part-time position in the School. They hope to be able at the next appointment to appoint a suitable person to fill this vacancy.

### **Next Steps**

The BOT need to advertise their next position as a S464 position in order to comply with the Integration Agreement.

### **Recommendation**

The School needs to look at a way to reduce their non-preference roll to comply with the Integration Agreement.

## Conclusion

Euphrasie Barbier said the spirit of her Congregation could “be none other than that of Mary.” It is the spirit of one who said “Yes” to God and who set out to a town in Judah. It is this same spirit that guides what the BOT and staff do to provide the best possible Catholic education for the students who attend St. Mark’s Catholic School. An education where they, their teachers and their parents will learn about Jesus Christ and his teachings; where they will learn to integrate their faith and their life, and where they will encounter Christ.

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**Philip Mahoney**  
**Manager**  
**Catholic Schools Office, Auckland**

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**Neil Laurenson**  
**Reviewer**