ARCHDIOCESE OF WELLINGTON

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

Catholic Special Character External Evaluation for Development Report

Te Kura ō Hato Peretana
St Brendan's School,
Heretaunga

August 2024

Evaluation conducted on 5th - 7th August

Confirmed Report 15 August 2024

School Details

Address:	**56 Palmer Crescent, Heretaunga, Upper Hutt**
School type:	**Full Primary**
Actual roll:	**270**
Maximum roll:	**290 (on track to be at maximum roll by the end of the year)**
Non-preference maximum:	**5%, 14 students**
Actual non-preference number:	**12**
Roll based staffing entitlement:	**14.1**
Required number of Special Character Cl 47 positions:	**8**
Filled number of Special Character Cl 47 positions:	**5**
Principal:	**Veronica Sawers**
Director of Religious Studies:	**Sarah Chard**
Presiding Member, School Board:	**Julie Stewart**
Parish Priest:	**Fr Tony Kearns**

Evaluation Team:

Lead Evaluator:	**Zita Smith**
Accompanying Evaluator:	**Anna-Maria Vissers**
Accompanying Principal:	**Viv Conroy, Principal, Our Lady of Kāpiti School, Paraparaumu**

The Aims of Catholic Special Character External Evaluation for Development

Effective evaluation processes enable the school to understand how ākonga are developing in relation to valued outcomes, how improvement actions have impacted on ākonga, what needs to be changed and what further actions are required. Therefore, the Catholic special character evaluation process produces a focused picture of the impact of Catholic schooling and the effectiveness of its goals on the lives of all tamariki and rangatahi. The process seeks to determine whether they have encountered the living God revealed in Jesus Christ, grown in knowledge of Him and His Church, and as a result are forming a deep and lasting relationship with Jesus Christ and the Church. The process also evaluates how the whole school community engages in authentic Catholic Christian witness and evangelisation.

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

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

Introduction

St Brendan's School in Heretaunga, the only school of that name in New Zealand, is a full primary with a current roll of 270.

Under the exemplary leadership of the Principal and supported by the DRS, the school has a rich spiritual life, underpinned by its vision *'Inspiring Navigators'* and its GRACE values. This is nurtured by daily class prayer, weekly whole school and staff prayer, as well as retreat opportunities for students and staff and staff professional learning. Special times in the life of the Church are celebrated with liturgies or Mass as a school, as well as regular attendance at weekday Mass. The school supports the Parish Sacramental programmes and is about to run a Baptismal programme in the school as an important welcoming and evangelising part of the Church.

A new national Religious Education curriculum is being implemented with integrity across the school, well supported by the DRS who is providing professional development. Classrooms are welcoming and relationships between kaiako and ākonga are respectful, inclusive, positive and warm. Students say that they feel accepted and included for who they are. Through student leadership and initiatives to take action in response to seeing a need, tamariki are learning to live out their values and the enact the principles of Catholic social teaching in their daily lives.

The Principal and staff, with the support of an effective Board, are unified in upholding the Catholic

character in any the decisions they make for St Brendan's School and the evaluation team is confident in their capability and commitment to ensure that the Catholic character continues to be safeguarded and strengthened.

Progress with Recommendations from the 2020 Catholic Special Character Review/Evaluation for Development Report

1. As an evangelizing community, initiate a regular invitational process for receiving the Sacrament of Baptism as part of the school's welcoming culture.

The school has been pro-active in their invitation to tamariki to Baptism and is to be commended. 'New Families Survey' is offered to those with a new child starting, seeking feedback to support ongoing improvement. The DRS has written a six session Baptism programme and developed a workbook for students to complete. Parent sessions have also been planned. The school community has been advised when the Baptism programme will be run, sending personal invitations to all families who would be eligible and to families who had indicated that they were interested via the New Families Survey. At the time of the evaluation, several parents have registered their intention to have their tamariki baptised.

2. Continue to develop affective assessment across the school and capture this so that it can be reported to the Board and community.

Following the last review the practice of capturing student voice on affective outcomes has continued, with this growing to become schoolwide and more recently the practice of analysing data has been refined. Data is now collated by teachers with a summary report sent to the DRS for analysis. This process enables the DRS to look for patterns and trends in the summaries shared with the Board.

3. Develop and teach a Health Curriculum programme for human sexuality education across the school set in the context of Catholic teaching.

Following the last review all staff completed *Having Life to the Full* using the assignments as an opportunity to develop unit plans which now form the basis of current teaching of sexuality education across the school. The staff continue to be guided by key documents, namely *"Wonderfully Made in God's Image",* and the *"Sexuality Resource Grid Package".*

4. Embed the Catholic character internal evaluation cycle into the Board three-year plan and ensure that areas for development are goals in the next Annual Plan.

Goals have been and continue to be in the current Annual Plan. A more formalised internal evaluation process will be a useful next step.

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

St Brendan's School effectively encourages and facilitates the development of a personal relationship with Jesus Christ in the spiritual experiences, practices provided and through the relationships of faith evident in the school environment.

Since the last review there is greater cohesion between the vision, motto, values and guiding whakatauki. The GRACE values, an acronym for Gospel, respect, aspire, compassion, explore are at the heart of school practice. They are familiar to tamariki, staff and community and are used daily by teachers to encourage and support tamariki to act in a way that Jesus would do. Appropriate scripture phrases are used to support this. GRACE values are visible on all classroom walls, in common spaces and in all publications like the newsletter and website. The school vision, *'Inspiring Navigators'* comes from St Brendan, who is the patron of seafarers and navigators. The school's motto, *"Sailing to success,"* is also a reference to the sea, as is the accompanying, guiding whakatauki, *"He eke waka noa,"* which is prominent in all classrooms and common spaces. The school values mesh with te ao Māori values around caring for the environment and co-operating as a group for the common good. Senior leadership minutes show the journey of unpacking Te Whare Tapu o te Ngākau Māori. A useful next step to further enrich understanding for all, could be to continue to explore and use the meaning of the values in te ao Māori with the guidance of whānau Māori expertise.

Daily classroom prayer, as well as weekly full school prayers run by one class each week on a roster, is experienced in a variety of forms, both individual and communal, traditional and contemporary. Tamariki interviewed referred to Christian meditation, gratitude prayers, Lectio Divina, doodle prayers and praying in different languages as examples of how prayer happens in their classrooms. They also encounter Christ through music e.g. singing, with the parish music group which comes in to teach liturgical songs, or the school singing tutor. Students and staff have a wide repertoire of waiata and hīmene in te reo Māori with an understanding of what the lyrics mean. Morning and afternoon prayers, as well as karakia kai are said first in te reo Māori, then English. The regular use of te reo Māori in church waiata and responses to prayers is embedded as a school practice.

Ākonga have very good knowledge about St Brendan and the SMSM sisters, the school's founding order. Houses are named after significant places connected to St Brendan and syndicate names, Explorers, Adventurers and Navigators, are references to St Brendan as a

voyager. Ākonga take great pride in being the only school in Aotearoa NZ named after this saint.

Staff are positive witnesses of faith to ākonga by modelling and being willing to talk about their experiences and relationship with Jesus. Students are encouraged to talk and ask questions about their faith, important as they embark on their own journey with Christ. As a result of this pattern of regular self-reflection, connected to what they are learning in RE, many ākonga demonstrate a depth of thinking about their faith and their relationship with Jesus beyond their years.

Staff pray every Friday morning, organised and led by teachers on a roster. Their comments indicate that they value this time as a way of coming together and being connected collectively with faith. Teacher Only Days include a wellbeing focus also and at the beginning of each year, are held at the centre of the Sisters of Compassion in Island Bay. Staff are encouraged to attend retreats offered by the ADW and some take up this offer.

Evangelisation

There is a regular programme of liturgies and Masses appropriate to the age and culture of participants, and students have the opportunity to develop these liturgies or to have some leadership roles in them. Each week the Parish Priest celebrates Mass (or liturgy for juniors) in classrooms on a roster and each week a class attends Mass in the Church. Special celebrations like St Brendan's Day are whole school Masses which are well supported by whānau and the Parish community who are always invited.

The school actively supports the Parish Sacramental programme and has initiated a Baptism programme this year, based on their analysis of preference certificates. The DRS has written a Baptismal programme which will be delivered during school time later this year to those enrolled in it, culminating with a Baptismal celebration in the Church. The school, particularly the Principal and DRS are to be commended for their inclusive and invitational approach towards the Sacramental programme including Baptism, reaching out to those who might not otherwise consider this step for their tamariki.

The parent community is encouraged to be actively engaged in the faith journey of their tamariki. For new enrolments, this starts with the pre-enrolment Early Explorer programme. A prayer kete is sent home with preschoolers, to familiarise the family with what it means to be part of St Brendan's. Whānau are invited to class Masses at school and school Masses at the Church. These, along with Feast Day celebrations are open to parents and provide regular opportunities for the community to encounter Christ. Social action undertaken by tamariki

as a result of their learning is shared via school newsletter, on the HERO app and on the website.

Tamariki and whānau feel valued and welcome through the inclusion of displays and symbols around the school including those significant for Māori. All displays make it clear that this is a Catholic school. Crosses, the GRACE values and references to the life of St Brendan can be seen both inside and outside the classrooms.

Faith-based Leadership

The Principal's leadership in the Catholic character of the school is exemplary in the way she consistently witnesses authentic faith through her words and actions. This was noted by all those spoken to for this report, whether students, staff, whānau or parishioners.

The positive and helpful leadership of the DRS was also commented on by staff. Both the Principal and DRS confidently and competently articulate their own faith and are committed to their own ongoing faith formation. They work collaboratively to lead the development of Catholic special character and the DRS is actively involved as a team member in the strategic and annual development plan.

Evidence of Effect:

The effect of the encounter with Christ provided in the school can be evidenced in the reverence of tamariki and kaiako during prayer times and their ability to reflect on their faith. Staff commitment to their own spiritual life and the support the school gives them, whether or not they are Catholic, is evidence that they are encountering Christ. The DRS recently carried out an informal self-review of classroom prayer, resulting in more focused prayer time, because of her feedback to and follow-up support for teachers. Tamariki are familiar with the school values as ways that Jesus modelled how to live and their desire to do likewise. It is also evidenced in the comments made by tamariki about the effect of prayer in their life, which included the following:

"I know that Jesus is here to help us along the way."

"Prayer helps my emotional well-being."

"When I'm scared, I know that Jesus is right there when I pray."

"I pray more (now that I'm at St Brendan's)."

Whānau surveyed reflected that at this school there is a *"a clear focus on the child and Faith at the centre of everything they do. Staff walk the talk and have a unified focus. The senior students are a positive reflection of the school."*

Next Steps for Development

- Continue to explore and express the meaning of the school values in te ao Māori, in consultation with the school's kaitiaki and Māori whānau, and consider ways to visually represent them in the school environment.

Dimension 2: Mā te Mātauranga ka Tipu: Growth in Knowledge

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

Leadership

The Principal and DRS have a strong working relationship, meeting every week to keep abreast of priorities. Both are reflective, evaluative and proactive in growing all aspects of the school's Catholic character. The DRS is well supported by way of professional development, time, leadership status and support of the staff. She is empowered and enabled to lead. The staff identify her as a leader and turn to her for support.

The DRS supports the staff in a variety of ways. She provides induction for new staff, oversees and determines their certification and professional learning needs, leads learning on the RE Curriculum, proactively supports staff to engage with external PLD opportunities and provides resourcing, advice, guidance and feedback. Kaiako report that they feel very well supported by the DRS, noting in particular the strength of collaborative planning structures and the impact this has on their professional wellbeing and confidence to construct quality RE planning.

Guided by the DRS, Team Leaders support teachers in their team with the implementation of the RE curriculum. The DRS has asked that a component of the current buddy teacher classroom observations be an RE observation. The DRS has led in the area of evaluation, gathering data from across the school on prayer to identify needs and next steps for development. Given the size of the school and makeup of the Leadership team it would be beneficial if, guided and supported by the DRS, Team Leaders were also able to assist with evaluation. This would be a valuable next step to grow capability and provide support for the DRS to manage evaluation across the school.

Religious Education

This year the school has begun teaching the new RE Curriculum, *Tō Tātou Whakapono Our Faith.* It is important to acknowledge that this is in its early stages. The whole school has made this transition, with Years 1-4 teachers able to utilise the available NCRS resources, while Years 5-8 teachers have to create their own, which requires extra time and effort. Collaborative team planning ensures that the load can be shared, and teachers are able to utilise their unique strengths and talents in the design of resources.

St Brendan's School has a well-established practice of delivering the RE Curriculum with Catholic social teaching principles as overarching concepts, one per term over a two-year cycle. Achievement Objectives from across the curriculum themes are selected to align with each principle and staff track AO's covered to determine which might need stand-alone teaching. Catholic social teaching themes have provided rich opportunities for curriculum integration and connection through to acts of service.

Staff are utilising planning templates that align with the new curriculum. An analysis of planning reveals a number of examples of good practice across different teams: drawing upon the NCRS learning intentions document to assist with breaking open AO's, adapting the learning intentions and classifying them as cognitive and affective, connecting the school's GRACE values into planning; considering the place of the liturgical year, considering the place of bi-cultural practice and designing engaging classroom activities. The analysis of planning also reveals some areas for further development. While staff are making efforts to connect Catholic social teaching principles to the new RE Curriculum, these links are not always clear or strong enough to ensure a robust integration in planning and for assessment. The school has made some effective initial steps and will need time to create strong connections between the essential curriculum focus and Catholic social teaching principles in order to strengthen the integration of these two without compromising the quality of either. This will be a recommendation of this report.

The school has a history of good practice in terms of affective assessment which is a now well embedded process, including more recently, reporting outcomes to the Board. Kaiako survey students to gather their perspective on the ways in which their learning is influencing attitudes and values associated with the theme for the term. Student responses are collated and shared back anonymously with the students for whole class reflection. Teachers analyse and summarise the data. From this, the DRS who derives a whole school picture of the effect of RE on the knowledge and attitudes of ākonga, provides this to the Board. This is a powerful process for gauging the effect of the teaching of RE and of the Catholic character of the school on tamariki. Examples of reported outcomes include:

"Students across all classes recognise that God brings joy, happiness, and a sense of belonging."

"They express gratitude by sharing talents and respecting others' gifts, though younger students sometimes confuse literal and spiritual gifts."

"Many students have developed a stronger belief in their self-worth, recognising their God-given talents."

"Older students particularly emphasise inclusivity and empathy, drawing on personal experiences and biblical stories. They also show a deep understanding of human dignity, emphasising respect, empathy, and inclusivity. Their reflections highlight the importance of accepting and forgiving others, regardless of differences."

Classrooms reflect a welcoming culture. There is space on the walls to share RE learning and students work is carefully and respectfully displayed.

The school shares information about Catholic character and Catholic social teaching principles with parents through the website and school newsletters. Teaching teams also provide insights into Catholic social teaching principles in their team newsletters and share learning through HERO. Having transitioned from multiple platforms to Hero there is now an opportunity to review how we communicate informally with our whānau. Seesaw had previously provided more of this, however, parents were appreciative of the amount to time teachers dedicate to now sharing learning posts regularly every term.

Parents spoken to were not aware of a new RE Curriculum. Educating parents in this will be a timely next step.

Catholic Curriculum

The combination of the school's GRACE values and inclusion of Catholic social teaching principles provide an effective base for teachers to articulate and share a Catholic world view with tamariki and whānau.

Application of the Catholic lens to the relationships and sexuality section of the health curriculum is clearly evident through community consultation documents and the development of teaching units throughout the school. All staff completed *Having Life to the Full* in 2020 and this learning is clearly evident in unit planning. In monitoring the Professional development needs of the staff the DRS has identified new staff that will now also need to complete the course.

Next Steps

- DRS to support Team Leaders to review and evaluate the delivery of the RE Curriculum.
- Support parents to grow in understanding of the new RE Curriculum: *Tō Tātou Whakapono Our Faith.*

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

As an authentic Catholic community, St. Brendan's promotes and supports active Catholic witness and practice in the school and in the Parish of Our Lady of the Valleys, with the Church of Our Lady of Grace a five-minute walk away. There are positive relationships between the school and Parish e.g. Parish musicians come into school fortnightly to teach tamariki liturgical songs and to learn liturgical children's songs for use in the Church. The Parish Council and Catholic Women's League (CWL) have reciprocal relationships with the school. The Principal and DRS alternate in attending Parish Council meetings and the Principal actively supports CWL. Both groups have been invited to hold their meetings in the school at different times and this is very much appreciated. The weekly Parish newsletter is shared with the school community so that they know what is happening. The Parish priest has a weekly presence in the school for timetabled liturgies or Masses.

Partnership and Collaboration

The school has positive relationships with other schools in the area, both Catholic and state schools. The principal is active with WCPPA and UHPA and connects with NZCPPA and NZPF more broadly.

The school recognises Māori as tangata whenua and is on a journey of understanding and enacting Te Tiriti principles of protection, partnership, and participation in the school context. Links are made between the principles of Catholic social teaching and te ao Māori, especially manaakitanga, kaitiakitanga and whanaungatanga. Relevant elements of the NZ Histories curriculum help children understand the importance of tangata whenua and the role of missionaries in the Catholic context. A relationship with Ōrongomai Marae is

developing through the school being a presence there by attending tangi, providing donations to their foodbank and through Upper Hutt Principal Association network links and the Kaitiaki network.

Mihi whakatau is used to welcome new families once a term. Kapa haka and te reo lessons are taught. Teachers have participated in professional development courses in te reo Māori. Tamariki Māori, spoken to for this report, unanimously commended the school and kaiako for the effort they make to integrate taha Māori in the school. The effects of the school's approach to Māori can be heard in the comments made by tamariki Māori, when asked about what it feels like to be Māori at St Brendan's. They gave responses that included the following:

"Good. I feel respected and safe."

"Really nice. I don't get mocked."

"I like that the school does kapa haka and values our culture."

The cultural diversity in the school is recognised and celebrated as a strength, through language weeks and learning about cultures and cultural perspectives in classrooms.

Pastoral Care

The mana and tapu of each individual are acknowledged and upheld. Systems are in place to ensure that tamariki are personally known, cared for, and provided with support as required, using the budget for pastoral care as required. Examples given were extra food to provide breakfast or lunch for students if needed as well as uniforms, stationery and support for Camp. The pātaka kai at the school entrance is stocked by both the school and community.

Behaviour management processes, using the PB4L programme, are just, fair, clear to all, and guided by restorative practice. They are underpinned by the GRACE values and linked to Te Ao Māori principles. Kaiako regularly remind tamariki what actions look like when their behaviours reflect the values.

St Brendan's welcomes ākonga with a diversity of ability and learning needs and, working as a team, provides appropriate assistance and programmes of support. One of the strengths of the school is the way that ākonga with special needs are accepted and included.

Staff feel very supported by the leadership team, led by the Principal. In the survey, staff referred to several ways in which their wellbeing is supported. These include Friday morning prayers, Teacher Only days with a wellbeing focus, staff retreats, supporting each other on a daily basis, morning teas, celebrating birthdays and the well-being kete.

"Working collaboratively in teams and across the school St Brendan's staff are one of the most caring that I have ever worked with!"

"When things get tough either with students or other things in life, there is always someone who will step up and be there to support you."

Service and Outreach

The school has an explicitly Christ-centred culture of justice, service, and outreach in local, national, and international communities, supporting local and national Catholic groups in their campaigns and activities e.g., Caritas. Senior ākonga have a variety of leadership roles, including House leaders and student council. They organise and run a range of events to support fundraising and collect donations, including the pātaka kai at the school gate. They also serve younger students through the buddy programme, run lunchtime activities, help in buddy classes and take part in community activities e.g. singing at the Catholic Women's League meetings. Younger students learn service through different ways of caring for the school environment. Other areas of leadership and service are road patrol, office assistance, leading school assembly prayers and taking roles in the mihi whakatau held each term.

Teams are encouraged to take some social action based around their teaching topic, using the principles of Catholic social teaching as their inspiration. This has included a range of activities over the years including notes of kindness/inspiration given out at Church, a local street clean up, baking for others and collecting kai for the local marae-based foodbank.

Evidence gathered to support the effectiveness of service and outreach in the school include the following comments from tamariki:

"(Being here) has helped me value the world, trying to help keep it clean."

"It's helped me to be kind and keep a safe place for others."

And from whānau:

"My daughter reflects on her decisions, and asks herself, (especially socially)– would Jesus do that?" (The mother of a five-year-old)

"(My son) knows the values and knows how to apply them."

Next Steps for Development

- Continue to work on developing a better understanding of the cultural background of ākonga Māori and of te ao Māori.
- Establish a St Brendan's Young Vinnies.

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

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

Stewardship

The School Board and leadership team are effective stewards of the school's Catholic identity. They ensure that the vision and strategic direction of the school clearly reflects the Catholic character and strive for excellence in educational delivery, which is evident in the school's strategic plan.

There is an open and respectful working relationship between the Presiding Member and Principal. Special character is a standing item on the Board meeting agenda and is reported on in the Principal's report. As the staff representative on the Board, the DRS reports on the affective assessment outcomes in RE. Board members are rostered to organise and lead meetings with a prayer.

The annual budget reflects the commitment to special character with money allocated for curriculum resourcing and development, staff professional development and pastoral care. School policies are on *SchoolDocs* and reflect the flavour of the school's particular Catholic character with wording appropriate to the school's charism and values.

The Principal has been carrying out internal evaluation in Catholic character. A useful next step will be to engage with stakeholders and analyse the effectiveness of identified aspects of the Catholic special character, which will make internal evaluation meaningful and bring about the most effective improvement. Any areas for development will be goals in the following year's annual plan.

The Board's commitment to Catholic character is further developed through shared prayer, involvement in our parish community, and participating in Mass. Additionally, the Parish Priest and a Parish councillor are part of the Board. In 2024, Board development has included training for proprietor's appointees and a seminar on the new RE Curriculum.

The Board is committed to ensuring that plans, policies, and local curriculum reflect local tikanga Māori, te ao Māori, and Katorika Māori. To support this, all Board members have attended training, Part 1 of "Giving Effect to the Te Tiriti o Waitangi," and will follow this up with Part 2. The Board engages with the community through regular surveys to gather feedback and ensure that the voices of Māori students, whānau, and the wider community are heard and considered in decision-making processes. The MAC facilitator has and continues to work with the Principal and senior leadership team. The facilitator has led staff meetings and attended a Board meeting.

Legal Obligations

The school is three short (five, instead of eight) of meeting its obligations under its Integration Agreement in terms of its Cl47 tagged positions. The school has informed the Vicar for Education who is working with the school to address this.

In terms of meeting its obligations under the Integration Agreement for preference/non-preference students, the school is within its maximum of 14 students.

Preference Criteria	**Number of Students**	**% actual roll**
5.1	178	63.6
5.2	3	1.1
5.3	64	22.8
5.4	21	7.5
5.5	1	0.3
Preference with no criteria	0	0
Total of signed preference roll	267	95.3
Non-Preference Roll	13	4.6
International Fee-Paying Students	0	0

Next Steps for Development

- Ensure that annual internal evaluation engages with stakeholders and analyses the effectiveness of identified aspects of the Catholic special character, using the *Catholic Special Character Evaluation for Development* document. Areas for development that arise from the internal evaluation are to be part of the following year's Annual Plan.

Recommendation

> **Work to clarify and strengthen the integration of the principles of Catholic social teaching with *Tō Tātou Whakapono Our Faith,* to ensure the integrity of both in planning, teaching, assessment and reporting.**

The evaluation team is confident that the St Brendan's leadership team have the willingness and ability to address this recommendation fully before the next external evaluation. The Catholic Education Office staff are available to assist the principal, Board and staff in compiling an action plan to address this recommendation.

The evaluation team thank the community of St Brendan's School for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic special character. The Vicar for Education for ADW congratulates the Office Manager for their organisation of enrolment material including Preference Certificates. The organisation and preparation for the external evaluation by the school is greatly appreciated.

Zita Smith
Lead Evaluator

Kelly Ross,
Vicar for Education