



catholic diocese  
of christchurch

to sanctify - to teach - to care for

*Āhuatanga Katorika Kaupapa Arotake  
Te Puronga Arotake o Waho*

*Catholic Special Character  
Review for Development*

*External Report on the  
Review of*

**Te Kura Tuarua o Hone Paora Tuarua  
John Paul II High School,  
Greymouth**

Review Conducted: 29-30 June, 1 July 2021  
Confirmed Report: 29 August 2021

## School Details

<b>Name of School:</b>	John Paul II High School, Greymouth
<b>Address:</b>	10 Alexander Street, Greymouth
<b>School Type:</b>	Co-educational secondary school Years 9-13
<b>Actual roll:</b>	172
<b>Maximum roll:</b>	240
<b>Non-preference maximum:</b>	12
<b>Actual non-preference number:</b>	11
<b>Roll based staffing entitlement</b>	19.1
<b>Required number of Special Character: CI 47 positions:</b>	8
<b>Filled number of Special Character CI 47 positions:</b>	7
<b>Principal:</b>	David Sullivan
<b>Director of Religious Studies:</b>	Abina Pope
<b>Chairperson, Board of Trustees:</b>	Alan Berry
<b>Parish Priest</b>	Fr Mathew Siji

## Review Team

<b>Lead Reviewer:</b>	Mark Gregory (Catholic Education Office)
<b>Accompanying Reviewer:</b>	Tony Shaw (Catholic Education Office)

## Ngā Whāinga o te Arotake - Aims of the External Review

The New Zealand Catholic Bishops' Conference 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. This is the evangelising mission of the Church, in which the school participates.

The external review process is based upon the, *Āhutatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua, Catholic Special Character Review for Development* document (draft, 2018).

In the review, schools are asked to consider and demonstrate the ways in which they have provided for their students:

- Te tūtaki ke a Te Karaiti - an encounter with Christ
- Te whakatupu mā - te mātauranga - growth in knowledge,
- Te whakaatu Karaitiana - Christian witness.

And how the school is te kaitianga me te whakakari I te tuaakiri Katrorika - Safeguarding and Strengthening Catholic Character.

The review is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic Character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Reviewers encourage and commend good practice, and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.

## Progress With Recommendations from the 2015 Catholic Special Character Review for Development Report

- 1 Since the last external review, the school Charter now contains a revised and compacted set of Values for the students and staff in the school, reflecting the dual Marist and Mercy charism heritage and current educational theory. When the Board, Principal, staff students and community review their Charter they can consider ways of examining the number of values further, as long as the progression through time of the Mercy and Marist ways are not put at risk for future generations in terms of succession planning. Ensuring that the 3Cs: Consideration, Co-operation and Commitment continue to be used to reflect the values as Gospel values and recognising the Bishops' imperative to move toward the Christian virtues.**

The focus continues on 'The Three C's', (Consideration, Cooperation, Commitment), but doing so through the eyes of Christ and the witness of John Paul II. Each week is a focus on a different 'C'. If it can be aligned to a Gospel story, it is. The school connects the Monday Karakia with this and celebrates our students who are seen living *The Three C's*.

Added, at times, is an additional 'C' - the value of compassion using Christ's teaching and examples to help. Being Christ to each other is an important theme being promoted.

- 2 Throughout the school there are posters reflecting the school's pride in being Marist and Mercy. JPII should continue to explore the possible connections with the Sisters of Mercy especially in relation to the induction of new students and staff. This will enhance their knowledge and understanding of the history of their school. Similar connections should continue to be maintained with the Marist Brothers.**

There is regular connection with the Marist Brothers by sending student leaders to the Marist Youth Leadership Course, and this is followed up with visits by Marist Brothers to the school where possible. The school tries to send at least one or two staff to the Marist Champagnat Forum in August. Brother Osmund is invited at least once a year to talk to the students about the Marist Charism and a celebration day for the feast of Marcellin Champagnat.

The Sisters of Mercy still have a presence in the school. Sister Mary Ellen is a teacher aide and does significant work supporting students' literacy skills. The school celebrates Mercy Week and uses this opportunity to promote social justice and service. Junior students do some Community Service during this week.

The Sisters of Mercy are invited for Mercy Day, and the school has created a celebration for this. They generously talk to the staff around the 'Mercy Charism'.

- 3 The Māori students spoken to really want the Kapa Haka Group to be active with more regular full group meetings and the goal to be involved in competitions again next year. They stated that the Group gives them support and a sense of belonging while allowing them a cultural expression of being Māori. While finding Kapa Haka tutors can be difficult, there may be whānau or teachers who could help provide/support the Kapa Haka training.**

There is a strong Kapa Haka group that practices weekly and competes in the local Kapa Haka competition and festival. Last year a cultural night was created which celebrated all the diverse cultures within the school which was very successful. The parent community supports the school with these key moments. Kapa haka students also work with and support the primary students at St Patrick's School.

- 4 That the Senior Leadership Team and DRS explore ways of encouraging students and parents to meet with the Religious Education teacher at the teacher/parent/student conferences. This ensures that Religious Education is perceived as an academic subject at least as important as other curriculum areas. It also provides a forum for discussion about the student's achievement in and attitude to Religious Education. As in all learning areas, the teacher/parent/student can then identify the most helpful next steps.**

The focus area was integrating the previous new DRS into the NZ curriculum. When it comes to lifting the subject, the area of concern has been finding effective Religious Education teachers. This year in the junior area of the school there are two teachers who are not Catholic, teaching the subject. This is not ideal.

Getting the right teachers and supporting them through Religious Education papers will go a long way to lifting the status of this curriculum area.

- 5 The Bishop has invited teachers of Religious Education to complete one paper per year toward the Diploma in Religious Studies (Religious Education). With this guidance and succession planning in mind, it would be helpful to prepare a professional development plan for teachers of Religious Education and those holding S65 Tagged positions which outlines a progression of papers being available and how staff can read for those during their year. The plan could also include staff attending Marist/Mercy formation conferences if suitable ones can be sourced. As part of the strategic plan, the Board would resource the professional development in the budget.**

The school does not have a great history of completing papers in Religious Education. It is the next step with performance management. Creating a plan for this going forward would be the priority. RE adviser help with this will also be important. Leaders have managed to get two staff to the sexuality course this year, but this was a real effort to get them there.

- 6 The Employer Responsibility Policy does not currently include Catholic special character references. The Catholic special character could be enhanced by including a reference to 'the Code of Ethics for Staff and Boards of NZ Catholic Schools' (Appendix 9 in NZCEO 2013 Handbook). There is a responsibility for all staff to safeguard and strengthen the special character of the school. One way to help achieve this is by including a special character goal for teachers and non-teachers in the appraisal processes.**

With the appraisal system the school leaders have developed a Catholic Special Character Goal. With the changes regarding the Professional Growth Cycle, leaders are looking at the teaching professional standards and have started using the Catholic Elaborations. This way they are trying to create a Catholic focus with the teaching professional standards.

- 7 The Board will ensure that their 'Special Character Committee' engages with the full school community prior to setting annual goals in regard to the three-year cycle of self-review, preferably by the end of term three each year for the following year: Catholic Community (2016), Pastoral Care (2017) and Religious Education (2015).**

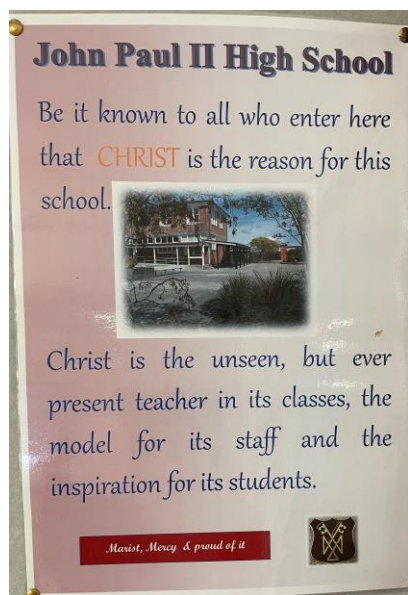
The BOT over the last 6 months has engaged a new Strategic Plan. The setting of the Catholic action plan for the year has been principal driven, with input from Senior Management staff and the BOT.

## 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?*

Although very few school whānau regularly attend Sunday worship, faith-based leaders make every effort to present opportunities for ākonga to develop a personal relationship with Christ. The school encourages attendance at Mass especially the allocated Sunday School Mass once a term at St Patrick's Church. Masses and liturgies are a focus for the feast days relating to the school's two founding orders, the Marist Brothers and the Sisters of Mercy, and St. John Paul II. These feast days are great moments of celebration and liturgy for the school community.



'*Christ is the Key*' is the school's motto which is reflected in the adjacent poster found on walls throughout the school. *Marist, Mercy and proud of it* featured at the foot of the poster, references the dual charism.

Retreats are provided for each year level on an annual basis. The 2021 retreats were seen as highly successful by the students and staff. All retreats this year were facilitated by the Catholic Youth Team. Some kaiako expressed a desire for a staff retreat at the beginning of the school year.

The principal and DRS have been instrumental in supporting the Catholic special character of the school and building up the prayer life. The parish priest also shared how the principal brought students to church. Forming a small school choir to lead the singing at parish Masses provides a positive connection with the parish.

Another positive link is the forming of a junior and senior youth group. A youth group co-ordinator was employed by the parish to lead both groups before and after the Saturday evening Vigil Mass to also encourage attendance at the Eucharist. Although the youth co-ordinator has now returned to her hometown, the parish is advertising for her replacement.

Every Monday morning the whole school congregates for prayer in the school hall. Beginning the week in this manner places a strong priority on the importance of prayer and reinforcing the notion that *Christ is the reason for this school*. Prayer is an important component of the RE lesson and other curriculum classes. Assemblies now have a regular liturgy component which is led by a whānau class on a rotational basis.

Staff gather for a prayer or a reflection each morning as part of the daily briefing. All teachers take turns to organise and lead. Focusing more on what makes a good prayer or reflection is an ongoing development for the school's faith-based leaders.

Displays and symbols provide witness to the Catholic identity of the school. Classrooms, including the staff room and school foyer feature displays relating to the school's Catholic special character that are complemented by prayer tables comprising appropriate Catholic symbols and resources.

Faith-based leaders support and promote parish programmes for the Sacraments of Initiation. The principal and parish priest are involved in preparing ākonga. Personal visits by the parish priest to the homes of those choosing to participate in the Sacramental programme is seen to be an effective way to engage whānau. The Sacrament of Reconciliation is offered during Lent for all ākonga.

The two priests have weekly visits to the neighbouring Catholic primary school to connect with four of the classes on a rotational basis. It is suggested that the faith-based leaders at John Paul II consider engaging with the priests to initiate a similar contact opportunity.

A group of four senior students, including the Year 13 Catholic Special Character Leader, have formed a Catholic special character leadership group. Their role is to promote and lead Catholic special character events. They were interviewed during the review and spoke enthusiastically about organising social justice activities after having attended a Caritas Meeting in Christchurch. This initiative is seen as important in building increased student leadership capacity.

### ***Next Steps for Development***

- As a bus load of 40 students travel from Hokitika each day, there is a need to grow the relationship with the parish and school of St Mary's, Hokitika.
- It is suggested that the faith-based leaders at John Paul II consider engaging with the priests to initiate visits to classes similar to that of St Patrick's School.

## **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?*

During the last three years the school has experienced three Directors of Religious Studies. This was the result of a retirement from a long-standing DRS followed by a younger overseas teacher for approximately 12-18 months. The current DRS is an experienced faith-based leader who took up her position at the beginning of 2021. Since her appointment, she has been acknowledged by staff and students as having a positive impact on the development of the school's Catholic special character. Having achieved a Masters in Educational Leadership at the Australian Catholic University, and Leadership Level in NCRS Certification, the DRS is well qualified to lead the teaching of Religious Education.

The principal is extremely well qualified to lead the school's Catholic special character. He has attained a Masters in Educational Leadership at the Australian Catholic University and a Bachelor of Theology at the University of Otago. As the principal will be resigning from his position at the end of Term 2, 2021, the school faces the challenge of a new DP, DRS and Acting Principal within the same year.

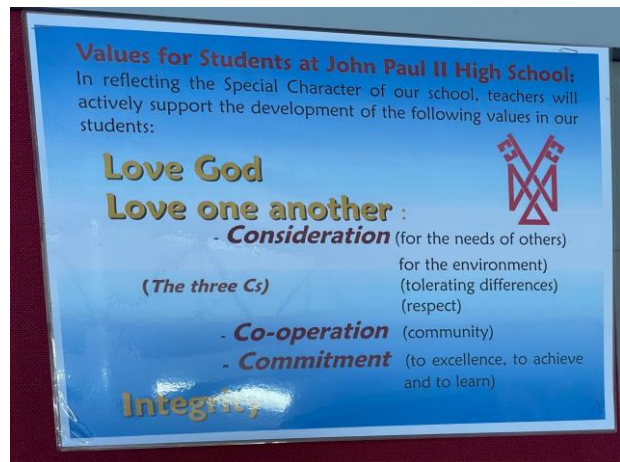
There is an urgent need to upskill the knowledge and qualifications of teachers in Religious Education and Catholic special character to strengthen the quality of teaching in Religious Education. Currently, outside of the leadership team, only two teachers at the school have achieved Classroom Level in NCRS Certification. Despite many offers from Catholic Education Office staff to present papers in Greymouth on behalf of the Catholic Theological College during the last three years, there has been a very low response to such professional learning. It is imperative that the school leadership and board supports the expectation of the New Zealand Catholic Bishops Conference that the principal and teachers of Religious Education are working towards a formal qualification in Religious Education or Special Character and that all kaiako are working towards the next level of certification.

Reviewers were unable to observe all four teachers of RE classes during the visit. RE classes visited demonstrated sound preparation and teaching strategies. In this small secondary school, kaiako know their students well. Ākongā commented that they found the topics being taught to be interesting and generally enjoyed RE as a curriculum area. The group of senior students (Years 11-13) and parents both identified variations in the quality of RE teaching as a concern. However, the quality of the teaching of the DRS was acknowledged strongly by senior students. Classrooms were



well presented and displayed many Catholic symbols and posters relating to the school's values and dual charisms.

In visiting non-RE classrooms, along with responses from surveys, it is evident that the Catholic worldview is considered in other curriculum areas. This includes choice of text, use of social justice examples, for example Caritas posters, references to Catholic views and the way ākonga are treated through the promotion of the school's values of: *Love God, Love one another and Integrity* and the *Three Cs* of *Consideration, Co-operation* and *Commitment*.



Reports to the Board of Trustees on student achievement in Religious Studies relating to NCEA indicate the pass rates for 2020 are sitting just above the national results for all three year levels.

Whānau receive useful information about matters relating to the Catholic special character through the weekly newsletter, Facebook page and the new initiative of the Catholic special character Instagram posts. Parents stated the communication between the school and home was very useful.

A recent review of the school's Sexuality Education programme occurred in 2020. Consultation on the programme occurred in March 2021 as a parent and student survey. Reviewers were shown the online survey. Unfortunately, the consultation process was not widely known among the school's community. A group of parents, interviewed by the reviewers, could not recall such a survey. Now is an opportune time for the Board of Trustees through the recommended formation of a Catholic Special Character Committee to lead future consultation on Sexuality Education.

There is a real need for trained Sexuality Education teachers to deliver the programme to ākonga. It was encouraging to note that two teachers who are not involved in teaching RE participated in the recent sexuality education course, *Having Life to the Full* in June 2021.

### **Next Steps for Development**

- Ensure future consultation on the health and sexuality programme is well advertised and communicated to the school's community.
- Future consultation should be based on the guidelines in the NCRS Framing Document – *Human Sexuality Education: A guide for Catholic communities in Aotearoa New Zealand* and led by the Catholic Special Character Committee of the Board of Trustees comprising Principal, DRS and Proprietor's Appointees.

## **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?*

Presence of the faith-based leaders, principal and DRS, at the parish Mass provides good role modelling to the parish and school communities of integrating one's faith and life. Most teaching staff in a CI 47 Special Character Position (tagged) are also regular Mass attenders. Currently, the four members of the senior leadership team are all practising Catholics.

Good liaison occurs between the parish and school by the attendance of the principal at Parish Council meetings. His involvement in the Sunday Eucharist by the sharing of his musical skills and providing choir members from the school to lead the music is appreciated by the parish community.

The school acknowledges its past and the connections with its founding orders, the Marist Brothers and the Sisters of Mercy. This strong connection is well publicised on its website and included in important school documents such as the Strategic Plan and School Prospectus. Assemblies, karakia and Feast Day liturgies and Masses are all seen as having a real impact on keeping the school's connection with its founding orders to the fore for its students, staff and community. Reviewers attended an assembly where the liturgy was firmly focused on the strong link to the Marist Brothers. Brother Osmund spoke to the Year 9 students about the Marist Brothers and Sister Mary Ellen, a Sister of Mercy, assists ākongā with their literacy skills.

The importance of te Tiriti o Waitangi and the status of Māori as Tangata Whenua is well respected by the school. Māori and Pasifika students, although small in number, are achieving at and above the national averages. The AP is the Dean for Māori and Pasifika students responsible for monitoring the progress of both groups.

Year 9 ākongā are offered classes in te reo Māori. Classrooms feature te reo Māori consistently in wall displays while some teaching staff are endeavouring to use te reo Māori where appropriate.

The reviewers were officially welcomed to the school with a mihi whakatau. The school provided a strong and confident welcome that featured the kapa haka group, kōrero and waiata. Ākongā and kaiako should feel proud of their contribution. At the beginning of the year a mihi whakatau welcomed new ākongā and kaiako to the school.

Currently, multi-cultural evenings celebrate the cultures of several ethnic groups present in the school community. The school is planning to further develop the Māori and Pasifika partnership with whānau with more regular meetings as there appears to be no independent consultation with Māori and/or Pasifika whānau.

On the multi-cultural side, the school holds very successful cultural evenings that feature a range of ethnic groups in a cultural performing arts celebration. This is included within a Cultural Week that incorporates tasting different ethnic food. For 2022, the school is planning a whole school hangi.

Being a small secondary school, the school's Guidance Counsellor has limited time allocated to the role. Senior and Junior Deans and Whānau Teachers are used widely to provide support and advice to students to complement the work of the Guidance Counsellor. Both student groups spoke highly of the deans and counsellor and the support they offer. Senior students voiced their appreciation of those teachers on the staff who go the 'extra mile.'

Staff members know their students and community well and are good at wrapping support around those in need. Support is provided, in terms of pastoral care, food parcels and financial assistance to whānau through the local Kettle Trust as required. St Vincent de Paul and the Bishop's Hoatu Fund are also accessed to subsidise costs relating to school activity fees and uniforms. Some staff make lunches for students in need.

Analysis of the staff questionnaire, which forms part of the Catholic special character external review, indicates a mixed response about feeling affirmed and appreciated by fellow staff and school leaders. With the challenges and changes in leadership personnel during the last two to three years, several staff members feel their own wellbeing has diminished. However, there is an increased awareness and sense of hope that the changes that have occurred to date are having a positive impact on the school community. A case in point is the recent appointment of the school's Deputy Principal.



A range of service opportunities are available to ākonga. The Marist Young Leaders programme enabled the Head Students to participate in a service-based leadership programme. A Tuakana-Teina operates between seniors at John Paul II and Year 5-8 students at St Patrick's School whereby the secondary students organise games to build relationships and trust while others assist the primary students with learning support once a week. These opportunities are viewed successfully by the students themselves. Likewise, a Year 13 mentoring programme with Year 9 ākonga is deemed effective by students in both year groups.

Further opportunities for service and outreach include the Year 9-10 Community Service Days. Visits to rest homes, assisting in the St Vincent de Paul Shop, helping neighbours with gardening, window washing etc are all viewed very positively by ākonga and the wider Greymouth community. The outcome of each of these programmes has been to create a much greater understanding of both servant leadership and Catholic social action among ākonga.

### ***Next Steps for Development***

- To introduce greetings in te reo Māori to enable all ākonga and kaiako to use daily as part of the bicultural heritage of Aotearoa, New Zealand.
- Make known to the school's Māori community policies, plans and targets for improving the progress and achievement of Māori students as part of the consultation process with whānau.

## **DIMENSION 4:**

### **TE KAITIAKITANGA ME TO WHAKAPAKARI I TE TUAKIRI KATORIKA – SAFEGUARDING AND STRENGTHENING CATHOLIC CHARACTER**

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

The school is governed by the Greymouth Catholic Schools' Board of Trustees which also governs St Patrick's Primary School, the main feeder school.

The Board of Trustees' Strategic and Annual Plan clearly indicates that the school is Catholic and endeavours to safeguard and enhance its Catholic special character. Out of the nine strategic goals, three are related to the school's Catholic special character and given prominence under Strategic Focus Area 1. The 2021 Annual Plan comprises performance targets and a plan of action for the three Catholic special character goals of: *Faith and Spirituality, Collaboration and Religious Education*.

Internal evaluations of Catholic special character take place annually based on the annual plan. The plan is detailed in nature and covers a range of issues. It is encouraging that the school's faith-based leaders are now basing their internal evaluations on the dimensions from the document, *Catholic Special Character for Review and Development*. The three dimensions, Encounter with Christ, Growth in Knowledge and Christian Witness are to be covered over a cycle of three years. The fourth dimension, *Stewardship*, should be undertaken annually.

It is important to involve the proprietor's appointees within the school's process of internal self-evaluation. Now is an opportune time to form a Catholic Special Character Committee of the board comprising the principal, DRS and proprietor's appointees. (*Recommendation*)

Employment documentation includes clear and concise information relating to the Catholic special character and the expectations of staff. At least one proprietor's appointee is included in the process appointing teachers to CI 47 special character positions. It is essential that the school consistently uses the letters of appointment templates found on the New Zealand Catholic Education Office website. This will ensure all future staff agree to uphold and support the Catholic special character of the school by signing and agreeing to such documents as the *Code of Ethics for Catholic Schools*

which outline minimum standards of conduct and behaviour expected as an employee of the Board of Trustees. (*Recommendation*)

All promotional material reflects the Catholic identity of the school. Enrolment procedures are transparent and meet the requirements of the Integration Agreement.

The Board budgets for Religious Education and for Catholic special character including release time for professional development opportunities for teaching and support staff as required. Unfortunately, for a variety of reasons, very little professional development has occurred in Catholic special character since the last external review. This needs to be a priority moving forward for the new principal and DRS to action.

The school is compliant with its Integration Agreement in terms of maximum roll compared to actual roll and its non-preference roll. The school consults with the Proprietor through its annual Attestation and internal evaluations. However, it is not compliant with the correct number of CI 47 positions filled according to the school’s Integration Agreement. The school is one CI 47 position short. The proprietor is aware of the situation and the challenges associated with filling the position.

The preference/non-preference details, as at the time of the Catholic Special Character review (June/July 2021), were as follows:

<b>John Paul II High School (Greymouth)</b>	<b>Maximum Roll (as per Integration Agreement) = 240 students</b>	<b>Non-Preference Maximum (as per Integration Agreement) = 12 students</b>
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<b>Preference Criterion</b>	<b>Number of Students</b>	<b>% of Current Total Number Students</b>
5.1	113	65.7%
5.2	6	3.5%
5.3	28	16.3%
5.4	14	8.1%
5.5	0	0.0%
Non-Preference	11	6.4%
<b>Total</b>	<b>172</b>	<b>100%</b>

Please note that the 6.4% non-preference level is not a breach of the Integration Agreement for John Paul II High School – the school has not exceeded its agreed maximum number of 12 non-preference students (5% of the maximum roll of 240 students); the 6.4% is as a result of the school having, as of June 2021, a roll of 172 domestic students (68 students less than its maximum roll).

***Next Steps for Development***

During the interview with a group of parents, they voiced a desire to receive more information about the Board of Trustees. This could be a ‘News from the Board’ segment as part of the school newsletter. They would also like to know the names of those on the Board of Trustees and their roles and responsibilities.

## RECOMMENDATIONS

The following recommendations have been identified in conjunction with the faith-based leaders. Most of these have been acknowledged in the school's own processes of self-review and evaluation.

1. **Key Recommendation:** There is an urgent need to upskill the knowledge and qualifications of teachers in Religious Education and Catholic special character to strengthen the quality of teaching in RE. It is imperative that the school leadership and board supports the expectation of the New Zealand Catholic Bishops Conference that the principal and teachers of Religious Education are working towards a formal qualification in Religious Education or Special Character and that all kaiako are working towards the next level of certification.
2. Due to the school being one CI 47 position short, every endeavour needs to be made to ensure that the required number is met. This can be achieved by advertising a future vacancy as a CI 47 positions or reviewing the possibility of an existing position becoming regraded to CI 47.
3. Look for ways to encourage and promote greater family attendance and participation of students at the allocated School Sunday Masses held once a term.
4. Due to the success of the student retreats, some staff have requested an opportunity for a staff retreat at the beginning of the school year as part of a possible Catholic Special Character Teacher-Only-Day.
5. It is essential that the school consistently uses the letters of appointment templates found on the New Zealand Catholic Education Office website. This will ensure all future staff agree to uphold and support the Catholic special character of the school by signing and agreeing to such documents as the *Code of Ethics for Catholic Schools* which outlines minimum standards of conduct and behaviour expected as an employee of the Board of Trustees.
6. It is very important that the proprietor's appointees, with their responsibility to safeguard the Catholic special character of the school, are actively involved in the school's process of internal self-evaluation. It could be an opportune time to form a Catholic Special Character Committee of the board comprising the principal, DRS and proprietor's appointees. This group could also lead the consultation process for the Sexuality Education Programme.

The review team is confident that the John Paul II High School leadership team (Board of Trustees, Principal and DRS ) have the willingness and ability to address these recommendations fully before the next external review. The Catholic Education Office staff are available to assist the Principal, Board of Trustees and staff in compiling an action plan to address these recommendations.

The review team thank the community of John Paul II High 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 organisation and preparation for the review by the school is greatly appreciated.



**Mark Gregory**  
**Catholic Special Character Reviewer**