



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

Catholic Special Character External Review Report

St Anthony's School Pahiatua

Review Conducted: 28th – 30th September 2021

Confirmed Report: 4th November 2021



School Details

Name of School: St Anthony's School

Address: 24 Wakeman St, Pahiatua

School type: Full Primary Year 1-8

Actual roll: 115

Maximum roll: 145

Non-preference maximum: 15

Actual non-preference number: 16 (The Manager of Catholic Schools has granted permission for the school to be beyond its maximum)

Roll based staffing entitlement: 5

Required number of Special Character Cl 47 positions: 3

Filled number of Special Character Cl 47 positions: 2

Principal: Marg Hyslop

Director of Religious Studies: Jenni Harrison

Chairperson, Board of Trustees: Patrick Baker

Parish Priest: Fr Vince Onesi

The Catholic special character review of St Anthony's School was conducted by the Palmerston North Catholic Education Office (PNCEO) review team:

Pauline Balm
Review and Development Advisor

Jane Dravitzki
Catholic Education Advisor



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 students:

- 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.



Introduction

St Anthony's School is a State Integrated Catholic School delivering faith formation and education to students from Years 1 to Y8. It is regarded as a community school, where students, whānau, staff, parish and the wider community are actively encouraged to work together to inspire, grow and celebrate our learners and our Catholic faith. The school facilitates opportunities for learners to encounter Jesus Christ, grow in knowledge and engage in authentic Christian witness.

St Anthony's School was founded by the Holy Order of the Brigidine Sisters, who had travelled from Ireland to provide a Catholic education to New Zealand children. The school was established as a private Catholic School in 1906, and has successfully grown and flourished since this time, building upon the mission of the Sisters "Strength and Gentleness". This is the Charism; through the Grace of the Holy Spirit, we continue to provide an authentic, Catholic education based on the teachings of Jesus Christ.

In 2020 the classrooms were named after the first pioneer Sisters who staffed the school.

Students enrolled at the school come from both rural and urban areas across the Tararua District. In 2020 whānau groups were named after four local rivers; Mākākahi, Mangahao, Tiraumea and Manawatū.

Approximately 20% of students identify as Māori.

Community, identity and a sense of belonging is of paramount importance to the school. The school curriculum, practices and programmes actively promote opportunities for learners, staff, and whānau to practise Gospel Values within the context of scripture, prayer, inquiry and the world today. Academic excellence and personal success are promoted and celebrated.

The school is working to ensure that Māori succeed as Māori. Te Reo and Tikanga Māori, are actively promoted and developed within our school programmes (as highlighted in the 2021 - 2023 Strategic Plan). The culture of the school reflects the aspirations of whānau and the wider community.

Progress with Key Recommendations from the 2017 Catholic Special Character Review for Development Report

Due to the unprecedented events in 2020 resulting from Covid -19, the Palmerston North Catholic Education Office postponed all scheduled, external Catholic Special Character Reviews. In lieu of a 3-day review, the Review and Development Advisor, accompanied by the Catholic Education Advisor, visited St Anthony's School Pahiatua to complete a compliance audit. The audit report is included as an appendix to this report. The compliance report responds to the key recommendations from St Anthony's School 2017 Catholic Special Character Review Report along with an up-to-date roll audit of the school's preference and non-preference students.



Dimension1: 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?

“Every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.” This statement from Pope Benedict XVI in 2008 encapsulates the vision and mission of St Anthony’s School LIFE through Jesus. The authentic and innate Catholic spirituality of the school, expressed through the Brigidine charism, is modelled and led by the Principal, DRS, Deputy Principal and strongly supported by a deeply faith filled staff. As a result, the encounter with Jesus Christ tamariki have is both authentic and transformational.

Tamariki deepen their personal relationship with Jesus Christ through the rich and varied prayer life of the school. Children begin the day by seeking God first. This is modelled by the staff who gather every morning for prayer. Because for many staff prayer is an integral component of their own faith, tamariki witness how prayer strengthens a relationship with Christ and is an important aspect of a life of faith. Teachers are prayerful people who pray with and for each other contributing to the general culture of care at Anthony’s School. The prayer life of the staff guides their decision making, underpinning everything they do. Through prayer staff are unified by a common purpose.

Prayer forms part of the natural rhythm of the school day. Tamariki are blessed to have prayer woven into the ordinary, always showing them that they are connected to Jesus. Prayer is often an intimate and centring time in each class. Kaiako have well established prayer routines in place and prayer spaces reflect the liturgical year. Prayer experiences provide opportunities of encounter through art, stories, praying the rosary, song and reflective journals along with being responsive to the needs around them. Kaiako facilitate and model meaningful prayer, often making links to themes of current RE lessons or connecting to the lives of tamariki or the world around them. Tamariki are provided opportunities to lead prayer in the classroom, at assembly and during Word and Worship. As a result, tamariki are respectful, engaged, honest and curious in their prayer life. Tamariki were able to share how prayer helps them to deepen their understanding of God, strengthens their relationship with Jesus and helps them feel connected to others. As one student identified *this school gives us many opportunities to have moments with Him*. For many students it is here at St Anthony’s that prayer has first been modelled to them.

The school is developing its capability to incorporate tikanga, te reo Māori and Katorikatanga into aspects of school life. This is particularly strong in Eucharistic celebrations where students welcome the congregation with their mihi, during prayer responses, in student led assemblies and by the weekly introduction of a whakataukī. Staff who lead this, are deliberate in the learning that sits beside each action or word that is introduced. This means that students understanding is enriched and tikanga, te reo Māori and Katorikatanga become normalised and a natural expression of the school’s Catholic special character.



Tamariki are supported to be the best possible version of themselves God created them to be. Described by tamariki; *staff encourage us to be ourselves, help us to find talents we didn't know we had, care about us, natural, genuine, honest, they share their own faith, role model good relationships, know us, are approachable, they care about each other.* It is evident from tamariki voice that they encounter Jesus through the authentic way staff give witness to Him and how their own encounter has impacted their lives. As one staff member shared, *we want tamariki to leave not just with a head filled with knowledge but with heart and spirit.*

The school's LIFE (Love, Integrity, Fortitude and Excellence) values are clearly sourced from the Gospels, connected to the Brigidine Sisters charism and are intentionally taught, modelled and genuinely lived. They are the heartbeat of St Anthony's School and without a doubt are having a positive effect on this faith community. All staff ensure LIFE is foundational in their teaching and learning spaces. This is evident in the language used by staff; the wall displays and the way tamariki could give multiple examples of what LIFE looks like and sounds like at St Anthony's School. Tamariki spoke with ease about how LIFE values strengthen friendships and tuakana teina relationships. For rangatahi in years 7 and 8 they spoke about the LIFE values beyond a Catholic education and how they will continue to be guided by them in future years.

Staff in the junior rooms are particularly instrumental in the way they gently introduce tamariki to LIFE, providing a solid foundation for these children as they move through the school. On more than one occasion St Anthony's School was described to the PNCEO reviewers as a family, with LIFE being the connector – a real strength of this community.

Tamariki are rewarded with LIFE Awards for demonstrating and role modelling values over a sustained period. These certificates are proudly displayed in the school hall and at the end of each term recipients are taken out for a 'Principal's Morning Tea'.

Parents could identify the effect LIFE values have on their children, seeing more empathy and acceptance of others. Tamariki strive to enact these values beyond the school gates showing how they have embraced them as a framework for relating to others regardless of the context. As one young student described *we are humble in our wins and humble in our losses.*

St Anthony's School community has been on a journey revisiting and exploring the school's Catholic story. Reconnecting with their Brigidine charism is a lens through which St Anthony's School has strengthened its Catholic identity for this community and within the local story of Pahiatua. Led by the Principal's philosophy that *it is important that we know who we are and what we stand for*, there have been a number of intentional actions reclaiming the Sister's presence. In 2020 all classrooms were named after one of the founding Sisters, branding in front of the school now clearly displays the St Brigid's Cross and St Brigid's Feast Day is celebrated with much story telling, contributing to the senior class re-enacting the Brigidine story at the school's variety performance. The Sister's motto 'strength and gentleness' is now a living spirit within this community. The principal's vision for past, present and future students and their whānau of claiming St Anthony's School as their place to stand, their Tūrangawaewae, is taking shape.



Tamariki are supported in their journey through the Sacraments of Initiation and beyond to the Sacrament of Confirmation. Strong relationships between Proprietor's Appointees, the Parish Priest and DRS have resulted in sacramental preparation programmes that are collaboratively run during school time. An invitation was also extended to students from neighbouring schools. In 2020 a group of twelve students and their siblings were Baptised along with a staff member receiving the Sacrament of Confirmation. Later in the year six students prepared for Reconciliation and First Eucharist. Baptisms are celebrated with the parish during a Friday mass while First Communion at the schools termly community mass. This faith witness has been strongly shaped by the students experiences of encounter at school.

Through its practices and communications St Anthony's School supports parents as first educators of their children's faith. Enrolment conversations are intentional and instrumental in providing whānau with a very clear picture of St Anthony's School point of difference. The DRS who is also the new entrant teacher makes transition into this Catholic community a natural and key part of welcoming new tamariki. This has been an intentional decision and has been beneficial in the nurturing and positive way tamariki are introduced to life at St Anthony's School. The principal looks for ways to invite whānau into the school so they too can have opportunities of encounter. Making connection between the faith life of the school and the faith life of the home is an aspirational outcome. This continues to be an ongoing development for the school and is already identified in its annual plan.

The faith-based leadership of the principal and DRS helps to shape St Anthony's School vision and direction, ensuring genuine and ongoing encounters with Jesus Christ occur. These two faith leaders, both new to their respective faith leadership roles, know and model with clear vision who is at the heart of this school and the why that sits behind everything they do. Supported by a faith filled staff, all contribute to St Anthony's School as a place of encounter with the living Jesus Christ, a place of spirit filled community where imparting a Catholic worldview through the curriculum occurs. Tamariki are sent out as ambassadors of the truth and love of Christ.

The principal and DRS are committed to ongoing professional formation through both Te Kupenga and the PNCEO. The principal has fully engaged in the Diocesan run programme for new principals in their first two years of leadership. This support has strengthened her understanding of faith leadership and seeing herself as the key faith leader at St Anthony's School. First and foremost, she acknowledges Jesus as the starting point for everything modelling how this can be lived out at school. A strong passion for Catholic Social Teaching has also resulted and her desire to weave these principles naturally through all aspects of school practice and communications have brought these principles to the forefront of her decision making and leadership style, describing them as *my principles of being in relationship to others*. These principles have also strengthened her ability of enabling others to effect change.



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?

With consideration, intention and strategic planning, St Anthony's School makes decisions and approaches learning that effectively assists its community to grow in the knowledge and understanding of Jesus Christ, His teachings, and the Catholic Church. The faith leadership and the support of the passionate staff has played an influential role in this effectiveness.

The principal and DRS are pivotal authentic faith leaders in this school and community and are supported by a faith filled Deputy Principal. Through their collaboration and leadership, they conscientiously consider, safeguard, and strengthen Religious Education and the Catholic special character of the school. The Parish Priest described the faith leadership evident at St Anthony's School as excellent.

The DRS is a committed faith leader and is a capable curriculum leader. This combination contributes positively on the Catholic special character and the Religious Education (herein referred to as RE) curriculum of the school. She is an active parishioner, part of the liturgy committee, supportive of sacramental programmes and has a positive relationship with the Parish Priest. She is described by many as a key connector between the school and parish fulfilling the ministry she is called to serve.

The DRS prepares and delivers informative formation for staff in both RE and Catholic special character. She has been committed to setting up systems and structures that support sustainability, collaboration, and management of this core curriculum area. Areas of significant growth include creating shared google folders which contain supporting templates and resourcing for teaching the RE curriculum and organising Catholic special character events, and the introduction and implementation of a system that highlights and monitors the coverage of the mandated Achievement Objectives of the RE curriculum throughout the school. This tracking provides evidence that RE is delivered with integrity, assisting kaiako in their planning and the direction of units of learning.

Kaiako have also been supported and guided to assess Achievement Objectives (herein referred to as AOs) meaningfully. The DRS has developed expectations around consistent assessment and evaluation of units. At the end of each strand of learning, kaiako email their assessment grid to the DRS who then collates the data. This contributes to meaningful evaluation and next steps of teaching and learning and authentic reporting to the Board. Insight is gathered from senior learners through the affective domain.

Religious Education reports to parents in their current form indicate if a learner seldom/sometimes/or consistently actively participates in discussions, prayers and songs. The Religious Education Bridging Document (herein referred to as the REBD) reinforces that *written reports to parents need to be accurate and informative around achievement in Religious Education as they have a right to professional, meaningful reporting in this core curriculum area.* The review and evaluation of current RE reports with the intention of developing a report that provides whānau with accurate and informative RE achievement data and comments is an area for development. The PNCEO can provide support in this area.



Religious education is a valued part of the curriculum at St Anthony's School and is appreciated by tamariki and kaiako. Two initiatives that have had the greatest impact on teaching and learning in RE is the new approach to how "strand" /content is covered school-wide and the introduction of individual RE Contracts in the senior rooms.

The school's previous practice of compacting all strands into one year (often covering two topics a term, liturgical events and at times Caritas resources) has been re-evaluated. Kaiako now utilise guidance from the REBD's AOs, that are organised into curriculum levels. This means coverage of strands and their AOs are over a two-year cycle. Focussing on one strand/topic per term has allowed kaiako increased teaching time resulting in learning that is more meaningful and content coverage that has more integrity. The integration and celebration of liturgical events and Feast Days are now done more meaningfully.

Senior classroom kaiako wanted to invigorate the RE programme for their learners as learner engagement and passion in RE had wavered in recent years. Kaiako engaged in formation (supported by the PNCEO) that explored independent learning contracts. Within these contracts all the mandated AOs are covered while embracing multiple intelligences. Learners are encouraged to explore different strategies that provide them with agency and connect learning to their lives. Learners work on individual devices and are guided by the learning grid/contract. Kaiako ensure key theological input is embedded through compulsory activities. As a result of this learning strategy, kaiako have noticed a substantial shift in attitude towards this core curriculum area. Learners too commented that RE was their favourite thing to do at school often wanting to work on their contracts if they completed other work early. They have been empowered to take more ownership of their learning and make connections to integrate their faith and life. As learning is accumulated on their devices the mahi is accessible to share with whānau.

Tamariki shared with the PNCEO Catholic Education Advisor some key strand learning and how they could apply it to their own lives. For example, being a "Good Samaritan" in simple ways by *opening the gates for Dad on the farm and helping prepare dinner. If you see someone that needs help, do what you can to help – don't walk by and say it's not my problem. Don't just say good stuff – put it into action! Everyone deserves to be treated fairly – that's how Jesus or the good Samaritan would do it.* It was evident the effect this learning was having on their relationships.

Kaiako commented on the DRS' approachability, her ongoing support and positivity. New teachers particularly feel supported and welcome. A formalised induction programme is yet to be embedded at St Anthony's School across all levels for kaiako, whānau, tamariki and Board members. This has been identified by the school and one of the core strategies for achieving its Catholic Character strategic goal.

There have been many RE curriculum initiatives introduced and implemented since the last review along with a deep re-engagement with the Catholic story of St Anthony's School. The school's handbook is currently being reviewed so this time of renewal gives ideal opportunity to create an induction that reflects the charisma, richness and kaupapa of this place. This developing induction resource could be adapted across all levels and include key information that intentionally provides a shared language and understanding of Religious Education, Special Character and the kaupapa of St Anthony's School.



Class environments are safe and productive atmospheres for learning. Kaiako at St Anthony's School have a deep care for tamariki and for the community that they belong to. Kaiako are faith filled and the more experienced among them are exceptionally knowledgeable and committed to making RE meaningful, supporting the newer members of staff to do the same. Relationships with students are strong and positive and teachers bring enthusiasm, joy and creativity to their lessons. Tamariki are warmly welcoming, polite, and feel they are in a safe environment where they can share their learning, thoughts, and prayers with others.

The staff ability to Integrate Te reo Māori, Tikanga Māori, te Ao Māori and waiata during prayer time, and through aspects of the RE programme has grown in strength. There has been an intentional drive to be authentic when using Te reo Māori. Kaiako and tamariki have been on a journey, led by kaiako, to delve into the deeper meanings behind words and phrases so there is richness and understanding behind what is spoken and why.

Displays in the administration hallways and in classrooms are vibrant and aesthetically pleasing. Displayed learning is an effective way to share and reinforce learning and concepts because they can create dialogue between learner and teacher and learner and parent. A successful curriculum unit in Term 3 focussed on arts and literacy, exploring different artists models. It was evident that some kaiako approached this through a special character lens. Artists were chosen that drew features from nature which kaiako then linked to the God strand by selecting scripture quotes to accompany pieces of art.

The planning template used for school wide curriculum units has a section for making links to Catholic teaching. It was evident that some kaiako are informally integrating Catholic concepts into their practice, however this is not school wide practice. A next step in the planning stage of integrative units would be for kaiako to explicitly share examples of how Catholic Social Teaching, Catholic concepts and scripture can be woven into the integrated unit and learning instead of just making general links to these concepts. This will give kaiako a shared understanding and language that supports an integration of faith and life particularly for newer teachers that are still developing their understanding of vocabulary and theology. Integrative learning could also result in a social action or application of learning that might support the common good, the dignity of all or support our Common Home.

Supporting schools to develop a cohesive sexuality education programme that reflects Catholic special character is a key focus for the PNCEO. St Anthony's School has made significant foundational progress for this programme to be developed. The DRS has attended professional formation facilitated by the PNCEO that unpacks the *Framing Document Human Sexuality Education: A Guide for Catholic communities in Aotearoa New Zealand*. This has given the DRS confidence to begin leading this important curriculum area, ensuring there is a Catholic lens on all aspects of sexuality education. The Principal, DRS and a senior teacher participated in Having Life to the Full (grounded in John 10:10) in 2021. This will assist in them to be confident in the delivery and understanding of health and sexuality concepts from a Catholic perspective. The school has reviewed its health policy to reflect their context emphasising the dignity of the person and that all are made in the image and likeness of God. St Anthony's School has also completed community health consultation which has given more insight into how health and sexuality may be approached in the future. It is now a recommendation for all staff to become familiar with the curriculum and



assessment handbook, the schools reviewed health policy, and the NCRS sexuality resource grids. This will enable them to develop an understanding of sexuality from a Catholic perspective so they can plan, teach, contribute to and take ownership of units of learning.

Next Steps for Development

The review and evaluation of current RE reports with the intention of developing a report that provides whānau with accurate and informative RE achievement data and comments. The PNCEO can provide support in this area.

A next step in the planning stage of integrated units would be for kaiako to explicitly share examples of how Catholic Social Teaching, Catholic concepts and scripture can be woven into the integrated unit and learning. This will give kaiako a shared understanding and language that supports an integration of faith and life particularly for newer teachers that are still developing their understanding of vocabulary and theology. Integrative learning could also result in a social action or application of learning that might support the common good, the dignity of all or support our Common Home.

A formalised induction programme is yet to be embedded at St Anthony's School across all levels for kaiako, whānau, tamariki and Board members. This has been identified by the school and one of the core strategies for achieving its Catholic Character strategic goal. There have been many RE curriculum initiatives introduced and implemented since the last review along with a deep re-engagement with the Catholic story of St Anthony's School. The school's handbook is currently being reviewed so this time of renewal gives ideal opportunity to create an induction that reflects the charism, richness and kaupapa of this place. This developing induction resource could be adapted across all levels and include key information that intentionally provides a shared language and understanding of Religious Education, Special Character and the kaupapa of St Anthony's School.

For all staff to become familiar with the curriculum and assessment handbook, the schools reviewed health policy, and the NCRS sexuality resource grids. This will enable them to develop an understanding of sexuality from a Catholic perspective so they can plan, teach, contribute to, and take ownership of units of learning.

Dimension3: TE WHAKAATU KARAITIANA- CHRISTIAN WITNESS

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

As a Christian people, the Gospel calls us to communicate Jesus' message of love, mercy and justice in both word and deed. Without exception, St Anthony's School has been described as a place of openness and welcome, where everyone is treated with dignity, fairness, compassion, and kindness. 'Family' was a reoccurring word used by staff, tamariki and whānau to describe this community. Tuakana teina and the deliberate interactions arranged by staff such as buddy reading, vertical whānau group activities and Matariki celebrations



result in relationships between staff, whānau and tamariki as strong and a contributing factor to St Anthony's School family. Shared with the PNCEO review team, staff talked about tamariki being loved and affirmed for who they are, everyone is different, but everyone contributes to this community because they are a precious gift from God.

The school is currently on a very symbolic journey connecting their local story, charism, and LIFE values; in the creation of St Anthony's School Kākahu. As part of this journey the entire community are learning about places and stories of significance and these along with all that is important and valued by its school and parish community will be identified in the Kākahu. Throughout the various stages of the project the school is being supported by a local storyteller and weaver. The intention is the wearer of the Kākahu will *hold the school values on their shoulders and all that we represent*. This Kākahu will stand as a symbol of the synthesis of culture, faith and life through both a Katorika and tikanga Māori lens.

Relationships between the school and St Brigid's Parish are continuing to develop positively. The DRS and Proprietor's Appointees are key connectors here. Tamariki feel part of St Brigid's Parish, and this is largely attributed to their involvement in various ministries, such as playing in the Church band, welcoming, and reading during Mass. The school is also very intentional in the way it includes and reaches out to parishioners. For rangatahi this gives them a genuine sense of belonging and value as members of this faith community.

The Parish Priest feels welcomed by staff and tamariki. His priority after Friday Mass is to connect with tamariki in the classroom followed by morning tea with staff. Identifying the staff as being very prayerful he sees this naturally extending to a prayerful encounter with Christ for tamariki. He has taken steps to assist tamariki experience Mass that is age and stage appropriate by introducing the children's lectionary at all Friday and community Masses. His plan to reach out to families through home visits will do much to strengthen relationships further.

Recognising that education is a collaborative responsibility, the school is continuing to develop and strengthen relationships within the Catholic community and the wider Tararua district. This includes a variety of outreach activities to the local college where many St Anthony students attend, local early childhood centres, Te Kohanga Whakawhaiti Marae and Catholic schools in the Tararua and Manawatu region. This is driven by the hope that tamariki feel a sense of belonging to something bigger and all have much to contribute to the Mission of the Church.

St Anthony's School's Restorative Behaviour Plan, co constructed by kaiako and tamariki, is grounded in the belief that *every person is created in the image of God, therefore they are invaluable and worthy of respect as a member of God's family and St Anthony's School community*. This is enacted in the restorative conversations that form part of the school wide plan, along with prayer and self-reflection which is always done discretely ensuring the dignity of the individual is upheld. LIFE values always underpin these conversations. This behaviour plan is effective because there is a shared understanding of expectations along with consistent messaging and imaging around the school. Because all staff consciously model what respect and honouring the intrinsic dignity of all 'looks like', tamariki are spoken to in a kind and affirming way.



Faith and life are integrated and witnessed through pastoral care which is explicitly Christ-centred - tamariki shared that by reaching out to others they are following in the footsteps of Christ. St Anthony's School is a community who care for each other and for those in their wider community promoting what Pope Francis calls a culture of care. This is reflected in the practical way tamariki and their whānau are supported, and through the school's outreach to the local Tararua community. The school vegetable garden which is tended by tamariki with the support of a Proprietor's Appointee, enables tamariki to see how their contribution can have a positive impact on the lives of others.

Dimension 4 : TE KAITIAKITANGA ME TE 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 St Anthony's School Board is committed to ensuring they safeguard and strengthen Catholic special character through their stewardship and compliance with legal obligations. They are well supported by the principal and DRS who also sit on the Board. This ensures that the vision and strategic direction for St Anthony's School clearly and explicitly reflects its Catholic special character.

Principal reporting to the Board is robust and comprehensive. Aligned to the annual plan it shows how the school is making progress on the intended outcomes. In a similar way, the DRS's report to the Board about Religious Education gives a detailed outline of Achievement Objectives covered in each strand along with an evaluation statement.

The 2020 charter review followed an appreciative inquiry process. Through its collaborative framework the voice of this school community was gathered, resulting in a reviewed mission statement *LIFE Through Jesus*. This reviewed statement speaks directly to the goal of a Catholic school as outlined in *The Catholic Education of School-Age Children (NZCBC 2014)* "Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others." Furthermore, the school's vision and Gospel values place Catholic special character and the Brigidine charism at the forefront. The clarity and synergy of school direction is strong.

The Board is to be commended for its commitment to embed throughout Board policies an explicit Catholic special character lens and this is an ongoing piece of work. With support from the PNCEO, along with the principal's growing understanding of Catholic Social Teaching and an intentional Board formation plan, St Anthony's School Board policies will show decision making is from a Catholic perspective. The ongoing impact of this, for this school community will be the integration of faith and life. The school's supporting procedures will also benefit from this robust review process.

The school has some well-established relationships within the local Māori community, with key individuals supporting the school's ongoing journey of strengthening cultural responsiveness. The Board is encouraged to develop similar relationships that will build their capacity to explore how to give effect to Te Tiriti o Waitangi through a Catholic lens.



The Catholic Church has a commitment to bicultural partnership and honouring Te Tiriti in our school context is an active expression of our Catholic special character. The impact of this will be te ao Māori, tikanga and mātauranga Māori integrated across all policies and school procedures.

Proprietor's Appointees have been instrumental in leading planned formation at the beginning of each Board meeting. By safeguarding this time, Catholic special character is prioritised and the whole Board is developing a shared understanding of their key responsibilities around property, employment, enrolment and Catholic Character to ensure the Proprietor's interests are protected. *A Guide/Prompt for Assisting Boards of State Integrated Catholic Schools in the Diocese of Palmerston North, to Safeguard and Strengthen Catholic Special Character* will continue to be a key supporting document to further strengthen this formation.

As good employers and reflecting the CST principle of human dignity, the Board has prioritised the wellbeing of all staff at St Anthony's School. As a result, staff feel supported, appreciated and valued by the Board. As an intended outcome identified in their strategic plan, the school has a number of key actions to increase student and staff understanding of personal and collective wellbeing. There is an opportunity moving forward, to intentionally include spiritual wellbeing as a key action in the annual plan. This could strengthen the synthesis of culture and faith and faith a life for this community with more deliberate actions identified, for example an annual retreat opportunity both for staff and Year 7 and 8 students.

The school is compliant with its integration agreement in all areas regarding

- Number of Schedule 6: Clause 47 Education and Training Act 2020 (CI 47) (previously S464 positions) held (excluding principal and DRS) compared with number or percentage of CI 47 positions specified in the Integration Agreement or the supplementary schedule.
- The Board's appointments committee contains at least one Proprietor's Appointee for all permanent principal, DRSs and teaching positions.
- Maximum roll compared with actual roll at time of review.
- Number of preference students.
- Number of non-preference students.
- The Board consults, communicates, and works with the Proprietor to ensure Catholic character is safeguarded and strengthened. Annual attestation and PA reports are completed.



The Board's preference and non-preference enrolment policy and the school's procedures are clear and transparent (including its criteria) and meet the requirements of the school's Integration Agreement and Ministry of Education regulations.

Next Steps for Development

The school's Catholic Character self-review procedure as identified under Nag 2 has yet to be implemented. The PNCEO would like to support the Board and senior leadership team to move away from review toward a model of meaningful and manageable internal evaluation. Regular and strategic internal evaluation should occur annually in each school in Catholic special character as in other aspects of school like. *(Catholic special character Evaluation for Development)*

There is an opportunity moving forward, to intentionally include spiritual wellbeing as a key action in the annual plan. This could strengthen the synthesis of culture and faith and faith a life for this community with more deliberate actions identified, for example an annual retreat opportunity both for staff and Year 7 and 8 students.

The school has some well-established relationships within the local Māori community with key individuals supporting the school's ongoing journey of strengthening cultural responsiveness. The Board is encouraged to develop similar relationships that will build their capacity to explore how to give effect to Te Tiriti o Waitangi through a Catholic lens.



ST ANTHONY'S SCHOOL CATHOLIC SPECIAL CHARACTER REVIEW

REPORT SUMMARY

Areas of growth since the last review report

The school is developing its capability of incorporating tikanga, te reo Māori and Katorikatanga into all aspects of school life.

St Anthony's School community has been on a journey revisiting and exploring the school's Catholic story. Reconnecting with their Brigidine charism is a lens through which St Anthony's School has strengthened its Catholic identity for this community and within the local story of Pahiatua.

Through collaboration and leadership, Religious Education and Catholic special character is safeguarded and strengthened.

The DRS has been committed to setting up systems and structures that support sustainability, collaboration, and management of Religious Education as a core curriculum area.

Two initiatives that have had the greatest impact on teaching and learning in RE is the new approach to how "strand" /content is covered school-wide and the introduction of individual RE Contracts in the senior rooms.

The school is currently on a very symbolic journey connecting their local story, charism, and LIFE values; in the creation of St Anthony's School Kākahu.

The 2020 charter review followed an appreciative inquiry process. Through its collaborative framework the voice of this school community was gathered, resulting in a reviewed mission statement *LIFE Through Jesus*.

Strategic priorities and annual goals are developmental aiming for a strengthened and enriched identity as a Catholic school community.

Proprietor's Appointees have been instrumental in leading planned formation at the beginning of each Board meeting.

The principal and DRS are committed to ongoing professional formation through both Te Kupenga and the PNCEO.



Recommendations

Growth in Knowledge

A formalised induction programme is yet to be embedded at St Anthony's School across all levels for kaiako, whānau, tamariki and Board members. This has been identified by the school and one of the core strategies for achieving its Catholic Character strategic goal. There have been many RE curriculum initiatives introduced and implemented since the last review along with a deep re-engagement with the Catholic story of St Anthony's School. The school's handbook is currently being reviewed so this time of renewal gives ideal opportunity to create an induction that reflects the charism, richness and kaupapa of this place. This developing induction resource could be adapted across all levels and include key information that intentionally provides a shared language and understanding of Religious Education, Special Character and the kaupapa of St Anthony's School.

For all staff to become familiar with the curriculum and assessment handbook, the schools reviewed health policy, and the NCRS sexuality resource grids. This will enable them to develop an understanding of sexuality from a Catholic perspective so they can plan, teach, contribute to, and take ownership of units of learning.

Safeguarding and Strengthening Catholic Special Character

The school's Catholic Character self-review procedure as identified under Nag 2 has yet to be implemented. The PNCEO would like to support the Board and senior leadership team to move away from review toward a model of meaningful and manageable internal evaluation. Regular and strategic internal evaluation should occur annually in each school in Catholic special character as in other aspects of school like. (*Catholic Special Character Evaluation for Development*)

We are confident that with support from the Palmerston North Catholic Education Office, the St Anthony's School leadership team, (School Board, Principal/DRS) will be able to address both the recommendations and the next steps for development highlighted in this report.

The review team thank the community of St 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 review by the school is greatly appreciated.



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