

Catholic Diocese of Dunedin

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

CATHOLIC SPECIAL CHARACTER EXTERNAL REVIEW FOR DEVELOPMENT

Report on the external review visit for

Kavanagh College

Dunedin

Review conducted on: **13-15 May 2019**

Lead Reviewer: **Mrs Mary Cook**

Date of Confirmed Report: **27 May 2019**

School Information

Name: Kavanagh College

Address: Rattray St, Dunedin

School Type: Co-educational Year 7 - 13

Actual Roll: 717

Maximum Roll: 900

Non-preference Maximum 5%

Actual non-preference: 70

Roll based staffing entitlement: 49.24

Principal: Mr Steve Read, Acting Principal

Director of Religious Studies: Mrs Kathleen O'Kane, Acting DRS

BOT Chairperson: Mr Trevor Thomson

Chaplain: Fr Sani Lam

The Aims and Framework of the external Catholic Special Character Review for Development

The 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.

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

1 Te Tūtaki Ki A Te Karaiti – Encounter with Christ

2 Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

3 Te Whakaaktu Karaitiana - Christian Witness

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

Reviewers encourage and commend best practice, and, working with the school, provide indications of opportunities to further strengthen and develop Catholic culture.

The report also includes information about the school, a brief summary and a report on achievement of recommendations from the last external review

Recommendations from the 2015 review

Catholic Community

1. As part of the annual review, analysis is carried out and reported about teachers certification and details of their training in sexuality education. The three yearly review identifies possible Strategic Goals and/or Annual Plan Targets.

RESPONSE:

A list is available of certification and teachers who are trained in sexuality.

2. Principal, teachers and support staff should have a special character goal and be appraised against that goal each year. The appraisal of the Principal, those holding S65 Tagged positions, Religious Education Teachers particularly and all other staff should include a review of Catholic Special Character responsibilities. If an external

professional is contracted, the appraisal of the Principal should be carried out by an external reviewer who understands the Special Character dimensions of leading a Catholic school.

Response:

(NB The S65 Tagged position is now referred to as S 464) This is a strategic goal of the College. The Principal and staff have a Special Character goal as part of their appraisal. All staff have had a review of their Catholic Special Character responsibilities this year. The review of the Principal was being carried out by a former Principal of a Catholic secondary school.

Pastoral Care

3. Kavanagh College does not currently analyse enrolments under each of the criteria. It could be beneficial to do so in the future, especially if the document *Catholic Education of School Age Children* encourages more emphasis on inviting students to prepare for Baptism. Recording the criteria under which students are enrolled eg “5.1 student baptised” will further assist the Senior Leadership Team to tailor Sacramental preparation and Religious Education programmes to meet the particular needs of students.

Response:

Analysis is yet to take place and has been discussed during the 2019 external review. However there is a targeted Sacramental programme in place through the College Chaplain.

Religious Education

4. The Charter states that all students study Religious Education. It is important to provide a specific programme to meet the needs of international fee-paying students. After initially studying a separate course they may be better equipped to cope with the regular Religious Education curriculum. The College might consider providing an induction course for students new to and unfamiliar with Church and Catholic education in Years 7 and 9, and international fee-paying students as well as new immigrants at all levels.

Response:

The College provides for non-Catholic students and those who may be unfamiliar with Catholic practices at the beginning of Year 7. International students participate in Retreats. During the 2019 external review we have discussed Religious Education for international students and made a recommendation.

5. The general policy statement for Religious Education is included in the Curriculum Policy and does not address issues specific to Religious Education: as a Year 7-13 school Kavanagh College must deliver the primary and secondary national curricula; mandated minimum hours and teacher Certification. It is important that the time devoted to Religious Education is in accordance with the Bishops' guidelines. With the ten-day timetable and competing demands regular monitoring of Religious Education learning time will be of benefit. Note that special character and/or liturgical celebrations are not included in the mandated hours. Consideration can be

given to a separate Religious Education Curriculum Statement incorporating these hours.

Response:

The College meets the New Zealand Bishops' Conference mandated hours for the teaching of Religious Education from Year 7-13. Currently all policies are being reviewed by the Board of Trustees.

6. The majority of teachers deliver the curriculum with professional knowledge and good pedagogy. The DRS will need to provide on-going support for individual teachers who are temporarily unable to maintain the expected standard of student engagement and achievement. There is benefit for the school linking with the Secondary Schools Religious Education advisor who clearly brings objectivity to the importance of quality teaching and learning in Religious Education.

Response:

Support is provided for teachers by the acting DRS and acting Assistant DRS who are also working with the advisor Katrina Van der Water.

Governance

7. Special Character and Religious Education goals are documented and current. While there is an annual self-review and reporting to the proprietor, there is no programme of self-review as recommended by Kavanagh College's 2012 external review. It is important to set in place the 3 year cycle of self-review : Catholic Community, Pastoral Care and Religious Education. The 2013 Edition of *Catholic Special Character Review and Development* provides a comprehensive list of criteria from which to select those relevant for continuous improvement in Kavanagh College.

Response:

In 2018 the DRS led a team of Religious Education and tagged teachers to work through the 2018 version of Catholic Special Character Review and Development document. As a result of this Dimension 3 was selected for the internal review in 2019.

8. All but two of the tagged positions are filled. Kavanagh College is fortunate to have several fulltime permanent fulltime teachers who are eligible to assume a tagged position. It is important for the Board to fill the two vacancies as soon as possible.

Response:

Owing to staff changes the College currently has five tagged vacancies. However the College is still in the fortunate position of having current teachers who may be eligible to assume a tagged position.

9. With an allowable maximum roll of 900, the non-preference entitlement is 45 students. The roll at the time of the review, significantly exceeded this entitlement of non- Preference students. The Board will be obliged to develop an action plan, including timeline, to address this anomaly.

Response:

This recommendation has not been followed. The non-preference roll continues to be well over the entitlement. It is important that the Board responds to this anomaly.

External Review Report 2019

Kavanagh College has worked through some highly emotional times during the last year. These included the death of a very popular teacher through cancer; the sudden death of a teacher's child; a student suicide and in March the sudden death of the Principal Mr Tracy O'Brien. After discussion between the Kavanagh College Board of Trustees and the Dunedin Catholic Education Office it was decided to proceed with the 2019 Catholic Character External Review for Development of Kavanagh College as planned. Mr O'Brien had resigned with effect from the end of Term 2, 2019, and had requested that the external review take place before he left so that the incoming Board and Principal would be able to have a clear picture of the Catholic Special Character of Kavanagh College.

Dimension 1: Te Tūtaki Ki A Te Karaiti - Encounter with Christ- Areas of Success

Spiritual Formation

Prayer is an important part of College Life. Each day all Tutor Groups and Religious Education classes begin with a prayer or reflection. Some subject classes also begin with a prayer. Regular Chapel times, in the Cathedral Chapel, for year groups provide the opportunity for Tutor groups within the year group to take turns planning and leading the liturgy so that it is relevant to the year level and enables students to lead liturgy.

The four goals Respect, Service, Justice and Truth have been developed from the founding religious orders' charisms. They are directly linked to the Gospels and underpin all aspects of College life. Both the College prayer and song reinforce these values. Students commented on how they enjoyed singing the College song and that it was meaningful for them.

Retreats are organised for Years 7, 12 and 13. This year they were all organised and run by the acting DRS and acting Assistant DRS supported by teaching staff. The Year 7 retreat focussed on "Getting to Know You" and linked into the first unit in the Year 7 Religious Education curriculum. This was very appropriate for students who were new to the College and also for those that were new to Catholic education.

The Year 12 retreat had the theme "*Development and Looking at Self*". It was held from 9.00 am to 8.30pm in an offsite venue which provided space for silent reflection and personal prayer. At the end of the day the College Chaplain celebrated Mass. Year 13 have a two day retreat which this year will have the theme "*Where now and in the Future*" aimed at helping students to recognise that if they do not have a firm foundation for life they are able to start again.

Evangelisation

The College Charter details the four Kavanagh goals and breaks each one down into clearly articulated and expanded explanations. These are living goals. The goals and their explanations have been made into posters and are displayed around the college. Teachers were observed referring to them with students on several occasions.

The first goal in the annual plan is on Special Character and includes very clear objectives.

Teachers who are new to the college have an induction programme which includes Catholic Character and the Staff Handbook has very clear information on this at the beginning of it. Year 7 students and students new to the school at other year levels also participate in orientation and the expectations of being in a Catholic school at the beginning of the school year.

All school communications play a role in evangelisation. The weekly newsletter has a defined Special Character section and is regularly used to inform parents of the events of the Liturgical Calendar, eg Issue 6, 2019, referenced Ash Wednesday and Issue 9, 2019, the acting Principal informed the community about the Sacrament of Reconciliation and the Easter liturgies which were to take place. The College magazine and the occasional publication *Ipsa Duce* also highlight Special Character events. The College website is well used to promote the Catholic Special Character and good use is made of the College Facebook page to communicate with the school community.

Student enrolment forms contain details of which sacraments have been received by students with 5.1 preference. This data is not analysed. The Chaplain offers a sacramental programme for students. If the enrolment data was analysed it could enable a more tailored sacramental programme to be offered by the Chaplain.

Recommendation 1 That the sacramental data from enrolment forms of students with 5.1 preference be analysed to enable invitations to be given to students and their Whānau to take place in a sacramental programme.

Faith-based Leadership

From discussion during formal and informal meetings with different groups and evidenced from the Charter, annual plan, policy statements, College website and weekly newsletters, it is obvious that Kavanagh College demonstrates a strong faith-based leadership which has set the foundation and framework to build on for the way forward.

The DRS left at the end of 2018. As the Principal was retiring at the end of Term 2 the Board agreed to wait until the appointment of the new Principal before appointing a permanent DRS. With the sudden death of the Principal staff have stepped up, taken on new roles and

picked up different classes as the need arose, “*It is the way that we do things here*” was one of the comments that were made. The deputy Principal, who is not a Catholic, has stepped into the difficult role of acting Principal enabling the College to move forward. He is supported by a very committed senior leadership team, acting DRS, acting Assistant DRS and the staff. This buy in and commitment demonstrates faith-based leadership and Special Character in action.

All teachers in S464 positions accept and understand their roles. During the interview for each of these positions the expectations of their role are clearly set out. They meet regularly with the Acting DRS and acting Assistant DRS and help with prayer support and with retreats, liturgies and masses.

Opportunities are provided for teachers to work towards certification. Several teachers have been funded to participate in TCI courses. The Principal and a small group of staff attended the Catholic Schools Convention in Wellington in 2018.

Senior students serve as Special Character Prefects with responsibility for helping to plan and organise school wide masses and liturgies.

Kavanagh College is fortunate to have a College Chaplain. As a local parish priest he is a very busy man who willingly visits the school, especially during the lunch break when he can meet with groups of students in the playground. He celebrates Mass for the college, was available for Reconciliation for each year level prior to Easter and offers a Sacramental programme through his parish.

Dimension 2: Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

Areas of Success:

Leadership

The acting DRS and acting Assistant DRS each demonstrate faith-filled positive role models. They work closely together to ensure that the Religious Education curriculum is delivered and that all aspects of Catholic Special Character continue to be embedded.

Increased time allowance for the acting DRS and extra support in the temporary appointment of the acting Assistant DRS have enabled the acting DRS to fulfil her role. The Religious Education department is well run as a team and the S464 teachers work with them.

Religious Education

The Religious Education curriculum is well planned. Lessons observed, from Years 7-13, demonstrated current pedagogy with good use of technology, discussion and appropriately challenging material. Students commented that they enjoyed the content of their Religious

Education classes with Year 13 stating that they valued the existential questioning and challenging material because it made them think. A Year 8 student commented that she was not a Catholic but had found that her teacher and friends had helped her to understand the different terms at the beginning of Year 7 and she was now able to follow the class work.

The College works hard to demonstrate the reality of their four values through the teachings of Jesus Christ in the Gospels but find that international students, most of whom are from Asia, have no concept of God. When combined with language barriers participating in the regular Religious Education curriculum is virtually impossible. There needs to be a series of simple programmes developed which teachers could use with international students. This is not a problem solely for Kavanagh College but for all Catholic Colleges who have international students.

Recommendation 2: That NCRS be approached to develop a simple programme which could be used by international students to help them to understand about God and basic precepts of the Catholic faith.

Planning, assessment and evaluation in Religious Education are treated seriously. High expectations of achievement are expected across all subject areas, including Religious Education. This is evidenced in NCEA results. Students are tracked and monitored and follow up provided as needed.

Good use is made of on line curriculum material through Faith Alive and Faith Central plus many other relevant sources. The re-alignment of Religious Education in the junior school is in place.

Student reports gave good information on student achievement and progress. Parents commented that if they asked their daughter/son about what was being taught in Religious Education they would be given a response but would also find it helpful if the weekly newsletter contained some information especially for parents who did not ask their children.

There is an OPPORTUNITY for the DRS to inform parents each term, through the Special Character section of the weekly newsletter, of the content of the Religious Education programme. This is also an evangelising opportunity.

Catholic Curriculum

The Catholic worldview is incorporated across the school curricula. Each term there is a dedicated professional development session led by the DRS. This year the focus has been on the four core values of the College, where they originated and their relevance today in a Catholic school. Social justice awareness is raised with staff as demonstrated recently by the Social Studies teachers working with the Caritas material on Sudan.

Care for the poor and marginalised is demonstrated by social justice activities but also within the College. Students and staff visibly care for each other. Staff surveys all commented on the inclusivity and support that they received from each other especially in times of need. Students commented that they felt like they were part of a family. Both groups referenced this to the recent College deaths and how they had been supported and strengthened.

Every curriculum area has to have a Catholic Special Character goal related to the annual plan. This is monitored and reported on. All staff are expected to have a Catholic Special Character goal among their annual goals, which they are expected to evidence during their appraisal meetings. *This is an OPPORTUNITY to include the Catholic Elaborations in the appraisal document for 2020 alongside the standards from the Teachers Council.*

Human sexuality is taught by Religious Education teachers as part of the Religious Education programme. This ensures that it is taught in the context of Catholic teaching. Whānau are consulted through a meeting for Years 7 and 8 and a newsletter at other year levels. Parents commented that they appreciated the communication and made the observation that they could also attend the Year 7 and 8 evening even if their daughter/son was in another year level. Teachers expressed value in teaching the human sexuality programme and working alongside teachers of Health so that they were not seen as separate areas. It would be helpful to have more teachers trained in the Human Sexuality programme. The course is now known as *Living Life to the Full* and is currently not available in the Dunedin Diocese. *This is an OPPORTUNITY for the College, through the acting DRS and/or Proprietors Representatives from the Board, to communicate their interest to the Dunedin Diocesan Office.*

In 2018 a sub committee of Religious Education and teachers in S464 positions met with the then DRS to conduct an internal review of Catholic Character based on the new review document. This resulted in identifying Dimension 3 to begin the internal review process in 2019. Unfortunately the DRS left and the acting DRS, owing to pressure of work, has not been able to commence this internal review which will now be led in 2020 by the next Principal and DRS.

Recommendation 3: That the annual internal review of Catholic Character becomes part of the 2020 and subsequent annual plans. This will ensure that the review is not overlooked and that the findings can be used to provide future direction for the Catholic Character of the College.

Dimension 3: Te Whakaaktu Karaitiana - Christian Witness

Areas of Success:

Catholic School Community

Kavanagh College is a welcoming environment where all are treated with aroha, respect and dignity. Staff, students and parents all commented on these and reiterated that inclusivity is very much part of the every-day life at the College.

Staff understand the Catholic perspective as observed in their teaching and interactions with students in class and around the campus. A calm atmosphere is noticeable at all times. Students are polite, helpful and respectful demonstrating good relationships across all ages. Students and parents commented on this.

That the College is Catholic is without doubt. Catholic symbols are visible throughout. This year the acting DRS and acting Assistant DRS had initiated an interpretation of the Stations of the Cross from a student viewpoint. Each Station was developed by different students in a manner which was representative of the reality of today's world and meaningful to them, e.g one Station representing Jesus falling showed a fallen African woman with a small child near her in an arid region with a caption underneath which made one realise the significance of the fall.

The Chaplain encourages students in his parish to be involved as Eucharistic Ministers and in other roles.

The charisms of the founding religious orders, Dominican Sisters, Mercy Sisters and Christian Brothers have been drawn together to focus on these religious orders articulating their charisms from the teachings of Jesus in the Gospels. There are displays in the corridors which inform the students of these orders and the origins of the Catholic identity of Kavanagh College.

Masses and liturgies are an important part of life at Kavanagh College. The school year began with a staff Mass attended by all staff. This year it was decided to have the Mass in the staffroom instead of the Cathedral Chapel since it was then centred in "Our Space" anchoring the Catholic Character in their workplace. The academic year began with the school Leadership Mass. There are fortnightly Chapel liturgies held in the Cathedral Chapel and attended by year groups. Students and their tutor teachers plan and lead these with assistance from the acting DRS as necessary. Immediately after the Christchurch Mosque attacks a full school liturgy took place. When the Principal's death was announced holding a liturgy was an immediate response. This was held at the end of the school day and senior students emphasized that all students voluntarily participated even though the liturgy was after school. A liturgy was held on Ash Wednesday based around the Caritas challenge and Term 1 ended with an Easter liturgy. Currently a Pentecost Mass is being planned with new music being practiced all aimed at moving forward with Hope. The Maori and Pasifika choirs are also preparing to participate.

Partnership and Collaboration

Kavanagh College is a member of the Dunedin Catholic Community of Learning (CoL). This includes all of the Catholic primary schools. They have participated in a commissioning Mass, Caritas Day and professional development across the year levels. The CoL is seen as providing a significant lift in co-operation between these schools.

Te Tiriti o Waitangi

Kavanagh College demonstrates a commitment to and educates for a deeper understanding of Te Tiriti o Waitangi in several ways. There is a Māori Dean who provides a strong link between school and Whānau. The Dean monitors and supports the Māori students and has held a Whānau Hui. Te Reo Māori is taught across the College and in spite of low numbers Te Reo classes in the senior school have teacher led classes.

Karakia and some waiata are being used more frequently. There is a Kapa Haka group and Māori choir.

Pastoral Care

Each year group has several tutor groups under the guidance of a year level Dean who reports directly to a member of the senior management team. The pastoral care system links closely with Catholic social teaching. All students are treated with respect. Students who have been excluded from other schools and who are accepted at Kavanagh are surprised to find that a second chance and a new start are the rule. Using the College values as a framework the pastoral team work hard to ensure that no student is written off. Restorative practices are encouraged and used.

A Pasifika Dean has been appointed to work with Pasifika students and their families. This has provided good liaison between the College and the Pasifika community,

Year 12 students are paired up as buddies for Year 7 students at the beginning of the year. The following year the Year 13 students continue as buddies with Year 8 students. This sets the tone for behaviour and expectations. Students responded that this system worked really well and enabled them to become part of the Kavanagh family as there were no barriers between year levels.

Low annual donations are requested with further reductions for other children from the same family. Any request for money, eg sport, always includes a message which informs parents that no student will be excluded on the grounds of cost and to approach the College office if help is required.

Service and Outreach

The Christ centred culture is very evident with great buy in for social justice campaigns. Edmund Rice Camps are organised for disadvantaged students from Kavanagh and other Dunedin schools. The aim of the camps is to provide a holiday for students who would

otherwise not have one. A staff member organises the camp and senior Kavanagh students go along to help.

This year Caritas Day focussed on a challenge which is a real hardship in western society – no electricity for the day. The CoL schools also joined in. Not having access to cell phones, tablets, laptops was a real hardship for many. Having no heating or means of cooking was another side effect. Lunch was a slice of bread. Each of the schools had a gold coin collection which was donated to Caritas.

Another staff member, through contacts with the local St Vincent de Paul, leads a group of students to chop wood and distribute it to senior citizens who could not do this for themselves.

At 8.15am every Wednesday a Breakfast Club is available in the Canteen classroom. This is open to all students and provides cereal, toast, fruit and a drink. For students who are unable to have breakfast at home this service provides a place to be fed, at no cost, and without any negativity. The club also provides a very good opportunity for socialising across the year levels. Senior students take responsibility for the club with a monitoring teacher.

Service and Outreach are reported to the community through the weekly College newsletter, Ipsi Duce and the annual College magazine.

Dimension 4: Te Kaitiakitanga Me To Whakapakari Te Tuakiri Ka Katorika

-Safeguarding and Strengthening Catholic Character-

Areas of Success:

Stewardship:

The Charter and annual plan clearly articulate the Catholic Character vision for the college. The current Board governance policies reflect Catholic Character. While recognizing that there are a large number of policies which need to be culled it is important to ensure that a policy on Special Character and a policy on Staff Appointments are retained.

Recommendation 4: That during the review of governance policies the Board retains a policy for Special Character and a policy for Staff Appointments. The Special Character policy will ensure that the Catholic vision for the College underpins the vision and strategic direction. The Staff Appointments policy should detail expectations for the appointment process in the Catholic college.

Reporting to the Board on Special Character could be done more effectively with the DRS meeting regularly with the Special Character Committee of the Board with a written report then being tabled at the Board meeting.

Recommendation 5: That the DRS has a clearly defined reporting role to the Board through the Special Character Committee of the Board as part of the expected responsibility which comes with the position.

Employment:

The employment process for the next Principal has been underway since Term 1. There are clear strategies in place to ensure that the guidelines for Principal appointment as set out in the *Handbook for Boards of Trustees of New Zealand Integrated Schools* Section 4: 4.5 to 4.63 are being followed.

The position of the DRS in a Catholic school is a requirement under the Integration Agreement for each Catholic school. The DRS is a key person in supporting the Principal in Catholic Special Character, he/she has school wide Catholic Special Character responsibilities and leads Religious Education. The DRS is also responsible for financial planning for Catholic Special Character and Religious Education, working with the Principal in leading staff development in Catholic Special Character as well as assisting the Principal in monitoring the work of, and providing ongoing professional support for teachers of Religious Education.

Recommendation 6: That consideration be given to the next DRS becoming a member of the senior management team and owing to the complexity of the position should also be supported by an assistant DRS.

Professional Development

The upcoming Board elections will result in new members joining the Board.

Recommendation 7: To ensure that all members of the Board understand their responsibilities in governing Kavanagh College as a Catholic school, and to understand their role as governance as opposed to management, it is recommended that professional development be provided as an induction for the whole Board as soon as realistically possible after the election.

Enrolment

Enrolment procedures and policy are clear and transparent. They do not discriminate on the basis of race, disability, academic potential, sporting ability or socio-economic situation. No one who is eligible for enrolment is turned away for the inability to pay attendance dues.

Legal Obligations

The college should have 20 tagged S464 positions. Currently there are 15, not including the Principal and DRS. There are a number of Catholic teachers currently employed who do not hold a tagged position but may be able to fulfill some or all of these positions.

Recommendation 8: That by the beginning of 2020 the College will investigate if Catholic teachers on the staff would be eligible for any of the S 464 positions which are not filled.

Preference roll as at the date of the review:

| Preference Criterion | Number of Students | % of Current Total Number of Students |
|-----------------------------|--------------------|---------------------------------------|
| 5.1 | 421 | 58.7 |
| 5.2 | 5 | 0.6 |
| 5.3 | 56 | 7.8 |
| 5.4 | 11 | 1.5 |
| 5.5 | 3 | 0.4 |
| Preference Unknown Criteria | 62 | 8.7 |
| Non-Preference | 70 | 9.8 |
| Special Circumstances | 55 | 7.7 |
| Waiting for Preference form | 6 | 0.8 |
| International | 25 | 3.5 |
| Exchange | 3 | 0.4 |
| Total | 717 | 100% |

This table shows a number of anomalies:

- *Non-Preference* is shown as 70 students. The maximum allowed under the Integration agreement is 45 (5% of the maximum roll).

Recommendation 9: The College is currently in breach of its Integration Agreement regarding non preference enrolment. As identified in the 2016 external Special Character Review the Board will be obliged to develop an action plan, including timeline, to address this anomaly.

- *Preference Unknown Criteria* refers to 62 students who have been given a preference certificate by their parish priest, but the priest has not identified the criteria for preference.

- *Special Circumstances* are students who have been given enrolment through the Dunedin diocesan office

Next Steps - as identified from the external review:

Recommendation 1: *That the sacramental data from enrolment forms of students with 5.1 preference be analysed to enable invitations to be given to students and their Whānau to take place in a sacramental programme.*

Recommendation 2: *That NCRS be approached to develop a simple programme which could be used by international students to help them to understand about God and basic precepts of the Catholic faith.*

Recommendation 3: *That the annual internal review of Catholic Character becomes part of the 2020 and subsequent annual plans. This will ensure that the review is not overlooked and that the findings can be used to provide future direction for the Catholic Character of the College.*

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The organisation and preparation by the college for this review was greatly appreciated. The Reviewer would like to thank the Kavanagh College Community for the welcome extended and for the opportunity to visit and experience the Special Catholic Character of this college.

A handwritten signature in blue ink, appearing to read "Mary Cook".

Mary Cook M.Ed, Dip RE, Dip SM.
External Reviewer