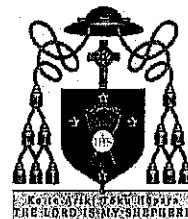


CATHOLIC DIOCESE OF HAMILTON



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

**Catholic Special Character  
External Review Report**

**St Anthony's Catholic School, Huntly**

Review conducted on 23 June/12 August

Confirmed Report ...*8/09/21*.....(date)

# St Anthony's Catholic School, Huntly

## School Details

**Name of School:** St Anthony's Catholic School, Huntly

**Address:** 102 Bailey Street, Huntly, 3700.

**School type:** Integrated - Full Primary Y1-8 (Co-ed)

**Actual roll:** 56

**Maximum roll:** 154

**Non-preference maximum:** 16 (10%)

**Actual non-preference number:** 10 (6.4% of the maximum roll and 18% of the current roll)

**5.1:** 36 (64% of current roll)    **5.2:** 2 (4%)    **5.3:** 8 (14%)    **5.4:** 0 (%)    **5.5:** 0 (0%)

**Roll based staffing entitlement:** 4.18    **Refugees:** N/A    **Fee Payers:** N/A

**Required number of Catholic Character CI 47 positions:** 3

**Filled number of Catholic Character CI 47 positions:** 3

**Principal:** Dr. Kevin Kannan

**Director of Religious Studies:** Cheryl Casimiro

**Chairperson, Board of Trustees:** Marvin Casimiro

### Elected Members

1. Marvin Casimiro (RC)
2. Venancia Lucido (RC)
3. Jessica Steiner (RC)
4. VACANCY

### Proprietor's Reps

1. Maria Curray (RC)
2. Lynda McPoland (RC)
3. Jenny Clement (RC)

**Staff Rep:** Alan James (RC)

**Parish Priest:** Father Anslem Aherne

### Review Team

**Lead Reviewer:** Terry Consedine

**Accompanying Reviewer/s:** Dianne Porter  
John Coulam

## **Ngā Whāinga O Te Arotake-Aims of External Review**

The New Zealand Catholic Bishops' Conference wishes the external review to show how effective the school is in handing on the faith and forming a new generation of Catholics; this includes evaluating the efficacy of Religious Education and how the whole school community engages in authentic Catholic Christian witness and evangelisation. This is the evangelising mission of the Church, in which the school participates.

The external review process is based upon the *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua: Catholic Special Character Review for Development* document (draft, 2018).

In the review, schools are asked to consider and demonstrate the ways in which they have provided for their ākonga:

- **Te tūtaki ki a Te Karaiti - an encounter with Christ,**
- **Te whakatupu mā - te mātauranga-growth in knowledge,**
- **Te whakaatu Karaitiana - Christian witness.**

And how the school is:

- **Te kaitiakitanga me to whakapakari i to tuakiri Katrorika - Safeguarding and Strengthening Catholic Character.**

The review is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic Character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Reviewers encourage and commend good practice, and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.

**Progress with recommendations from the 26-27 March 2018 Catholic Special Character Review for Development Report.**

**1. To explore the possibility of an on-site Sacred Space. There are strong voices for this – either as another building – eg an existing unused chapel, or covering the existing outside space.**

*The school secured a consecrated altar from the parish church and converted Room 5 into a chapel come assembly hall. All school liturgies and Holy Masses are celebrated in this space.*

**2. To continue to grow the capability of the DRS and tagged kaiako in the school. Opportunities for this can be found in leading prayer assemblies and scripture reflections using a variety of styles and media.**

*The Director of Religious Studies is working at completing one paper at a time towards completion of New Zealand Certificate in Christian Studies Religious Education (80 Credits), from Te Kupenga – Catholic Theological College.*

**3. That the DRS mentor new kaiako into the school, especially with those new to the National RE programme, its contents and perspective for this context.**

*The Director of Religious Studies provides a Unit Planning Template, Achievement Objectives, Religious Education Progressions and resources for all religious education kaiako. The Director of Religious Studies moderates the end Module Strand Assessments and also reviews Strand Results.*

**4. That efforts are made by all members of the community to display respectful attitudes towards each other, especially when cultural differences and language are difficult.**

*Parent Group Meeting. The school has established a combined Māori-Pacific-Filipino Parent Group which meets once a term to discuss Student Achievement and Cultural Inclusiveness events. Discussion points and minutes are sent out to all parents after these meetings.*

**5. To explore satisfactory methods of communication to the community, so that as many members as possible have access to the information they need and in the manner that is easy.**

*i. Parish Newsletter Item. Principal sends a fortnightly parish newsletter item to the parish secretary to publish in the Parish Bulletin.*

*ii. School Newsletter. Principal published fortnightly school newsletters to each family via the school office.*

iii. **Academic Term Letter.** Classroom kaiako sends an Academic Term Letter covering all curricular, special character, and co-curricular news and events planned for the term in Week 1 of the term.

iv. **Individual Events Letters.** For all special events planned for the term, the respective kaiako in charge, generate information and consent letters.

v. **General Communication.** All general communication with families is completed via E-TAP email communication global and classroom systems.

**6. That further training for the Proprietor's Appointees be arranged so they can respond with confidence to their roles and responsibilities on the Board of Trustees, and act effectively on behalf of the Proprietor.**

i. **Annual Diocesan Board of Trustees Training.** All Proprietor's Appointees have attended the Board of Trustees training when it is organized by the Diocese.

ii. **Strategic Diocesan Correspondence.** The Principal forwards all diocesan correspondence related to governance to the Proprietor's Appointees for information and discussion. E.g. recent Diocesan Strategic Pastoral Plan 2021 - 2025, Diocesan Strategic Property Plan.

iii. **Special Character Committee and Property Committee.** By virtue of the Proprietor's Appointees taking an active part in these two standing committees gives them confidence in their role and responsibilities and enables them to act effectively on behalf of the Proprietor

## **Dimension 1: Te Tūtaki Ki A Te Karaiti-Encounter with Christ**

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

The Principal leads by example in his depth of spirituality. He is a reader at St Anthony's Parish and leads the school choir and music ministry at least twice a term in the parish. He has a spiritual director and makes a three day silent retreat every year at the Tyburn Monastery during the term three break. He is highly committed to the Catholic faith and is clear that Catholic values permeate school documentation. Alongside he has a very willing, capable and supportive Director of Religious Studies who enthusiastically takes initiative and shows strong leadership in Catholic character. They are both well supported in having a teaching staff who are all active in the practice of their faith.

One of the recent initiatives which the staff are most proud of, is the emphasis given to the reading of the Gospel of the day in the classroom. There has been a deliberate move by the school to give the ākongā confidence in the proclamation of the Word. This is initially promoted through a scripture reading competition in which all ākongā participate. The impact of this is, that when there is class prayer, school liturgies or school parish Masses ākongā are confident in taking on a role in the Ministry of Reader of the Word. A number of ākongā have become part of the Reading Ministry on Sundays in the parish church. The reviewers witnessed a Welcome Liturgy where the head student very confidently proclaimed the Word. This was then very effectively broken open for the ākongā by the Principal with enthusiastic student participation and response.

Prayer, scripture reading and reflection are well embedded in the culture of the school. There are a number of rich opportunities for spiritual formation for the kaiako and ākongā in the school. For kaiako, there is a retreat day at the start of each year. There is also an opportunity for shared staff prayer before school three days a week. This normally takes the form of reading the Gospel of the day and then staff having an opportunity to reflect on it. Frequently this is in the form of *Lectio Divina*. Kaiako share the leadership of these prayer times, having the opportunity to be the leader for a week on a rostered basis. Each staff meeting opens with prayer. Ākongā also have the opportunity to pray at the start of each day. This takes on a variety of forms including meditation. They are familiar with the 'School Prayer'. Most commonly, especially in the senior school, prayer takes the form of the reflection on the Gospel of the day and ākongā have become skilled at breaking it open and saying what it means for them. There is opportunity for prayers of intercession and thanksgiving as well. This takes place alongside the use of traditional prayers.

Mass is a central part of the life of the school. The staff all effectively role model their attendance at Sunday Mass very well. There are a number of Mass opportunities. Parents and caregivers are invited to all Masses in the parish church: one at the start of the term, one mid term Parish-School Mass and an end of term Mass celebrated at the school. The Fruits of the Spirit are widely celebrated by staff and ākongā. As well as these, there is a Patronal Day Mass and a special Leavers' Mass both celebrated in the parish church.

School communications, including the website and the fortnightly newsletter, are used as a means of evangelisation, helping members of the school community to integrate their faith and life. To support this, each classroom teacher sends an academic term letter covering all curricular, special Catholic character, and co-curricular news and events planned for the term in week one of the term. All general communication with families is completed via E-TAP email communication via global and classroom systems. The impact of this is that the parents spoken to by the review team felt well informed about the learning in all areas including religious education.

The newsletter informs the parents on the particular 'Fruit' gaining recognition for that half term. There is emphasis on two of these Fruits of the Spirit per term and kaiako and ākongā challenge one another to be living the Fruit. Two ākongā from each class who have particularly exemplified that Fruit are celebrated at a Virtues Assembly. There is a room set aside for full school liturgy and quiet prayer. Ākongā and staff are confident in the leadership of these liturgies. This has been a growth area since the last review.

The use of newsletters, provide excellent information about events happening in the school and parish. This includes invitations to parents to attend assemblies, liturgies and Masses. The impact of this is that the parents feel well informed about school celebration events and know what the ākongā are learning in religious education and other subjects as well. They have the opportunity to grow their faith as well.

*"The Principal puts a Holy Scripture Reflection in each of the newsletters for parents to support their children in the Gospel values of the term and for personal reflection."* (Principal)

The school values the support of the current parish priest. He invites school families to register and attend the parish based Baptism Programme in term one and Rite of Christian Initiation for Children Programme in term two. The school works with the parish in the coordination of the Sacramental Programme. The effect is that ākongā do get the opportunity to participate in the Sacramental Programme.

House groups provide excellent examples of leadership for ākongā and are a significant contributor to Special Character development. Each house group has a significant person as their patron and has an associated saint that is celebrated on their Feast Day. These

are Barbier (St Therese of Lisieux), Gaines (St Joseph), Poynton (St Patrick) and Pompallier (St Vincent de Paul). One leader is appointed to each house to take responsibility for house activities on their particular feast day.

#### **Next Steps for Development:**

#### **Dimension 2: Te Whakatupu Mā Te Mātauranga: Growth in Knowledge**

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

The Principal, Director of Religious Studies as well as the accompanying kaiako are role models in the practice of their faith. A number are active in the Ministry in the Parish of St Anthony's.

The Principal is proud of the clear 'Strand structured' Religious Education Curriculum. This includes the teaching and learning, assessment and reporting processes that enable the kaiako to follow the National Religious Education Curriculum. Each Strand is assessed and reported to parents. Parents are given an indication (teacher judgements) of where their child is at in their living of the Fruits of the Spirit that have been the particular focus for the report period. There is clear evidence within the students' workbooks, that teachers are using resources from the Family/Whanau book to ensure that families are well informed regarding the current Strand lessons and learning objectives.

The Term Plan and the planning template provided by the Director of Religious Studies is comprehensive and outstanding. Each teacher develops thorough and comprehensive unit plans before the term begins. The Director of Religious Studies and Principal moderate these. Each teacher submits their weekly lesson plans on Friday for the Principal to moderate as required. The kaiako present their Strand Assessments to the Director of Religious Studies and during the staff meeting, kaiako are encouraged to share the delivery of these lessons.

*"Cheryl as DRS provides lesson outlines, resources and support" (Untagged teacher)*

Kaiako plan for all student learning needs. Differentiation of learning was evident in kaiako planning. The classroom reflects the Catholic Character in a variety of ways. Kaiako creates positive engaging learning environments including prayer tables for prayer focus. The ākonga are comfortable with leading prayer time. Prayer often naturally flowed



on from the religious education Lessons. The displays on the walls were very reflective of the learning that was taking place.

The reports to parents are very comprehensive in their information on ākongā progress in the area of Gospel values, in particular the Fruits of the Spirit. As well as this, achievement progress in the strands is covered in the same reporting period.

*"The school helps me a lot in the development of faith of my son through its learning programmes.....helps teach him to become a responsible child at home and in the community, by being a good example to his sibling and serving as an altar boy in the weekend mass in our community" (Parent)*

All kaiako engage in regular, planned programmes of Catholic character professional learning and development. The Board and Principal support the staff in their professional development in Catholic character. All kaiako have completed the *'Living Life to the Full'* Course therefore are equipped to teach the Human Sexuality and Personal Development part of the Health Curriculum. The Director of Religious Studies is working at completing one Te Kupenga course paper at a time towards completion of New Zealand Certificate in Christian Studies Religious Education. At one staff meeting she presented the courses being offered by Te Kupenga. The staff are encouraged to continue their growth in this area. This is part of the annual Professional Growth Cycle interview with the Principal. Each term the Director of Religious Studies gives kaiako their updated professional development record for Religious Education.

The parish and the school enjoy a strong relationship. The school values the support given by the Parish Priest, Father Aherne. He meets with all families seeking a preference card and also makes a personal visit to families who desire Baptism for ākongā in the school. Staff lead by example in the practice of their faith and in being active in the parish, some being involved in active Ministry. They are supportive of the Parish Sacramental Programme by letting parents know through the newsletter as well as having one staff member attend the Saturday preparation sessions.

*"He (Father Aherne) is exceptional with our Māori families by tracing their iwi-hapu connections" (Principal)*

Kaiako are encouraged to include Religious Education in ākongā homework. This provides an opportunity for ākongā to talk about their new learning in Religious Education with their family at home.

#### **Next Steps for Development**

- That the Director of Religious Studies utilises the professional learning opportunities made available to her. E.g. Courses, School visits and conferences.

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- Preparing staff for the New Religious Education Curriculum  
(See Recommendation)

### **Dimension 3: Te Whakaatu Karaitiana-Christian Witness**

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

The Principal, Director of Religious Studies and the other kaiako are active witnesses to their faith in the school and in their parishes. They are proactive in promoting the involvement of ākonga and their whanau in the life of their parish community. The impact of this is that a number of ākonga are readers, altar servers and part of the music ministry which includes a school choir in the parish. The staff work collaboratively together in support of each other, as they strive to meet the very specific needs of this community.

*“There is a genuine sense of family, caring and camaraderie amongst the staff which warms your heart!”* (Support staff)

The school has a commitment to deepening their understanding of Te Tiriti o Waitangi. This is in its initial stages with the Board of Trustees partaking in the School Trustees Association ‘Te Tiriti o Waitangi Governance Training’ in June 2021. Staff teach Māori history in the Social Science History Strand of ‘Culture and Continuity’. There is an increasing number of Māori words used in the curriculum. Reflection on this is part of the annual Professional Growth Cycle interview. The ākonga are familiar with a number of waiata as part of Liturgies and Masses. School signage is bilingual.

Although it is only in its infancy, the development of a combined Māori-Pacific-Filipino Cultural working group of parents is a very positive initiative. It allows the different cultures represented in the school to come together once a term to ensure they understand communications from the school. It is envisaged as a place where parents can have a voice. It is also an opportunity for parents to offer suggestions of ways that their cultures can be acknowledged, valued and celebrated in the school. Discussion points and minutes are sent out to all parents after these meetings.

As part of the school’s outreach to those in need, breakfast is provided each day at the school for ākonga who require it. There are a group of parents who run this, rostered one day per week. A small number of ākonga take up this opportunity.

Ākonga, staff and whanau are aware of the school’s pastoral care system. All ākonga are personally known, cared for and provided with support. There is a culture of respect among the ākonga in the school. The pastoral care system is guided by restorative practice. Kaiako frequently talks with the ākonga about exemplifying the Fruits of the

Spirit if their behaviour needs challenging. Ākonga understands this and prayer is frequently part of such conversations.

There are opportunities for service within the school especially among the senior ākonga. Student representatives attended the ANZAC service. Senior ākonga work with junior ākonga in supervision during wet lunchtimes. Some seniors took on a role in organising a sports day at Huntly West School. As part of the Lenten Programme the school uses Caritas Resources to outreach to missions. Some ākonga have taken the opportunity to take an active role in the parish as Readers, Altar Servers and part of the Music Ministry which includes a school choir in the parish. These are all good examples of service.

The well-being of staff is maintained by affirmation and appreciation including shared morning prayer and a termly gratitude morning tea. This is often a time of faith sharing. There is a feeling that kaiako can speak their minds if workload is becoming a concern and this is an opportunity to share the challenges as well as best practice examples.

“The Principal enquires after staff personal well being and makes it clear that time is available (and should be taken) for recovery or to attend to matters when/if needed” (School Secretary)

Ākonga weren't too clear on who Euphrasie Barbier was and had little knowledge of the school's charism.

#### **Next Steps for Development**

- Continue to strengthen ākonga opportunities for actively living the Gospel message through acts of service outside the school.
- Continue to build on the student's understanding of the founding charism and to embed this as part of the ongoing culture of the school.

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

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

St Anthony's Catholic School is compliant with its responsibilities when advertising tagged positions and currently has all tagged positions filled. The Board is aware that for all permanent teacher appointments a Proprietor's Appointee must be part of any appointments committee. Letters of appointment clearly state whether the position is

tagged or untagged. The school is within its non-preference roll of sixteen ākonga i.e. 10% of the maximum roll. The non-preference roll is currently ten pupils.

Since the last Catholic Character review in March 2018, for a variety of reasons, the school roll has dropped from 90 ākonga to the current 56 pupils. An opportunity exists for the Board to reflect on how it can promote the school within the Huntly community.

Over the last three years the school has met its obligations by sending in the annual Proprietors report and Attestation form.

The Board of Trustees is very clear about its obligations around Catholic Character and views all responsibilities through a Catholic lens. The school is fortunate that every teacher and every board member is Catholic and committed to the Catholic Character of the school. The first strategic goal of the school's Annual Plan has clear expectations and goals and the focus is on strengthening the Catholic Character across the school. There is a very clear plan of Review laid out by the Board. The Board receives reports from the Principal on Catholic Character and Religious Education. These reports keep them informed of progress in the Catholic Character Development in the school. The Board of Trustees plans to partake in Te Tiriti o Waitangi Governance training in June 2021.

The development of the Professional Growth Cycles has a strong Catholic Character component, reflecting its importance in the school. Kaiako have their own goals and have the opportunity to ask for professional learning support when meeting with the Principal. This is very thoroughly documented.

All school promotional material reflects the Catholic identity of the school. The school newsletter leaves no doubt that this is a Catholic School with clear messages related to the faith and linking the school with the parish. Many of the policies of the school have a specific Catholic lens and reflect the Catholic Character of the school.

Staff are supported and encouraged in their Special Character professional development by the Principal and Board of Trustees. All staff have completed the paper *'Living Life to the Full'* The Board budgets to support teacher Professional Learning in the area of Catholic Character.

**Next Steps for Development:**

- To co-construct with the Director of Religious Education, all Catholic Character reports to the Board.
- For the Board of Trustees to explore ways to promote St Anthony's Catholic School to the wider community of Huntly.

- To introduce to the Board the booklet from the New Zealand Bishops Conference 'The Catholic Education of School-age Children'

### **St Anthony's Catholic School, Huntly**

#### **Catholic Special Character Review Report Summary**

There was a warm welcome into a truly Catholic environment as the review team entered the grounds of St Anthony's School Huntly. We were welcomed by the Principal. This hospitable welcome extended through the office and staff room to a very inspiring Liturgy led by ākongā and staff for the whole school.

The school has a strongly Catholic culture with effective leadership at the top. The Principal is supported in his leadership by a Faith-filled Director of Religious Studies. The staff are fine role-models as well as active in their support for the Catholic Character of the school. The care of the community for ākongā was very evident in the facilitation of the Breakfast Club each morning. All staff teach Religious Education and are supported by both the Director of Religious Studies and Principal. There are very good opportunities for staff to deepen their Religious Education knowledge and further develop their personal spirituality.

#### **Areas of growth since the last review report**

All staff are now confidently leading School Liturgies and Prayer Assemblies. This was once the realm of the Principal and Director of Religious Studies. The development of the inside sacred space with a consecrated altar from Parish Church and conversion of room five into a Chapel come Assembly Hall has been a welcome addition. All School Liturgies and Holy Masses are celebrated in this space.

The major area of growth since the last review is the emphasis on scripture both with kaiako and ākongā. This is exemplified in the emphasis given to the reading of the Gospel of the day. Staff take time three mornings per week to reflect on the day's reading and sometimes use Lectio Divina as part of the reflection. There has been a deliberate move by the school to give the ākongā confidence in the proclamation of the Word. This is initially promoted through a Scripture Reading Competition in which all ākongā participate. A major impact of this is that ākongā are confident in taking on a role as a proclaimer of the word as a Reading Minister on Sundays in the Parish Church.

Communication with the community has been greatly strengthened since the last review. Parents are clear on the celebration events and learning of their tamariki through the wide variety of newsletters as well as electronically through e-tap.

## **Recommendations**

- At present, the staff use the bridging document and 'Faith Alive' as a part of their planning. It is recommended that when the opportunity is presented, the school prepares the staff to be able to implement the new Religious Education Curriculum, To Tātou Whakapono.
- Continue to strengthen the use of Te Reo and Tikanga to enhance the authentic integration of te ao Māori.
- That the Board of Trustees and school leadership work with the parish to reflect on the Diocesan Strategic Plan and the challenges and implications it has for this community.

The review team is confident that the St Anthony's Catholic School, Huntly leadership team (Principal DRS and Board of Trustees), have the willingness and ability to address these recommendations fully before the next external review. The Catholic Education Office staff are available to assist the Principal, Board of Trustees and staff in compiling an action plan to address these recommendations.

The review team thank the community of St Anthony's Catholic School Huntly for their warm welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic special character. The organisation and preparation for the review by the school was greatly appreciated.

**Terry Consedine**

**Lead Reviewer**

**Dianne Porter**

**Religious Education Advisor**

**John Coulam**

**Schools' Education  
Manager**