



Education Review Office
Te Tari Arotake Mātauranga

St Anthony's Catholic School (Huntly)
Huntly

Confirmed

Education Review Report

Education Review Report

St Anthony's Catholic School (Huntly)

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

St Anthony's Catholic School is a state integrated primary school offering education for students in Years 1 to 8. The school roll of 72 is ethnically diverse and includes 26 Asian, 19 Māori, 15 of Pacific heritage and 11 Pākehā students.

The school's mission continues to be to 'educate children towards a lifetime in the world, with Jesus Christ as our role model in the Roman Catholic tradition.' The gospel values of 'love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control' are well promoted throughout the school.

Since the 2018 ERO report nearly all trustees, including the chair are new to their roles.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The agreed priorities are:

- strengthening the use of progress and achievement data by teachers, leaders and trustees
- further increasing students' knowledge and understanding of their learning and next steps
- further increasing parents' understanding of students' learning and progress and how they can help at home
- building the capacity of trustees by undertaking training in school governance and strengthening policy review to meet all legislative requirements.

An area for review and development identified in the 2018 ERO report about teacher appraisal has not been a focus in this evaluation because of current changes to requirements being made by the New Zealand Teaching Council.

Progress

Assessment of students' progress and achievement has been strengthened. New benchmarks that align to *The New Zealand Curriculum* (NZC) have been clarified. Tools for assessing student progress and achievement in literacy and mathematics have been rationalised. The principal now reports on student progress to the board four times a year and on achievement twice a year. Teachers are using assessment to identify the curriculum level at which each student is working. Through the learning progressions framework of the NZC, they are also better identifying students' next steps in learning.

Systems and processes are now in place for teachers to share with students their curriculum levels and next learning steps. Students have a growing understanding of these systems and how to use them to take more responsibility for their own learning.

There are many opportunities for parents and whānau to be involved in the life of the school in ways that enrich the curriculum and support the Catholic character of the school. Students set goals in collaboration with their parents and teachers, which allow parents to engage meaningfully with children in ways that directly support their literacy and mathematics learning. The system could be strengthened by ensuring that goals are written to align with the learning progressions and are more frequently revisited, particularly for students who are at risk of underachieving.

Many trustees have been in the role for less than a year and are growing in their understanding of their governance responsibilities. Most have undertaken training in a range of governance areas and are very responsive to the support given by the New Zealand School Trustees Association (NZSTA). The board understands that the charter and strategic plan are essential planning tools, and trustees now receive regular reports from the principal on the progress towards meeting strategic goals. Trustees make good use of NZSTA tools, such as a biennial workplan, to ensure they meet their statutory obligations. A cyclical schedule of policy review is in place. Board meetings are well organised and efficiently run. Trustees have a positive and constructive working relationship with the principal. They have accessed an external consultant to undertake the principal's appraisal.

Key next steps

Teachers and leaders need to continue to:

- strengthen the use of learning progressions in teacher planning and practice to deliver differentiated programmes for individuals and groups
- develop data management systems to make it easier for them to use data to monitor student acceleration and identify what teaching strategies have been most effective
- simplify board targets and strengthen the analysis of student data for the board, so that they can focus on the extent to which the school is accelerating the progress of students at risk of underachieving
- deepen their understanding of how accelerated progress can be used to evaluate the effectiveness of innovations and interventions.

3 Sustainable performance and self review

How well placed is the school to sustain and continue to improve and review its performance?

The school has developed its ability to sustain and review its performance.

Teachers and leaders have strengthened the foundation of values, tone, climate and relationships that promote and improve student learning. Self review is being strengthened and the capability to sustain and continue improving student achievement is being built. The school has the capacity to respond effectively to current or emergent issues.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

4 Recommendation

Recommendations, including any to other agencies for ongoing or additional support.

ERO recommends that the Ministry of Education consider providing support for the board in order to bring about the key next steps listed above.

Conclusion

The school is in a stronger position to sustain and improve its performance than it was at the time of the 2018 ERO review. Teachers, leaders and trustees have made progress in strengthening the areas identified for review and development in the 2018 report. The school is in a good position to focus on improving student progress and achievement.

On the basis of the findings of this review, ERO 's overall evaluation judgement of St Anthony's Catholic School (Huntly)'s performance in achieving valued outcomes for its students is:

Developing

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.



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About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)