



***He Pūrongo Arotake Mātauranga
Ahurea Katorika ā Waho***

***Catholic Special Character External
Evaluation Report***

**Te Kura Ō Hato Ātoni
St. Anthony's School, Seatoun**

June 2022

Evaluation conducted on 28 – 30th June 2022

Confirmed Report 16 August 2022



School Details

Name: St Anthony's School

Address: 10 Ludlum Street, Seatoun

School type: Full primary

Actual roll: 63

Maximum roll: 130

Non-preference maximum: 7

Actual non-preference number: 9

Roll based staffing entitlement: 5

Required number of Special Character Cl 47 positions: 2

Filled number of Special Character Cl 47 positions: 2

Principal: Denise Johnson

Director of Religious Studies: Denise Johnson

Presiding Member, School Board: Mark Mulhern

Parish Priest: Father Bill Warwick

Evaluation Team

Lead Evaluator: Zita Smith

Accompanying Evaluator: Tony Kelly-Smith, Principal, St Patrick's School, Kilbirnie



The Aims of Catholic Special Character External Evaluation for Development

The Catholic Special Character evaluation process produces a focused picture of the impact of Catholic schooling and the effectiveness of its goals on the lives of all tamariki and rangatahi¹. The process seeks to determine whether they have encountered the living God revealed in Jesus Christ, grown in knowledge of Him and His Church, and as a result are forming a deep and lasting relationship with Jesus Christ and the Church². The process also evaluates how the whole school community engages in authentic Catholic Christian witness and evangelisation.

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

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

¹New Zealand Catholic Bishops' Conference. *The Catholic Education of School Age Children*. Wellington:2014.

²Ibid.



Progress with Recommendations from the 2018 Catholic Special Character Review for Development Report

1. Clarify and articulate the unique Catholic culture of St. Anthony's School. · Ensure that the REAL values from the PB4L programme are illustrated and exemplified in terms of Gospel Values sourced directly from a Gospel story or parable.

- Develop a regular cyclic plan for students to learn about the charism of the Mercy sisters and the charism of St. Anthony and find ways to integrate this into the school's values.

A document for teachers was established to encourage the connection between values and Jesus, their source. In 2020 the Gospel values were refined to focus on 8 specific ones, two of each that connect with each REAL value. June 13 is the time the school focuses on St Anthony's life and the school's connection to this saint. In September, being a Mercy School is celebrated by unpacking the charism of the Mercy Order. We then refer back to our founders and their influence throughout the year.

2. Continue to induct, support, and provide appropriate professional development for new and existing staff to build depth of knowledge in Catholic theology and culture.

Staff meeting time has been given to explore the Religious Education Bridging Document as well as this being part of the induction for new staff.

PLD is held at least once a term to unpack the theology around the term's learning. Staff attend the cluster meetings offered by CSES as further PLD when it is available as they have been disrupted over the past 2 years. In 2019 all staff had completed Theology 502 and all agreed to share their assignments with one another to support one another's learning.

3. Explore and action with the wider parish, creative ways to help school whānau to identify as parishioners of St Anthony's community through their commitment to and stewardship in the school.

A series of activities, liturgies and Masses have been developed between the school and Parish since the last review, although Covid has limited these connections. The Parish Priest provides an effective pastoral link. School tamariki have a strengthened connection to the local church and a greater sense of whānau has developed since the last Review.



4. Ensure that the Board processes and systems, recently developed to ensure that the Catholic Character is safeguarded and strengthened, are embedded as core practice.

The Staff Code of Conduct was reviewed by the Board and shared with the Staff in consultation. The CoC was confirmed and has been given to the Staff to sign. The updated CoC is on the school website. SCC Reviews take place.

5. Continue to ensure support for the wellbeing of the Principal, which will empower her to further develop her capability in effective leadership. 2018 - 2019

The NZPF and WCPPA Conferences were valuable opportunities for the last Principal to connect with colleagues, refresh and be inspired by quality speakers and activities. A new Board Meeting time is being trialled to consider the wellbeing of staff involved.

There are regular meetings with the Presiding Member and Principal who has been supported by Evaluation Associates and the First Time Principal 2 year programme.



Dimension 1: Te Tūtaki ki a Te Karaiti-Encounter with Christ

How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?

Spiritual Formation

The school's motto, "*Small school, strong spirit,*" is well known by the school community and carries a range of meanings, including the presence of Te Wairua Tapu. The school is currently exploring the adoption of a whakatauki to represent the motto in te reo Māori. The school's REAL Values which began through the Positive Behaviour for Learning (PB4L) programme, have each, since the last Review, been described with two specific Gospel values; respect (honesty and integrity), excelling (faith and mercy), awareness (reconciliation and gratitude), being a learner (service and patience). Each of these values is explored in depth each term with Gospel stories to show how Jesus lived them. A continued focus on these Gospel values will embed them into the culture of the school and provide clearer guidelines for living as Jesus lived and taught.

Prayer

There is a strong Catholic ethos in the school which underpins school life. Daily prayer takes place in all classrooms. Students experience a range of prayer styles including praying in colour, meditation, role playing, praying with Scripture and spontaneous prayer. Grace is said in te reo Māori. During prayer time, students are encouraged to think about how Jesus lived out the Gospel values. Students often lead prayer time. The reverence and respectful behaviour of tamariki, the sincerity of their prayer, their efforts to live the Gospel values and the engagement and ownership they have when leading prayer time are evidence of an authentic encounter with Christ.

Prayer is central and the way all meetings begin. Staff take turns to lead prayer at the fortnightly staff prayer service. School leadership ensures staff feel part of the community of St. Anthony's by inviting them to lead and contribute to prayer times.

Evangelisation

There is a regular programme of liturgies and Masses that are appropriate for the age and culture of participants, and students have the opportunity to develop these liturgies or to have some leadership roles in them. Child-led Masses with the Parish take place for special occasions throughout the year. They include St. Anthony's Feast Day, the end of year Mass and other Feast Days. A pōwhiri with Mass is the school's way of welcoming new tamariki



and their whānau each term. Liturgies for Holy Week and the Rosary each October in St Anthony's Church are attended by a large number of whānau and parishioners. During the Rosary the Hail Mary is recited in different languages and led by students.

St. Anthony's School and teachers actively support and promote Parish programmes for the Sacraments of Initiation. Preparatory meetings are held at both St Anthony's and St Patrick's Churches and the Sacrament of First Eucharist is celebrated at St. Anthony's Church in a Sunday Mass, then followed by a "breakfast" hosted by the school. The school analyses data on preference certificates so that those who have yet received the Sacraments are invited to begin this faith journey. A Baptism programme is run by the school in school time and in 2020, four students were baptized in a whole school celebration.

In this new era of living with Covid, 'school only' Masses have been held, but weekly Parish Mass attended by one class each time is now resuming. During 2020 & 2021 Holy Week events were unpacked with students and then an online creative response was shared with whānau. Now with restrictions easing, this year the liturgy was able to be held in the church.

Catholic Special Character events and communications, including the website, are used as a means of evangelisation, helping members of the school community to integrate their faith, culture, and life. Each school newsletter has a reflection for adults and something connected to the Catholic Character.

Evidence of the impact on students' spirituality from their experience of being at St Anthony's School is wide. Students are able to lead prayer and read scripture with confidence and competence. Even five year olds are creating and leading prayer. Statements like, *"I'm going to find the fruit of the Holy Spirit that I need to be using today,"* can be heard occurring in classroom discussions at prayer time.

When asked to talk about the effect on their faith of being at St. Anthony's, students' comments included, *"It's good to know that Jesus is here."* *"I didn't believe in Jesus but the school taught me and showed me. Now I believe in Jesus."* *"I learned a lot in RE and I understand how much God loves me."*

Faith-based Leadership

The Principal who is currently also the DRS confidently and competently articulates her own faith and is committed to her own ongoing faith formation. She is an active member of the Parish to which she has belonged for most of her life. She and the DP encourage and nurture faith in others. The Principal and DP are active in the strategic development and planning of St Anthony's Catholic Special Character goals, as a result of this leadership, staff feel very well supported in their own faith journey.



Next Steps for Development

- Continue to build the Gospel values into the REAL values so that all tamariki readily identify these.
- Rebuild connections to the parish after the disconnect caused by Covid. Continue to build and strengthen whānau connections.
- Publish the Parish newsletter on HERO.

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

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

Leadership

The Principal and DP create opportunities to articulate how faith, culture and life can be integrated in the teaching of the RE Curriculum, through being role models of this in their own practice. They incorporate wairuatanga Māori into their teaching of Religious Education and spirituality. They provide practical advice and support, with relevant resources and tools to aid delivery of the RE curriculum, particularly to teachers who are new to Catholic education. All teachers are involved in planning.

Religious Education

The school implements the nationally mandated Religious Education curriculum delivering its Achievement Objectives with integrity through teaching one Strand per term. A whole school planning meeting is held prior to each term commencing, where teachers discuss the main focus. This incorporates the liturgical year and the integration of RE with other curriculum areas and overarching themes. Faith Alive resources are used and the Religious Education Bridging Document helps ensure coverage. A staff meeting is held at least once a term to unpack the theology around the Term's learning. The iUgo Teachers' Planning Platform is used for planning which is thorough and allows teachers to easily integrate the curriculum within their planning. Religious Education reflects best practice in current pedagogy. Examples of effective practice observed include teachers tapping into prior knowledge e.g. a recent Ancient Civilisation unit enabled students to connect the life and times of Christ with the Roman Empire about which some students had a lot of knowledge. The use of role plays, think pair share, donut, buzz groups, individual and whole class learning, digital links, short, sharp, well timed lessons with a clear focus on key point or learning intention, and effective use of RE books all support effective learning. All classrooms are well organized. An example of the way the school is using te ao Māori was a sorting activity using Māori concepts and sentences from Scripture. This challenged senior students to explain links they made between the Christian and Māori worldview.



Relationships between teachers and students are warm and respectful. Teachers have clear professional boundaries and know their students well as individuals. They are aware of the needs of their students and have effective ways to redirect students who need this, with reminders of acceptable behaviour. Students know routines, are engaged and interested. Students are inclusive, friendly and responsible for their own learning and routines. In the playground, the tuakana-teina approach results in a relaxed and calm environment. Students demonstrate the impact of their learning in ways that include talking about their learning and relating their ideas back to things they have done before. They are using terminology they have heard e.g. how can we see the Holy Spirit working in the role play? Students independently use terms such as “__ is being an advocate.” Students use concepts from the Māori world interchangeably with English and with understanding e.g. turangawaewae as their place of belonging at school. Te Wairua Tapu is used to refer to the Holy Spirit.

Teachers have been participating in PLD in Assess TO Learn (ATOL) practice to further students’ agentic response in knowledge and affective learning across the curriculum, and are beginning to apply this to RE. There is evidence of regular summative assessment carried out in each class at the end of each Strand. This informs teacher practice going forward, but it is not used to give a whole class or school picture of effective learning in a particular body of knowledge e.g. The Church. The new NZRE Curriculum will provide an opportunity for the staff to consider how best to determine and collect information on how well students have grasped and understood the bodies of knowledge contained within the new AOs. Teachers gather affective assessment data when they observe students demonstrating the REAL values. Teachers also have oral discussions with students about their learning and its effect. The next step will be getting the students themselves to reflect and express in some way the impact of their learning (in a specific area) on their faith.

Written reports have a section on Inquiry/Learning about Faith. Web based programmes SeeSaw and the school management system, HERO, provide opportunities for learning in RE to be shared with whānau. Whānau conferences at the start of the year invite a conversation between home and school about the student, their needs and interests. Later in the year, student-led conferences include RE learning and living the Values.

When students were asked about the impact of St. Anthony’s on their whānau, comments included: *“We say a prayer in the evening.” “Dad comes in to say goodnight and we say a Night Prayer together.” “My parents have made friends with other parents from this school.” “We do Zero waste at home because of what I learnt at school.”*

The Principal ensures that staff have the opportunity to attend PLD that supports them in their faith development and in the teaching of the RE Curriculum. In 2019 all staff completed a Te Kupenga Paper (TH502). Covid disruption has resulted in the staff attending PLD online or it being led ‘inhouse’ rather than through cluster meetings. All teachers new to the school attend the “New Teachers to Catholic Schools” sessions run by the Catholic Schools Education Service.

Catholic Curriculum

In 2019, all teachers had completed the course, *Having Life to the Full (Human Sexuality)*, although two have since left. A focus that specifically reflects a Catholic worldview needs to be included in all Human Sexuality units across all levels.

The school, as an authentic Catholic community, demonstrates a strong commitment to and educates for a deeper understanding of Te Tiriti o Waitangi, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bi-cultural partnership. Evidence of this can be seen in this term's big theme, Celebrating our Bi-culturalism. Students in Year 7 and 8 are currently exploring the Māori world view and linking Scripture readings to Māori concepts like Manaakitanga and Kaitiakitanga. Students are able to describe the Maori atua and how these connect to Te Atua.

Next Steps for Development

- Ensure the inclusion of a specifically Catholic-centred focus in all Human Sexuality Units e.g. Pubertal Change.
- Develop student voice in affective assessment. *Refer Recommendations.*

Dimension 3: Te Whakaatu Karaitiana-Christian Witness

How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life?

Catholic Community

The culture of the school is characterised by warm relationships, friendly communications, and a sense that all are treated with respect. The school is a welcoming environment where hospitality and aroha are the norm.

St Anthony's School is part of the Holy Trinity Parish, which includes three Catholic Primary Schools and two Colleges. These schools are part of a Catholic Kāhui Ako and as such, the teachers and leaders connect with each other on a regular basis. The transition from primary to secondary college is seen by both Colleges and St. Anthony's as important, because many students from St. Anthony's will go on to St Patrick's or St Catherine's College for their secondary years.

When Covid restrictions do not interfere, activities that bring our Catholic schools together are participated in. Over the past few years this has been activities such as the Young Catholic Leaders Day, the Scripture Alive Competition as well as the annual Cultural Celebration held at Holy Cross School and the biennial Catholic Schools Day. The Principal networks with Wellington Catholic Principals through regular attendance at WCPPA meetings and the Catholic Kāhui Ako.



It is tradition at St Anthony's for the senior students to serve lunch to senior parishioners when they gather each Thursday for mass and lunch. Students also attend the Christmas party to sing songs for the senior parishioners. Senior students spring clean the church annually as well as set up the Christmas Crib and Tree. The Parish Priest is a welcome and friendly face in the school grounds and comes to the staffroom regularly. He is developing a strong pastoral presence with whānau. The school and Parish are committed to re-establishing the rituals, ceremonies, liturgies and Masses, curtailed during the past two years because of Covid-19.

Signs and symbols inside and around the school make it clear that this is a Catholic school. The corridors, classroom, library, and staffroom walls have displays about the REAL values and learning in RE. All classrooms have a prayer focus space. In the office foyer stands a statue of St. Anthony as well as a beautiful stained glass window connecting to his life. A painted mural and a mosaic mural, still being completed, are displayed in the school grounds and fence outside.

Evidence of the students' understanding of symbols and signs can be seen in the specifically Christian symbols that students have chosen as their individual contribution to the school mural.

Partnership and Collaboration

The school engages in authentic consultation with its Māori community and mana whenua. The Principal and Board are currently working with a representative of tangata whenua to grow community understanding in te ao Māori. Consultation is being carried out with Māori whānau to translate the REAL values into te reo Māori and to have them, together with the school's name in te reo Māori, displayed over a specially designed waharoa or entrance. This is providing further evidence of the school's commitment to bi-cultural partnership.

Staff have participated in PLD sessions on honouring Te Tiriti o Waitangi through its Catholic Character, by exploring Maori spirituality, Tikanga and te ao Māori and discussing how to incorporate it into teaching. Te Whare Tapa Wha as spiritual wellbeing is central to the school's understanding of hauora. Matariki is a whole school and whānau celebration held each year, which includes a liturgy, activities and kai. This year the new mural will be blessed by the Parish Priest as part of the celebration.

A Māori tutor has been employed to teach whole school kapa haka which includes waiata, a school haka, karanga and korero for the pōwhiri. Although Covid has disrupted the lessons, the school continues to practise for pōwhiri. Evidence of Tikanga Māori being integrated into the school's Catholic Character through the understanding of turangawaewae and whakawhanaungatanga is clear in the mosaic mural created by students. Students are able to talk about how they represent their own culture in the school – through praying in their first language, having flags representing their ethnicity, through their mosaic for the school mural and also through Samoan and Māori Language Weeks.



Every year the school celebrates St. Anthony's Feast Day, with a Mass and activities to learn about his life and legacy. This year students created "I Spy" posters, inviting each other and parishioners to check their knowledge about their patron saint. In September, the charism of the Mercy order is unpacked as part of being a Mercy School.

Pastoral Care

The use of the REAL Values for behavioural expectations in the school provides consistency and cohesion. The effect of this is that tamariki play happily together in the playground and look out for one another. Feedback from outside providers and through events like interschool sports, describe the behaviour of tamariki as outstanding. Senior students raising issues and wanting to take action plan experiences and implement new initiatives for the whole school is an indication that they are taking responsibility for themselves and others.

The school welcomes ākonga with a diversity of ability and learning needs and provides appropriate assistance and programmes to enable them to fulfill their potential. The inclusive behaviour of all tamariki, especially towards those who are neurodiverse, is a strength of the school and well supported by the Buddy system.

The importance of staff well-being is paramount. There is a strong focus put on checking in with each other. Staff have explored their own strengths in PD and have discussed ways they like to nurture their well-being. The staff room has a positive atmosphere and people feel valued. If staff are having a challenging time, others are always willing to help. Knowing that staff well-being is viewed as important has a positive impact on the general feeling with the school and this is well led by the Principal.

Covid-19

The School has gone out of its way to provide support, maintaining strong relationships with students and whānau through all the lockdowns. Google Classroom & Seesaw platforms have been used for teaching which encompassed RE lessons and activities, with regular pastoral check-in meetings as well. Parents spoken to were very appreciative of the ongoing pastoral care provided by the staff to students and whānau. The Principal and Board have ensured that the school has stayed open throughout a challenging time, with so much sickness especially since the start of 2022, which is remarkable.

Service and Outreach

Tamariki are invited to live out the Gospel values through service and outreach within and beyond the school community. This is done in practical ways, such as creating spiritual art responses for St. Anthony's Feast Day and Holy Week displayed in the Church. Tamariki also



create Easter and Christmas cards for parishioners. There are fundraising efforts for Caritas and other charities through non-uniform days and other events, such as the Coin Trail for Tonga, Gumboot Day and hampers for St. Vincent de Paul Society. The senior tamariki have a home/school leadership programme called ARISE for which they are awarded badges when they have completed tasks of service. One task some tamariki have completed is baking for the elderly and another is to establish a fundraiser for an organisation which has been completed also by some tamariki.

The tuakana-teina buddy system is very important to students and in some cases develops lasting relationships between buddies. Through a study on a strong understanding of kaitiakitanga in 2021, students grew in their awareness of their responsibility to help and be role models to others and learning how, in doing so, they share the Mission of Christ. The House System is also seen as an opportunity for leadership, service and building relationships amongst all students.

Next Steps for Development

- When new tamariki enrol, include the Behaviour Management Booklet that outlines expectations.
- Hold Wellbeing meetings with whānau to outline what makes for a happy school for all.
- Resume the annual Cultural Day to celebrate all ethnicities in the school.

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

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

Stewardship

The Board ensures that the vision and strategic direction for the school clearly and explicitly reflect the Catholic Special Character of the school. The Board has been actively involved in the development of the Strategic Plan for 2022 – 2024. As a result of consultation with students, staff and whanau, the revised Mission Statement is “*St Anthony’s School nurtures resilient, adaptable tamariki with strong Gospel values and a lifelong passion for learning.*” The first Strategic Goal is connected directly to the Catholic Character and is reviewed through the Annual Plan feedback each quarter as well as the Special Character being a focus in each Principal’s Report for the Board meetings. A Special Character report is also presented to the Board in both Term 1 & 4.

Work has been done over the year, initially by the subcommittee and then by the whole Board, to build the Board’s cultural competency, knowledge and skills in te ao Māori, te reo Māori, and its Te Tiriti o Waitangi obligations. This has included a number of meetings with



local iwi to develop a more significant relationship.

The Staff Code of Conduct (CoC) was reviewed by the Board and shared with the Staff after consultation. It has been signed by all Staff and can be found on the School website.

The Board initiated a Whānau Wellbeing Review in 2019. The findings of this Review contained rich data which continue to inform many decisions around the school's Catholic Character. Internal Evaluation of *Christian Witness* took place in 2021/22 with a particular emphasis on the responsibility to honouring Te Tiriti o Waitangi. Having specific areas for development identified in the following year's Annual Plan will strengthen this process. The cycle for Internal Evaluation should be evident in the Board Triennial Workplan.

The Board has participated in training in a variety of forms. Frank Wafer has attended Board meetings to speak about Catholic Education on a number of occasions. Since 2020, due to the management of the challenges of Covid and restrictions in gathering, professional development has been more limited. The Board has taken any opportunity to upskill through reading documents such as Priority in Enrolment Procedure, provided by the Principal.

All Board meetings open with prayer to ground discussion and decision making in the context of the Catholic Special Character. The Presiding Member and the Principal have a positive, professional working relationship and meet regularly prior to each Board meeting. The DRS (currently the Principal) presents the Special Character report and Religious Education Report twice a year, providing the Board with regular oversight.

The policies and procedures are on the *SchoolDocs* platform and as such are generic, but those that can be, have been tailored to reflect the school's Catholic character.

Legal Obligations

The school is meeting its obligations under its Integration Agreement in terms of staffing and tagged positions.

In terms of the non-preference student roll, the school is currently two over its entitlement under the Integration Agreement. The school has on file, from the Vicar of Education, a letter of exemption until the end of 2023, to exceed the non-preference entitlement granted to include two siblings.

Preference Criteria	Number of Students	% actual roll
5.1	37	62
5.2	0	0
5.3	14	23
5.4	3	5

5.5	0	0
Preference with no criteria	0	0
Total of signed preference roll	54	90%
Non-Preference Roll	9	10%
International Fee Paying Students	0	0

Next Steps for Development

- As Policies are updated, challenge *SchoolDocs* to provide greater flexibility to insert a statement that reflects the unique Catholic Character of St. Anthony's School.
- Ensure that the non-preference roll returns to its entitlement (7 students) by the end of 2023.

Recommendations

- 1. Develop the pedagogy and understanding of the new NZRE Curriculum as you continue on the journey to develop cohesion in RE across the curriculum, providing students with the knowledge and experience to integrate faith and life.**
- 2. Consolidate the use of Assess TO Learn (ATOL) practice in RE to further students' agentic response in knowledge and affective learning, and to inform planning and teaching. Use this information to capture a schoolwide picture of the impact of the teaching of RE.**
- 3. Continue to use Internal Evaluation to gauge the effectiveness of identified aspects of the Catholic Special Character and ensure that any outcomes which indicate areas for development are included as goals in the school's annual plan. The cycle for Internal Evaluation should be evident in the Board Triennial Workplan.**

The evaluation team is confident that Saint Anthony's School Principal and Board have the willingness and ability to address these recommendations fully before the next external evaluation. The Catholic Education Office staff are available to assist the Principal, Board and staff in compiling an action plan to address these recommendations.



The evaluation team thank the community of Saint Anthony's School for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic Special Character. The organisation and preparation for the external evaluation by the school is greatly appreciated.

A handwritten signature in blue ink, reading "Zita Smith".

Zita Smith
Lead Evaluator