



# **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**

**MOUNT CARMEL SCHOOL  
MEADOWBANK**

**Review Visit: July 23-24, 2018**

**Confirmed Report: August 13, 2018**

## SCHOOL DATA

<b>Principal:</b>	Mrs. Annette Donnelly
<b>Director of Religious Studies:</b>	Mrs. Fiona Jones
<b>Parish Priest:</b>	Fr. Samuel Pulanco
<b>BOT Chair:</b>	Mr. Andrew Martin
<b>Visit Date:</b>	23-24 July 2018
<b>Reviewers:</b>	Mr. Philip Mahoney, Mr. Neil Laurenson
<b>Accompanying Principal:</b>	Ms. Michelle Mill

## 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

Situated in Auckland's eastern suburbs the school shares a large site with the Meadowbank Parish of Our Lady of Fatima, including the Church, Presbytery and Parish Centre.

Since the previous Review in 2014, there have been several changes of personnel. These include a new Parish Priest, Director of Religious Studies (DRS), Senior Leadership Team (SLT), as well as a number of changes on the Board of Trustees, including the Chairperson.

Mount Carmel School, Meadowbank had prepared well for their Catholic Special Character External Review. The documentation provided prior to the Review was thorough, clearly presented and gave a good overview of the school and the many activities that it is involved in and which make it an authentic Catholic School.

The staff and Board of Trustees (BOT) were briefed by the Principal on the new Catholic Special Character for Review and Development document, by using the PowerPoint presentation supplied by the Catholic Schools Office.

The Board of Trustees, Principal, Staff, parents and students welcomed the Reviewers and openly shared their thoughts and opinions about the school and accepted any suggestions as a way forward for the school.

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

***That the school community adopt a smaller number of values that are connected to the Gospels and reflect the charism and particular Catholic Character of the school and to keep these separate from the Key competencies.***

Since the 2014 External Catholic Special Character Review, the school has:

- Refined the Mount Carmel Values as suggested;
- Developed the profile of the "Mount Carmel Kid" and included links to Gospel values and charism;
- Changed the House names from New Zealanders to Saints names;
- Clarified the meaning of the symbols on the Mount Carmel Shield so all now share a common understanding of their meaning.

***That a progressive unit about the charism is written for years 1 to 6 to ensure that children develop a strong understanding of the charism of the school by the time they reach Year 6.***

- A Progressive unit about the school's values and charism has been developed for Years 1-6. 'Through my Catholic Faith I learn to show love, care and respect.' This is taught annually at the beginning of each year. There is a progression between all class levels so that there is an opportunity to revise what had been previously taught, as well as building on this.

***That the Board of Trustees posts their Board newsletter on the website.***

- The Board newsletter is now on the website.

***That the Mount Carmel Board of Trustees looks at ways they can enhance the physical environment of the school, inside and out, to further reflect its Special Catholic Character, and that the school look into designing a space in the grounds where children, teachers and families can go to pray and have quiet time.***

- Further development of an enchanted garden is being planned and this may include a quiet reflective area.
- Until such time as the development of the whole site is completed, achieving the above is problematic.

***That the school develop a formal induction process for new Teacher Aides which may assist them in understanding the school ethos before they begin their role.***

- A formal induction process has been developed by the Senior Leadership Team (SLT).

***That the Religious Education display wall and prayer focus, in all classrooms, be placed in an area that is prominent and within easy access for children to use as a focus throughout the day and that teachers reflect on what they can do to enhance these areas.***

***That teachers see good models of a prayer focus and come to understand the significance of it in the life of a Catholic School.***

- There is a prominent prayer focus and a display of the current Strand in all classrooms which are referred to throughout the day.

***That at planning meetings there is a deliberate discussion on how to integrate the Special Character into themes and subject areas by weaving a Catholic point of view into the total curriculum so that children are naturally making links and seeing that God is present in everything.***

- In planning meetings there is a deliberate discussion on how to integrate Special Catholic Character into the topic.

***That the school provide more opportunities for teachers to further their Certification level and to engage in NZQA qualifications for Religious Education.***

- Increased opportunities for staff to further certification levels, including whole staff courses and individual courses, have been provided.

## **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**

Mount Carmel School has a shared understanding of their Catholic Spirituality based on the Catholic faith and the charism of the Brigidine Sisters who founded the school in 1952. This can be seen in their vision “To guide our students in living and learning the Traditions Practices and Values of our Catholic Faith and the Brigidine Charism of Strength and Kindness.”

This lived spirituality is further enhanced by the schools six Gospel values which are the Gospel values followed by the Brigidine Sisters. The students know these and were able to demonstrate how they are lived in the school by both staff and students.

The reverence and respect the school shows when it gathers for prayer and the symbols of the Catholic faith throughout the school witness to a living spirituality. There are large statues of Mary and Jesus in the school's foyer and a large mural of the school Shield in the courtyard. This spirituality is also evident in the way that everyone relates to each other – staff, students and parents. A number of parents gather in the courtyard before and after school and the Principal, Deputy Principal and Assistant Principal are a very visible presence at this time. The staff in the front office are a very welcoming presence for any visitors, as are all staff members.

Opportunities are available for the spiritual development of staff through prayer at staff meetings and at a special prayer session each Friday morning which all staff are welcome to attend. All teaching staff are rostered to lead this important aspect of the school's prayer life.

Prayer is an integral part of the daily routine of the life of the school. Daily morning prayer in each classroom is led by students where appropriate and includes Bible readings, singing and a time for personal reflection. Grace is said before lunch and there is a prayer at the end of each school day.

Classes sometimes join with other classes for morning prayer and some teachers are trialling other ways of praying, such as Meditation.

The school's Religious Education Induction Booklet quite clearly sets out the parameters for staff and classroom prayer and gives examples of Karakia, Grace in Maori and English, an End of the Day prayer and traditional prayers. A Prayer Club for students is held each Thursday during the lunch break. This is supervised by a teacher. Parables are read and discussed and this is then followed by group prayers, a visible reminder that students are encountering Christ.

Mount Carmel School is evangelising to the Staff, students and their families, forming a very strong link between the school and the Parish. The school actively supports the Parish Sacramental programme. Staff and BOT members assist with teaching the programme and a Board member commented on how well the Mount Carmel students are prepared from what they have previously learned at school. Of the 48 students in the Sacramental Programme this year, 42 were Mount Carmel students.

The Parish Priest encourages those students who have not been baptised to be part of the Baptismal programme. These children are then baptised at a School Mass which becomes a celebration that the whole school can join in. Staff, students and parents all commented on how powerful this is to witness.

For the last two years the BOT has conducted an industry standard Net Promoter Score question as part of their Catholic Special Character Survey. This shows that the parent's approval rating of the school has improved from 40 in 2017 to 55 in 2018. To put this in context, the average rating of organisations that use the question is 11. This is not a survey used by many schools and shows the very great satisfaction that the majority of the parents have in the Catholic education their children receive. When asked the reason for this, people interviewed said it was relationships that have been

developed between the Principal and staff, students, parents and the wider Parish community. The whole school community continues to work hard to develop these relationships and find ways to improve them.

The Parish Priest is a welcome presence in the school and is much loved by the whole school community for his effervescent joy in what the school has to offer the Parish of Our Lady of Fatima. He organises a trip each year for the Year 6 students to visit the Carmelite Monastery in Royal Oak, St. Patrick's Cathedral and the Pompallier Diocesan Centre. These are all key places in the story of Mount Carmel School.

The school advertises forthcoming Parish events in newsletters and on their website.

The Principal has been in her position for 28 years and during this time she has seen many changes in the way schools are administered, the curriculum and pedagogical styles. However, during this time she has never lost sight of the primary focus of education which is the children enrolled in her school. Students interviewed said that she modelled the Brigidine charism of strength and kindness. She has kept herself up to date professionally and has built a strong team of teachers and support staff to provide the best possible Catholic education for each child in her care.

She is supported in her role by an able Senior Management team which includes the Director of Religious Studies. They work collaboratively and are all excellent role models who are committed to the school and the excellent Catholic education it provides. The DRS and the Deputy Principal are active members of Our Lady of Fatima Parish and they are supported by the Principal and other staff at school Masses. The Board of Trustees, Parish Priest, parents and staff all spoke highly of the Principal for her stewardship of the school and for her vitality and presence in and around the school.

Mount Carmel School is an authentic Catholic Community whose Special Character Goal is to "Educate our community in our Catholic faith and traditions by modelling, witnessing and living our Gospel values."

This is evident in:

- The invitation to parents to attend school Masses and assemblies;
- The participation of the whole school in the Our Lady of Fatima Parish Anniversary celebrations;
- The caring and support shown to children with Special Needs in the school by both staff and students;
- Guided Meditation in senior classes once a week;
- Partnership with neighbouring Catholic and State schools;
- All staff being positive role models who support, uphold and witness to the school's Catholic Special Character;
- Putting faith into action by role modelling the school's motto and Brigidine charism of strength and kindness;
- A positive environment where all are included and encouraged;
- Parents feeling welcome and supported at the school.

## **Next Steps**

The school could look to the introduction of Meditation across the school as another form of prayer.

The staff should 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 reach Year 6.

## **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 has been on the staff for three years and in her current position for one year. She is an active member of the Our Lady of Fatima Parish as a Reader, a Eucharistic Minister and also assists with the Sacramental Programme. She is an excellent classroom practitioner, is passionate about her job and is receptive to ideas about the direction of the school's Catholic Special Character and the teaching of Religious Education.

She acknowledges that she is well supported in her role by the Principal, Senior Leadership Team and the whole staff. She is very grateful for the help given to her by the Deputy Principal who was the previous DRS in the school. She herself is a member of the school's Senior Leadership team.

In her role as DRS she has developed an excellent relationship with the Parish Priest. They meet regularly and keep in touch by email. Both respect the other's position and the work that they do for the children of Mount Carmel School.

The Deputy Principal in her previous role as DRS developed a very comprehensive Religious Education booklet. Like everything else the school publishes, this is well laid out, colourful and very professional. As well as information about the school's Catholic Special Character, there is comprehensive information about the Brigidine Sisters, their charism and the history of the school. The rest of the booklet outlines the R.E. curriculum and what the school expects of its teachers, the prayer life of the school and examples of prayer, what is required in the R.E. books of the students and information about Masses. Teachers new to the school know that they can consult the DRS with regard to any problems they may encounter in the teaching of this vital subject.

At the beginning of the year the whole school covers a unit entitled "Through my Catholic faith I learn to show love, care and respect." This is progressive so that at the end of six years at the school the students will have a wide knowledge of their faith, that God loves them, the charism of the school and how this should be lived. The "Myself and Others" unit is incorporated into this. Again, this is very comprehensive, easy to follow and a valuable resource for teachers.

The DRS, in her job description, has three primary objectives that relate to her specific role. Key tasks flesh these out. One of these is to direct the implementation and delivery of the Religious Education Curriculum across the school. She takes this task seriously and does it with skill. She observes prayer and the teaching of Religious Education in classrooms and provides valuable feedback to teachers – this includes areas for further development.

In every classroom there were attractive prayer tables, a bulletin board which displayed the strand being covered across the school, as well as other symbols of our Catholic faith. The students' exercise books, which were made available for the Reviewers, are a model of the reason a book is used. They are bright and attractive, the work is well marked and there were pertinent comments in all books by the students, their families and the class teachers. 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. Judging by the parents' comments this has been a very successful exercise.

Each teacher sends home at the beginning of each term a newsletter of what they plan to teach that term, including in Religious Education. The Principal has decided that this should be the first subject covered in these newsletters, giving prominence to this subject. Teachers plan for Religious Education as a syndicate and the DRS sees this planning to give her an overview of what is being taught across the school.

The DRS also publishes a newsletter each term which gives a reflection about an upcoming Feast Day, or a passage of Scripture, or something the Pope has said. This gives parents something to reflect on as a family. The newsletters also outline the strands to be covered and important dates that are coming up. These newsletters are a vital reminder to parents as to why they have chosen to send their child/children to a Catholic School.

The school is well resourced for the teaching of Religious Education and the use of digital programmes and devices to support learning was apparent. In her evaluations to teachers following observations of R.E. lessons, the DRS has given sound advice about the use of The Faith Alive resource.

Each teacher has a Religious Education Personal Professional Learning Goal. These are often very practical, such as becoming familiar with the syllabus at a new level, or more spiritual - "encourage, support and motivate students to pray for others in a way that reflects their compassion and thoughts of others in need." These are written up with the action needed to achieve the goal, Achievement Indicators and the Actual Outcomes. Focussing on the areas for growth has helped teachers to achieve the high level of teaching R.E. which is apparent across the school.

All staff members participate in regular Catholic Special Character professional learning and development through staff meetings and courses. The school is currently working with the Religious Education Advisor to unpack the "Bridging Document for Catholic Schools teaching Year 1 to 8 children in New Zealand." This will provide teachers with freedom to teach the curriculum in a way that is more relevant for today's students.

In 2017 ten teachers completed the Catholic Institute Paper 502 Introduction to the New Testament. The Principal and Deputy Principal currently have Endorsement of Leadership Certification and two teachers require an observation from the Catholic Schools Office to gain classroom level. The DRS is waiting for verification from The Catholic Institute of the qualifications she gained in England to know what level of Certification she has.

The Health curriculum is set in the context of the teachings of the Catholic Church. Parents are consulted about the Pubetal Changes programmes which are taught by an outside agency. All teachers had completed the "Having Life to the Full" course a few years ago, but with staff changes there are now some who do not have this qualification.

Integration of the school's Catholic Special Character through other curriculum areas is obvious in planning and classroom displays. The planning for a Social Sciences/Technology Unit on Sustainability puts the learning experience into the context of being Caretakers of God's World. This assists students to understand and acknowledge that they are God's children.

All classrooms were vibrant and showed effective leaning environments. Teachers have worked hard to make these attractive and up to date. It was very obvious to all Reviewers that they were classrooms that reflected the Catholic Special Character of the school.

## **Next Steps**

That the school explore ways that work done on a digital device at school is able to be shared at home.

That the DRS, at least, completes the “Having Life to the Full” course.

## **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**

“The overall atmosphere of the school is positive. The heart of the school is firmly based in its Catholic Special Character which is witnessed in the way students and staff treat each other” (BOT report to the Proprietor). The staff present the face of Christ to others and the Catholic Concept of Community is evidenced in the school through the cooperation of all members as brothers and sisters in Christ. The school is a welcoming environment where the motto of strength and kindness is lived.

Mount Carmel School and the Parish of Our Lady of Fatima have a strong working relationship which is a strength of the school. This is demonstrated by:

- The Parish Priest sees the school as a vital part of the Parish;
- The initiatives that the Priest has introduced to share with the students at an appropriate Liturgy or Mass, such as the burning of the palms for Ash Wednesday and the Washing of the feet of children on Holy Thursday;
- The baptism of several students at a school Mass, with everyone witnessing this important Sacrament;
- The enthusiasm the Parish Priest shows for his faith;
- The whole school taking part in the celebration for the Feast Day of Our Lady of Fatima, including a procession from the school to the Church carrying a statue of her;
- The acknowledgement by parents that the values relate to the teachings of Jesus and the Church;
- The Parish Priest accompanying the school on a recent trip to Rangitoto Island ;
- Parish and school personnel working closely together and sharing resources and facilities. They have a strong commitment to the common good;
- The school and Parish sharing communication through newsletters;
- Reconciliation being provided for the students twice a year at both Lent and Advent.

The school has worked hard to build strong relationships with its families and this was acknowledged by both the staff and the parents. One parent commented that the school has a community feel, with emphasis being placed on both academic success and Catholic Special Character. He also acknowledged that there is always someone to help if you are struggling. Other parents spoke of the very simple way this happens through people taking the initiative and using social media to assist people in need. The website “takethemameal.com” has been used to provide meals for families who are undergoing exceptional circumstances.

The PTA hold many social and fundraising events for the children and their families, all of which demonstrates that people care. One of the events that they do organise is a book fair, the object of which is to raise money but also to give children access to books that they are able to keep. With all of these activities the PTA and the parents demonstrate that they are living their faith.

Mount Carmel School endeavours to seek opportunities for students to contribute actively to the life of the local and wider community. This has included:

- Making a patchwork wall hanging to raffle to support Ronald McDonald House;
- The school's Ukulele Group performing at retirement homes or local kindergartens during the Christmas season;
- The school's Kapa Haka Group performing annually at the Remuera Library as part of the Matariki celebrations;
- The thoughtful support the students give to Special Needs children during the course of the school day;
- The annual collection of Cans for Christmas appeal;
- The collection of food for the Our Lady of Fatima Foodbank;
- The provision of Christmas hampers for Parish members;
- The collection of toys for the City Mission Christmas appeal;
- Attendance at the annual Catholic Caring Foundation Mass at St. Patrick's Cathedral;

By sharing their time, talents and resources, the students see that "the needy are the face of Jesus" (student). They also believe in the maxim "Treat others as you would want to be treated" (student).

The school welcomes students with Special Needs and provides support and programmes for these children that best suit their learning needs. Support staff who work with these children felt valued and supported in their roles and they feel proud to belong to a school that is so supportive of children with Special Needs.

The Principal is the SENCO leader and she is assisted in this role by both the Deputy and Assistant Principals. Programmes offered by the school to support children include STEPS, Reading Recovery, Rainbow Reading and Nelson Maths. An outreach teacher from Somerville School also comes in to assist these students.

The school also provides for children with Special Abilities through programmes such as Future Problem Solving and Otago Maths. However, they believe that by offering quality classroom programmes these children are catered for by their own class teacher. In doing this the school has been very successful in recognising the needs of their students and catering for them to achieve their potential.

Behaviour Management in the school is based on the school's motto of Strength and Kindness. They have developed a profile of the "Mount Carmel Kid" which is prominently displayed throughout the school, including in the playground. The students know what it is to be a "Mount Carmel Kid" and know that service, caring, respecting God's world and living their Catholic faith and learning to be like Jesus are what contribute to this. Parents are aware of this and the phrases "Is that being a Mount Carmel Kid?" and "What would Jesus do?" are used in the home as well as in the school. Parents interviewed commented "my son talks about Christ being with him when he is upset" and "my son said that he wants to pray when I asked him what would help him". Another said that "the values of

the school relate to the teachings of Jesus and the Church". Certificates are presented at assemblies for demonstrating Catholic values and "Mount Carmel Kid" attributes.

The school recognises Māori as tangata whenua and has an understanding of the principles of partnership and participation. A support group, Te Puna Manaakitanga has been established to provide the opportunity for interested families to meet outside of school to socialise, support and learn from each other. This group meets regularly and works towards benefiting their own and other children in the school. They train the school's Kapa Haka Group and are involved in Māori Language Week. One BOT member is available to assist with Māori pronunciation as required

The school has developed a progressive Te Reo Māori language curriculum. By the time the students are in Year 6 they should be able to do a simple Pepeha, and know Waiata, Karakia and Te Reo that is used in the Religious Education curriculum. This is an excellent document and could be used as a model for other Catholic schools. This alone reflects the school's commitment to the principles of Te Tiriti o Waitangi and the commitment of the Catholic Church to bicultural partnership.

Numerous opportunities are provided for the students to contribute actively in the life of the school. These include being House leaders, play monitors, Junior leaders, computer monitors, Librarians, Worm Farmers, Gardeners and A.V monitors for school Masses. While some of these are reserved for senior students others are performed by younger children. Students aspire to these roles which they see as part of their role as a Christian, to reach out and support others.

When interviewed one parent said "the schools Catholic Special Character is incorporated into everything the school does throughout the day. Children are made to feel very special at both school and Parish Masses and it is through my involvement at the school that I have been pulled back into the Church. If it wasn't for this school I would probably not be a practising Catholic."

### **Next Steps**

The school could look at holding a second Sunday School/Parish Mass during the year.

The school should investigate further ways to encourage students and their families to attend Parish and school Masses and events.

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

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

### **Areas of Success**

The BOT has a good mixture of new and experienced members. A parent survey conducted by the Board in 2017 showed a large number of responses and a high level of satisfaction with the school. This must have been very pleasing for both the BOT and the staff. A similar survey was done this year with equally good and in some cases improved results. In this later survey a number of the questions relate to the school's Catholic Special Character.

The Principal's reports to the Board contain much information about the school's Catholic Special Character, keeping the Board well informed. This includes news about the Parish, Masses for the school and staff, Principal's Forum days held by the Catholic Schools Office and service and outreach in which the school has been involved.

The BOT work well as Governors and continually review and update documentation, including school policies so that they reflect New Zealand's cultural diversity, the unique position of Māori culture and the school's Catholic Special Character. A strategic goal in the 2018-2020 Strategic Plan is to strengthen the Catholic Character of the school and outlines initiatives on how this is to be achieved. These include for 2018 the familiarisation with the Religious Education Bridging Document, Outreach, Professional Development and Meditation.

The BOT provides the Proprietor with a review of Catholic Character each year which included for 2017 a summary of the self-review conducted on Religious Education and how recommendations from the findings enhanced the schools Catholic Special Character.

All of these initiatives have helped to safeguard and strengthen the school's Catholic identity.

At the time of the Review the school was compliant with its Integration Agreement in regard to maximum roll compared to actual roll.

As part of the Catholic Special Character Review process a preference audit was conducted on 25 June 2018 and updated at the time of the Review:

<b>Year</b>	<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	<b>5.4</b>	<b>5.5</b>	<b>Total</b>	<b>NP</b>
Y0/1	42	-	2	-	-	44	2
Y2	34	-	4	-	1	39	2
Y3	44	1	2	-	-	47	1
Y4	42	-	1	1	-	44	1
Y5	40	-	4	1	1	46	-
Y6	52	1	-	-	-	53	2
	254	2	13	2	2	273	8

The school collects preference forms and copies of Baptismal Certificates for each enrolment. These are extremely well organised and it is easy to find the required information.

The audit found that:

- 93% of preference students are 5.1 criteria;
- 2% of current students are non-preference;
- The Parish Priest's drive to get students into the Baptismal programme has had an effect when as evidenced by the number of Year 6 students who come under the 5.1 category.

The school is aware that they are short of one S464 position but plan to rectify this immediately as there are people on the staff who would fill the requirements of a tagged position.

## Next Steps

Board of Trustee members need to continue to become familiar with the Bishop's Conference book "Catholic Education of School Aged Children."

The BOT could consider taking part in an annual Retreat day to focus on their role as a Trustee of a Catholic school.

## Recommendation

While students know the names of the four Houses (St. Brigid, St. Mary MacKillop, St. Francis of Assisi and St John XXIII) they are unsure about the significance of these people to the life and history of Mount Carmel School. This teaching could be incorporated into the unit done at the beginning of the year "Through my Catholic Faith I learn to show love, care and respect."

## Conclusion

Mount Carmel School is very successfully living its Vision and in the students it is obvious that they have been guided in living and learning the Traditions, Practices and Values of the Catholic faith and Brigidine charism of Strength and Kindness. The school's leadership team, staff, Board of Trustees, the Parish team and the supportive families have all contributed to this by providing the students opportunities to encounter Christ while being the face of Christ themselves.

Parents should be very happy in the choice of school they have made for their children to receive an excellent education while forming a relationship with Christ and his Church. This can be summed up by quoting a Grandparent:

*"We attended the 2018 Grandparents Day for both the Junior and Senior schools and will treasure that experience always."*

*"The students' behaviour before, during and after Mass was impeccable. They are a credit to your school and their families. The reverence displayed and the hymns sung with such enthusiasm brought tears to our eyes. There was an abundance of love in the Church on those days and we felt totally blest."*

*"Thank you for your dedication and commitment to keeping the faith in our grandchildren's lives. We really appreciate all your efforts and look forward to many more school activities."*

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

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**Neil Laurenson**  
Reviewer

Date: