

CATHOLIC DIOCESE OF HAMILTON



***Āhuatanga Katorika
Kaupapa Arotake
Te Pūrongo Arotake O Waho***

***Catholic Special Character External
Review Report***

***St John's College
Hamilton***

Review conducted on 5-8 July 2021

Confirmed Report 10 August 2021

St John's College Hamilton

School Details

Name of School: St John's College

Address: 85 Hillcrest Road Hillcrest, Hamilton 3216

School type: Integrated - Catholic Boys School Year 9 - 13

Actual roll: 842 **Maximum roll:** 925

Non-preference maximum: 47 (5%) **Actual non-preference number:** 34 (4%)

5.1: 627 (74.5%) **5.2:** 15 (1.8%) **5.3:** 103 (12.2%) **5.4:** 60 (7.1%) **5.5:** 4 (0.5%)

Roll based staffing entitlement: 57.2 **Refugees:** N/A **Fee Payers:** 8 (0.95%)

Required number of Catholic Character CI 47 positions: 23

Filled number of Catholic Character CI 47 positions: 19 plus Principal and DCC

Principal: Mr Shane Tong **Director of Religious Studies:** Mr Marcel Bormans

Chairperson, Board of Trustees: Mr Richard Spelman

Elected Members

Proprietor's Reps

1. Bevan Bayne
2. Kathy Duff
3. Richard Spelman
4. Briar Virtue
5. Andrew Webby

1. Angela McWilliams
2. Stephen Chatwin
3. Rick Cartmill
4. Tony Fraser-Jones

Staff Rep: Ms Jude Bartram

Chaplain: Father Richard Laurenson

Review Team:

Lead Reviewer: Terry Consedine

Accompanying Reviewer/s: Wendy Consedine, John Coulam

Ngā Whāinga O Te Arotake-Aims of External Review

The New Zealand Catholic Bishops' Conference wishes the external 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 *Āhuatanga 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 ākongā:

- Te tūtaki ki 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 kaitiakitanga me to whakapakari i to tuakiri 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 5-7 September 2017 Catholic Special Character Review for Development Report

- 1 That St John's College, Hamilton, continues to develop its Special Catholic Character through its processes of review, prayer and reflection.

The college has put more resources into Catholic Character by giving the Director of Catholic Character more time. He now has more than the Heads of Faculties and the only staff with more time are the Deputy Principals.(the school has changed the name to Director of Catholic Character which better fits the profile.)

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?

The Principal, supported by the Senior Leadership Team, articulates and promotes a faith-based vision for the school. They are clear that in preparing their young men for life, they hope to provide a solid foundation for them to become men who live out the Gospel values by taking responsibility for themselves, their actions and most importantly those that rely on them. The Principal and Director of Catholic Character both show very effective leadership in Catholic Character and are strong positive faith-filled role models. Since the last Review the Director of Catholic Character has been given more time and is included in the Senior Management Team. He is a well respected person who is hugely dedicated to the Catholic Character of the College and leads by example. The Principal always teaches one class and this has sometimes been for Religious Education.

"I am adamant that we will not lose our Marist Catholic values/spirituality and 'lens' under my watch. Our vision is that our boys - no matter what their background and current beliefs- have and keep an open mind and heart to at least the possibility of God and Christ as our Saviour." (Principal)

St John's College is in good heart, with a well embedded vision of Catholic spirituality through a Marist lens: "Preparing Young Men for Life". This is well understood by kaiako, ākonga and the community offering numerous opportunities for the development of a personal relationship with Jesus. This begins with the staff, a number of whom are excellent role models in their own Faith. Rich and varied prayer is an integral part of the daily routine. Every day staff morning meetings start with shared prayer. This is frequently led by the Principal.

'These come from the heart and are not scripted'. (Principal)

Other staff are sometimes invited to lead. We were told that what staff most value is the opportunity to openly share their intentions and thank you prayers. Staff commented how much they valued this inclusive outreach. This practice alongside the Tuesday Reflection has become a real connecting feature to a very positive culture among the staff. A number of new and visiting staff have commented how welcome and included they have felt in being part of this practice.

"Morning prayers and intentions during staff briefings and meetings support the family spirit." (staff member)

All Religious Education classes and vertical form classes begin with a prayer and staff are encouraged to begin other subjects with prayer also. Ākonga are expected to be still and

focused during this time. Ākonga are invited to lead these prayer times or to share any intentions they may have. This encourages regular quiet and personal reflection. In some classes, one kaiako begins class with Adoration which invites ākonga to a personal, face to face encounter with Christ. This encourages quiet and personal reflection for ākonga and the staff member present. The quiet respect shown by the ākonga was most impressive to the Reviewer who observed this. In other classes meditation is a key tool. There is recognition that some staff may not feel comfortable in leading prayer and that this is a channel for them to pass the opportunity over to boys who do. It was noted also that ākonga, especially seniors, are able to articulate a spiritual, gospel-based response to a number of major life questions including individual, social and global issues. They freely share their views with their kaiako. The school takes opportunities to encourage attendance at Sunday Mass and reception of the Sacraments. A recent ākonga survey showed Saturday/Sunday Mass attendance: (15.3% weekly; 5.7% fortnightly; 8.5% monthly; 29% once or twice a year 41.4% never attend Mass. The college recognises there is still work to be done in this area.

There are three full school Masses celebrated throughout the year in the Cathedral. There has been a long standing tradition of a voluntary weekly Mass. In recent times, this has changed to fit with Assembly. It has become Mass fortnightly for half the school in the old gym. Each Mass accommodates about 440 ākonga and staff. Father Richard Laurensen, the present chaplain, is the usual celebrant. The effect of this change is although Mass is celebrated less frequently, more ākonga get the opportunity to be present at Mass twice a term. It is a wonderful witness to have the Principal, the Leader of Learning Religious Education and the Assistant Head of Mathematics all contributing their hands-on talents to the Music group accompanying the boys' singing at Mass. When the Review team spoke with Father Richard he commented that he had really valued the previous situation of weekly voluntary opportunity, not just that it made it easier to remember but because the ākonga present were all choosing to be there. However, he did understand what the College was trying to achieve. The college has valued his work as their chaplain. The commitment of Father Matthew, especially in offering the Sacrament of Reconciliation every Friday has also been appreciated.

There has been a well founded tradition of rich Retreat opportunities for ākonga at all levels of the College. These provide great spiritual challenges to the young men. These are appropriate to the stage of life that they are at. These are special times where the strong Marist values of the school are reinforced. Ākonga spoken to said that they valued these wonderful opportunities. The College has valued the support and presence of the NET team at many of their Retreats. Some of the National Evangelisation Team (NET) regularly come into the college, mixing and mingling with the college ākonga and encouraging them to be part of the Cathedral Parish Youth Programme – Life Teen. The impact is that a number of ākonga have taken up the opportunity and actively participate to grow their Faith further.

Another exciting recent development and an evangelising opportunity for the school has been the re-establishment of a Rite for Christian Initiation of Children (RCIC) Programme which has been really well received by the college community. It is recognised that in an ideal world it would be good to link with parishes but for a number of these ākonga their real experience of Faith is what they experience within the College. The College values the support of Bishop

Steve. The programme consists of six talks, a Retreat, a meeting for parents/godparents/sponsors, Reconciliation and a practice at the Cathedral for the ākongā. The recent numbers are impressive 2018(4); 2019(0); 2020 (29); 2021(21) and eight baptisms out of 241 non baptised Catholic. The impact of this is that not only is it a possible life changing experience for the ākongā involved but a real witness to the rest of the school and the community as the ākongā receive the Sacraments during Mass on an already significant day of celebration for the College, Marcellin Champagnat Day.

The 'Eagle' newsletter to parents is a source of evangelisation. It informs parents and lets parents know what is happening in the school. In particular parents are actively and warmly encouraged to be part of the celebration of upcoming School Masses. The Principal takes the opportunity to share a faith feature. This is very well supported by the Director of Catholic Character who also makes a contribution for reflection. The college website provides clear information in this regard also. Parents are informed about the Religious Education Programme and any Special Character Events via eLinks. The impact of this is that the parents feel well informed about school celebration events and know what the ākongā are learning in Religious Education.

Next Steps for Development

- Building the capacity through the Leaders of Learning for staff to feel confident in the leading of prayer themselves or empowering their ākongā to lead prayer in the classroom.
- Building a team to support the Director of Catholic Character and Director of Religious Education for taking responsibility for future Catholic Character Development in the school. (This could include the identification and enlisting support of tagged kaiako)
- Explore the potential for a sacred space (perhaps combined with a Performing Arts Centre) where a significant part of the school can gather to celebrate Mass and perform drama.

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?

The College takes a number of opportunities to assist the community to grow in their knowledge and understanding of Jesus Christ. The Leader of Learning for Religious Education is a faith-filled enthusiastic leader who is well on her way with her qualifications in Religious Education. She is working to support Religious Education staff who are taking opportunities to become suitably qualified. As an example, there are six Religious Education teaching staff about to study TH505 'Issues in Christian Ethics'. This paper is one of several towards a qualification in the New Zealand Certificate in Religious Studies. One Religious Education staff member has a Theology Degree, another has a Philosophy Degree and the Diploma in Religious Studies Stream Religious Education and gained the level of 'Leadership in a Catholic School', and the third Religious Education staff member is two and a half papers away from gaining this certification. Others are about to begin this process towards certification. The Leader of Learning works closely with the Director of Catholic Character on a range of initiatives to build the capacity of the Religious Education Department.

The school implements the nationally mandated Religious Education Curriculum delivering its Achievement Objectives with integrity for the correct number of hours as specified by the New Zealand Catholic Bishops. There are resources provided as a background for individual kaiako planning on the school drive. Kaiako make effective use of NCRS online curriculum material including 'Faith Central'. Religious Education classrooms have a bible for each ākonga to use and a number of Catechisms and Catholic Youth Handbooks that the ākonga are able to access easily. All classrooms have a bible that can be used at prayer times and a crucifix above the door or in a prominent place in the room. In Religious Education classes Catholic Social Teachings are explicitly taught at all three senior levels. Traditionally the ākonga are offered three NCEA standards at Levels One to Three per year. There is a plan to trial doing two Standards at Level One and offering Hauora learning in the latter part of the year. The Faculty is about to embark on the journey towards unpacking and preparing kaiako for the new curriculum. The Church's teaching on the value of and respect for life is promoted in a variety of subject areas. In English and Drama for example, texts chosen for class use are those that support Catholic values.

"The Religious Education Programme has initiated many fabulous discussions at home as a family." (Parent)

There have been a number of opportunities for all staff to develop their understanding of Catholic Character. Catholic Character staff meetings occur twice a term. Topics have included: Imitating Mary; Māori Spirituality connection to Catholic faith; Mother Teresa clip talking about Prayer, Faith, Love, Service and Peace; Blessings – what are they and what is their importance; Pillar focus for the year "Love of Work"; What it is to be a Marist Educator. A further opportunity to build depth here could be to consider sending a team of key kaiako to the Catholic Convention in Wellington in 2022.

The College has a real strength in living their Pillars of Presence and Family Spirit. New staff quickly feel part of the culture. A very comprehensive induction programme is offered to new kaiako and support staff, including a 'New to Marist Schools' day at Sacred Heart College in Auckland. New kaiako attend the 'Kaiako New to a Catholic School' day run by Chanel Centre. They also attend one afternoon session on the college's Special Character as part of their new kaiako college induction programme. This session is facilitated by the Director of Catholic Character. All staff are invited to participate in the Commissioning Mass celebrated at the Cathedral with Bishop Steve. Both staff (mainly those that are Catholic) and ākonga who have leadership roles and the Catholic Character team attend.

As part of the Sexuality Programme every year 'Real Talk' comes to speak to all ākonga by year group. The themes are: Year Nine – Getting Real in the Digital World; Year Ten – Stronger; Year Eleven – Love and Life; Year Twelve – Sexualisation and Pornography and Year Thirteen – Consent and Respect.

Next Steps for Development

- Ensure that those kaiako who are teaching Physical Education and Health can work with the Religious Education Faculty to complete the 'Living Life to the full' paper so that they can both contribute to the Sexuality section in line with Catholic Teaching.
- Become familiar with the new Religious Education Curriculum To Tatou Whakapono and build staff capability around this new approach.

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?

The Catholic principle of 'Option for the poor' in its widest sense is alive and well at St John's College both in feeding ākonga who need breakfast or lunch provided by St Vincent de Paul but also meeting the needs of those who struggle with life. There is a ākonga welfare fund. The bursar works closely with the Director of Catholic Character and Counsellors to identify and inform each other of ākonga whose families are struggling to make ends meet and pay the fees. This fund also includes food parcels, grocery vouchers, and stationery. Uniforms are made available to ākonga cheaply or free of charge where help is deemed necessary. Ākonga with special needs are well catered for in the College. There is a generous number of teacher aides to meet the needs of particular boys.

"The whole child is looked at and moulded - no judgments made." (Parent)

"... The Pillars are focused on... boys are proud to be a 'Marist Man' (Parent)

There is a mufti fundraiser each term to support a Catholic group: Relay for Life – Term One: (in support of two kaiako with cancer); Term Two San Michel Catholic School in Vanuatu; Term Three: St Vincent de Paul Society; Term Four: Caritas. Also ākonga and staff bring in a non-perishable item of food or health product that is gifted to school families in need.

Johnnie's Angels is a group of parent supporters of the College who make meals for families who may be in need. People's circumstances remain confidential between the counsellor and the Director of Catholic Character. As part of community and parish outreach a selection of ākonga represent the college and attend significant people's funerals, Via Crucis on Good Friday at the Cathedral and attend the local ANZAC Day memorial ceremony. Some boys help with the RCIC programme at the parish. As a support to other Catholic primary schools in the local area St John's College hosts a sports day at the college and the reviewers were lucky to see this in action. A group of Young Vinnies run a barbecue every fortnight to raise money for St Vincent de Paul Society. More plans are underway for further service opportunities.

Pastoral care in the College is very well embedded. There is a strong family culture among the ākonga and kaiako. Boys understand what it means to be a "Johnnie's boy" and are proud to be a part of it. Each faculty area has its own internal disciplinary procedures that are built from the MORE Behaviour Matrix. This is a grid that combines PB4L principles with the Marist tradition. (Motivated, Organised, Respectful, Excellence). This approach consists of reconciliation and restoration of relationships between staff and ākonga and ākonga with

ākonga as well as consequences for bad decisions. The junior boys love the MORE cards as a positive reinforcement given out by kaiako to encourage positive behaviour.

“MORE gives boys a motivation to do good... we are focusing on the positive” (ākonga)

If a boy gets a certain number of cards, food is provided in the form of pizza as a reward. The boys spoken to by the Review team thought that bullying was rare and any conflict that arose was dealt with effectively by either themselves or the staff. The impact of this system is that everyone is on the same page with discipline, ākonga, kaiako and parents.

“Boys know where they sit” ‘The Staff like our boys’ (Parent)

Leadership opportunities for ākonga are a strength of the college. Every year a group of seniors are selected as Prefects and Leaders of Houses. Among this group are two Catholic Character Leaders who lead a group of ākonga. They actively support Catholic Character events including Mass preparation and multiple other activities in support of the Director of Catholic Character. At the start of the year the two Special Character Leaders travel to Auckland for a three day Ākonga Leaders Course run by LOGOS Youth Team. They also attend and participate in the LOGOS youth mass that takes place at St Patrick’s Cathedral in Auckland as well as Caritas Leaders Day. Every year three Head Ākonga travel to Kaiapoi (Christchurch) for a three day Marist School Leadership course led by the Marist Brothers. There is also a Tuakana programme for looking after the new Year Nine ākonga. At the start of the year, Year Twelve ākonga come in two and a half days early to be with the Year Nine ākonga to help orientate them. They then carry on as support people for them in the vertical form groups.

As a community within the larger community of the parish and diocese the school seeks to work collaboratively with the parishes and the diocese. A group of ākonga support the Bishop in celebrating the memorial of Rangiaowhia. Earlier this year a number of ākonga accompanied the Director of Catholic Character on the ‘March for Life’ in Hamilton. This was an opportunity for the ākonga to witness their Catholic values to the wider community. Recently more than half the staff and a number of ākonga took part in “Relay for Life raising over five thousand dollars for the Cancer Foundation. This provided a very good witness to the community. It showed that ākonga and staff are prepared to get involved and support those in need at the same time. This event gained huge support from the community and shared great Family Spirit.

The college celebrates the cultural diversity within its school community. There is one Māori whanau form group. There are 45 ākonga in this group which equates to one third of the Māori roll. Two Māori kaiako lead this form group. There have been two whanau hui this year. The particular focus was the review and update to the Māori Strategic Plan. All Māori whanau are regularly contacted through Whatsapp, Email, Facebook and Kanohi to kanohi. The weekly Wananga Kai and Study Programme and the Māori mentoring programme are both impressive initiatives to support young men. Some ākonga spoken to by the reviewers felt that this helped recognise and celebrate their culture in the College. There is a specific strategic plan for Māori as an extension of the College Strategic plan. The Maori Graduate Profile is well portrayed

around the College giving young Māori ākongā something to aspire to. The Senior Leadership team is currently part of the Kawenata programme. Its role is to enhance relationships with Waikato/Tainui and Kingitanga. There is a good relationship with the Hukanui marae giving connection to local hapu. There is a plan for professional learning for all staff on Te Ao Māori in October this year.

There is also a Pacifika form group. There are plans ahead for leadership, mentoring and transition programmes which are supported by Power-Up (Community organisation). Cultural performances are a feature. The Dean is planning to survey the ākongā to check their needs as well as invite parents to a fono.

“The school is very welcoming and accepting of all cultures and offers all its ākongā a very sound education within a Catholic Christian environment.” (parent)

Staff well-being is seen by a number of staff as an important part of the family spirit that is firmly embedded. A number have commented that the way they pray openly for each other and their whanau as well as the fun and laughter in the staffroom is a source of great support. They also feel well supported by the Senior Management Team. The school counsellors make themselves available to support staff if required. Off-site counselling is also available. Staff value the Pillar nominations where staff “caught” living the Pillars are nominated and one is chosen to be rewarded every Friday.

Next Steps for Development

- To continue to increase the opportunities for ākongā voluntary roles in parishes and build on the work of Young Vinnies and Volunteer Army (in line with the 2021 Pillar Love of Work).
- Extend self-review of Catholic Character to include the four review dimensions of Spiritual Growth, Growth in Knowledge, Christian Witness and Safeguarding as well as Strengthening Catholic Character over a three year period [Link](#)

Dimension 4: Te Kaitiakitanga Me To Whakapakari I Te Tuakiri Katorika-Safeguarding and Strengthening Catholic Character

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

The Board of Trustees and Senior Leadership Team ensure that the vision and strategic direction for the college clearly and openly reflect the Catholic Character.

At the time of the review the school had submitted the attestation document covering off the compliance requirements and the 2020 Proprietor’s Appointee report had been received by Bishop Steve.

The Review team acknowledges the difficulty that Catholic colleges have in attracting Catholic kaiako (kaiako) for tagged positions. The school is currently not compliant in employing the

required number of tagged kaiako, although the deficit is only two positions. The Board of Trustees and the Principal are now aware of this and will be actively seeking tagged kaiako.

In reviewing the letters of appointment for permanent teaching staff, it was noted that the letters did not explicitly state if the position was tagged or untagged. Examples of letters of appointment can be found on the New Zealand Catholic Education Office website. The current letters will be sufficient as long as there is a clear statement in relation to the position being tagged or untagged. A record of tagged staff should be readily available and the Board of Trustees informed annually of the status of tagged teaching positions held.

The school meets its compliances with regards to preference and non-preference pupils. A record is kept of the enrolment status of ākongā as to what preference criteria they are enrolled under or whether they are non-preference. All records are easily accessible through the Principal's executive assistant.

The Board of Trustees is very clear about its obligations around Catholic Character and do view all responsibilities through a Catholic lens. The Annual Plan has clear expectations for appropriate cultural responsiveness and diversity as well as a focus on strengthening the Catholic Character across the school. The Board receives reports from the Principal and the Director of Catholic Character on issues pertaining to the Catholic Character of the school and Religious Education. These reports keep them informed of progress in the Catholic Character development in the college.

All school promotional material reflects the Catholic identity of the school, in particular the Charism of the Marist Brothers through the Pillars (values) of:

- Simplicity
- Family Spirit
- Presence
- Love of Work
- In the Way of Mary

It was noted that currently only two of the teaching staff out of fifty seven hold a Religious Education qualification. One other staff member is working to complete a recognised qualification in Religious Education. Consideration needs to be given as to what support is needed to build the knowledge in faith capacity of staff, particularly those in tagged positions, and to increase the number of qualified Religious Education kaiako in the College.

An opportunity exists to include aspects of Special Character in the professional growth cycle of staff.

The policies are in the process of being converted to School Docs and have the necessary Catholic Character components throughout.

Next Steps for Development

- Explore avenues to look at including Catholic Elaborations to the staff reflection document for Professional Growth Cycle.
- Extend self-review of Catholic Character to include the four dimensions of Spiritual Growth, Growth in Knowledge, Christian Witness and Safeguarding as well as Strengthening Catholic Character over a three year period [Link](#)

ST John's College Hamilton

Catholic Special Character Review Report Summary

The strong leadership in Catholic Character from the Principal with a supportive Management team, Director of Catholic Character and Leader of Religious Education is a real strength of the College. The strong culture of prayer among the staff as well as personal Reflection sharing continues to build a strong sense of community among the staff. The leadership within the Liturgy with music and high ākonga participation is a real witness. The Marist Charisms are very well embedded among the staff, ākonga and community. Prayer in a variety of forms and Mass celebration are enriching features. The addition of the MORE matrix which backs up the Marist approach to pastoral care is a continuing strength.

There are regular staff meetings (twice a term) where Catholic Character is the focus. There is a well resourced Religious Education programme. There seems like a high motivation especially from the senior school to discuss social issues in particular. Staff are aware of the need for building professional learning in this area and ultimately becoming more qualified. This focus is not just for Religious Education Kaiako but the challenge is there also for kaiako in Tagged positions. The college has been blessed to have the support of a priest chaplain who has supported them especially in Mass celebration. The addition of weekly Reconciliation on site has been a welcome addition.

The akonga are offered numerous opportunities for Leadership in Catholic Character related activities. The Catholic Character committee work in the background to support the Director Of Catholic Character in the preparation of Liturgies and Mass. They assist in the production of Liturgies to be used in vertical form classes. They are also a key in representing the school at significant Catholic Character Events. The work of leaders in the local Catholic primary schools is a great benefit to the local Catholic community. Some of this has been in sport but there has been talk of working with them on Retreats and assisting the Principal in his promotion of the school in the many contributing parishes.

Areas of growth since the last review report

Although the College has had a strong history of ākonga evangelisation, the reinvigorated RCIC programme and the place that it has in the college has become a real strength. Strong numbers over the last two years in particular has been a real source of celebration. This year the college celebrated this on Champagnat Day, a day that has real significance for the college. This meant that this has become a source of real witness to the whole community.

The 'Marist Man' has been developed over a long time. Since the last review this has become further embedded. Ākonga have a strong sense of what it means to be a 'Marist Man.' Ākonga

are given a huge range of opportunities to live out the Pillars of the Marist Order. The students are able to articulate how these Pillars fit with living the Gospel of Jesus and a significant number are endeavouring to do so.

Recommendations:

1. Have a staff professional development plan in Religious Education with the purpose of growing knowledge in the faith for all and increasing the number of staff in the school who hold a Religious Education qualification. In the process be creative in ways to support staff to achieve this.
2. To build a Graduate Profile that highlights the Marist Pillars of Presence, Love of Mary, Family, Simplicity and Love of Work. (There is already one in place for Māori students)
3. Actively seek tagged kaiako and ensure letters of appointment for all permanent kaiako state whether the position is tagged or untagged.

The Review team is confident that the St John's College, Hamilton leadership team (Board of Trustees, Principal and Director of Catholic Character) 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 St John's College, Hamilton for their warm welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic Character. The organisation and preparation for the review by the college, especially from the Director of Catholic Character, was exemplary and this is greatly appreciated.

Terry Consedine
Lead reviewer

Wendy Consedine
Assistant Review

John Coulam
Manager of Catholic Education

