



St Anthony's School 2017 Annual Report

STRATEGIC GOAL 1: School culture is defined and developed to provide a strong unified platform for continuous improvement.

Target 1.1 - Enhancing St Anthony's Culture: We actively join together to make positive gains.

- A Staff Culture Terms of Reference was created and from Term 3 staff worked with an outside facilitator, Mark Sweeney to help determine next steps and solutions with school culture. He worked with the staff in 1:1 coaching and mentoring sessions as well as led staff workshops. A common vision "Driving the V8" was created.
- Staff wellbeing has been actioned through the process with Mark Sweeney, teachers having input into the Terms of Reference, 1:1 coaching sessions with Mark, full staff meetings as well as through the consultation of the Code of Conduct.
- Mark reported his findings to the Board at a meeting on 16 November. Staff will receive Mark's written report with a cover letter from the Board by the end of the year.

Target 1.2 - Board Support for Cultural Change: The Board actively supports staff as they work together through a time of new leadership and inevitable change.

- Annette, Andrew and Jen meet on a regular basis to discuss school matters. In addition, this discussion ensures that the Principal and Board are in alignment.
- There are regular check ins to ensure that that the Principal feels supported.
- The Board prepared a draft Code of Conduct as a basis for consultation with staff which occurred both in writing and in an especially scheduled meeting with all staff and the Board Chair and Deputy. The initial draft was then substantively amended based on that consultation and a final version was adopted. The Code of Conduct is a living document that allows everyone working at St Anthony's to fully understand the behaviours and standards required and it forms part of our employment contracts.
- We had an End of Term 1 Board/Staff Celebration dinner on 13 April as well as an End of Year Board and Staff Event: The Cooking Class held on 17 November was a great success with 23 people attending including staff, board members and partners.
- The Board provided nibbles at the End of Term 2 and 3 Staff drinks.

Target 1.3 - Home/school Communication: Ensure home/school communication is clear and learning partnerships are strong

- We continue to receive positive feedback regarding the school website.
- A communication was sent to Māori and Pasifika families thanking them for participating in the 2016 consultation, the key areas identified and the next steps.
- A survey was completed by parents and caregivers that incorporates general aspects of school communication/information including e-portfolios and reporting to parents.
- 8 May, 24 July, 20 October - Beginning of Term Mass/Welcoming Powhiri - lovely having a welcome both culturally and spiritually.
- Staff took part in a review of written reporting to parents led by Tracy. It has been decided that once we start using our new Student Management System, Linc-Ed next year, we will use our evaluation from this review to inform how we report with Linc-Ed.
- Jen regularly updates Facebook with key events/announcements/notices and information for parents and the community. She also updates the Google Parent Calendar, uploads newsletters to the school website, as well as writes notices on the blackboard sign at the front of the school.

STRATEGIC GOAL 2 - Students, Staff and Board, as part of the Parish Community, live out the Gospel Values in their day-to-day lives.

Target 2.1 – Gospel Values in Action: Prayer, liturgy & Catholicity is promoted, celebrated and enjoyed.

- Prayer is happening 3 times a day in all classrooms. Pasifika students are teaching Samoan prayers to Takahe Class. The Rosary Evening allowed for prayers to be said in 8 other languages- the students who have a language, other than English have responded exceptionally well to the invitation and we are impressed with their efforts.
- Two books on Catherine McAuley bought - these books are to support our Mercy heritage.
- The Mercy order were contacted regarding our planned opening of the senior block so this has continued to support our connection to our founders. They have agreed for us to use the name “He Atawhai” and have donated \$500 to go towards a plaque for the new building.
- We have been exploring our review question - What does Catholic witness at St Anthony’s look like? The staff has discussed and evaluated it from our perspective and the next step is to survey both parents and students.
- The staff completed a survey regarding how they believe the Religious Education Programme is being delivered and the findings of this will be reported to the BoT in the Learn About Faith Board Report.
- A cross was made and is now affixed on the outside of our school in time for the opening of our new block.
- The annual Mission Fair was successfully planned and executed by Tui Class on Friday 8 December.

Target 2.2 - R.E.A.L (PB4L): Our faith, as shown in our positive behaviour, is integral to everything that takes place.

- Our Tuakana (elder) Teina (younger) Whanaungatanga (relationships) have been established and photos of the different pairings have been displayed in the junior corridor. A document planning and evaluating our journey has been established which the staff are regularly referring to. Staff and students were given the opportunity to give feedback. As a result of this the following has been acted on:-
 - *Students sit in their Tuakana-Teina grouping for whole school masses
 - *Tuakana-teina wā tina (lunchtime) has now been introduced
 - *A few tuakana have swapped their teina for better relationships
- We continue to offer opportunities for these to grow through scheduled wa tina (lunchtime) gatherings.
- Playground activities led by House leaders and Year 6 students started in Term 3. The activities were based on the PAL (Physical Activity Leaders) resource that the school purchased. The activities started promisingly but was curtailed by weather in during Term 3. Tui being offsite made it difficult to operate in Term 4.
- We have introduced a fortnightly focus for Term 3 & 4 PB4L across the school.
- In Term 3, Year 5/6 students completed a Safe at School survey. Year 7/8 students completed it at the beginning of Term 4.

Target 2.3 - School – Parish link is alive and provides a climate of hope, inspiration and service.

- The Bazaar was outstanding and very successful. We raised a total of \$38,750 to be shared by the school and church.
- The Senior class and teachers worked extensively to support the Bazaar team which allows the seniors to get to know our parishioners more.
- On 16 May, 4 of our students joined with St Patrick’s and Holy Cross to sing at Father Gregory’s 25th Anniversary since his ordination.
- The leadership teams within our CoL schools have met regularly this year to share in the direction of the CoL. Jen represents our school on the Interim Stewardship Group and the Appointments Panel.
- Jen and David Sullivan met with Deacon Danny Karatea-Goddard from the Archdiocese of Wellington to explore the school having a te reo Māori name as well as enhancing links with the local Māori community. On 1 Aug, Danny presented us with the name Hāto Ātoni Parua (Saint Anthony of Padua). David has contacted Danny to thank him for his work on our school name and asked if there was a Maori name for Seatoun or our peninsula area that could be used instead of Padua. Danny has come back with two possible names. The Board has decided to do some further research in early 2018, then consult with the community.
- First Holy Communion: Many families attended the First Holy Communion - ten of our students were communicants. The previous years’ students’ parents provided a very special morning tea.
- Tui Class spring cleaned the church as part of their service to the community on 22 November.
- In December, we begin gathering donations for the Christmas Hampers that St Vincent de Paul distribute.
- Our first School Baptism occurred on 30 November. 15 children made the sacrament of Baptism and it was an extremely successful and special occasion welcoming them into the Church.

STRATEGIC GOAL 3 - All students will make progress in their learning and achievement in the curriculum areas of Reading, Writing and Mathematics, including learners with special education needs.

2017 National Standards Targets

	All	After 1 Year	After 2 Years	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Māori	Pasifika
Reading							92%			78%	100%
Writing			Boys 67% Girls 70%			Boy 1A	Boy 1A			78%	100%
Maths						Boy 1A	Girls 6M, 2A		Girls 2A	78%	100%

2017 Baseline Data (% at or above National Standard)

	All	After 1 Year	After 2 Years	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Māori	Pasifika
Reading	88%	71%	90%	100%	94.7%	88.9%	92.8%	100%	100%	83.3%	100%
Writing	89%	79.2%	84.2%	100%	84.2%	88.9%	100%	93.3%	100%	83.3%	100%
Maths	90%	95.8%	84.2%	90.9%	94.8%	77.8%	85.7%	86.7%	100%	83.3%	100%

2017 Baseline Data By Gender (% at or above National Standard)

	After 1 Year		After 2 Years		After 3 Years		Year 4		Year 5		Year 6		Year 7		Year 8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Reading	56.3%	100%	83.3%	92.4%	100%	100%	71.5%	91.6%	75%	100%	83.4%	100%	100%	100%	100%	100%
Writing	68.8%	100%	83.3%	84.6%	100%	100%	71.4%	91.7%	75%	100%	100%	100%	83.4%	100%	100%	100%
Maths	93.8%	100%	83.3%	84.6%	100%	85.7%	85.7%	100%	75%	80%	100%	75%	83.4%	88.9%	100%	100%

Key:

Red: Target student cohorts 2017

Green: Target is all students who are not making or maintaining expected progress

Yellow: Maintenance(M) / Acceleration(A)

2017 National Standards Reporting

School No	School Name	Report Name	Excl 1 March	Excl No OTJ
2999	St Anthony's School	March annual charter update	5	

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	1	.8%	13	10.9%	65	54.6%	40	33.6%	119
Māori	0	.0%	2	16.7%	7	58.3%	3	25.0%	12
Pacific peoples	0	.0%	0	.0%	4	80.0%	1	20.0%	5
Asian	0	.0%	0	.0%	2	50.0%	2	50.0%	4
NZ European/Pākehā/Other European	1	1.1%	10	10.8%	49	52.7%	33	35.5%	93
Male	1	2.0%	11	21.6%	26	51.0%	13	25.5%	51
Female	0	.0%	2	2.9%	39	57.4%	27	39.7%	68

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 Year	0	.0%	7	29.2%	15	62.5%	2	8.3%	24
After 2 Years	0	.0%	2	10.5%	9	47.4%	8	42.1%	19
After 3 Years	0	.0%	0	.0%	6	54.5%	5	45.5%	11
Year 4	1	5.3%	2	10.5%	7	36.8%	9	47.4%	19
Year 5	0	.0%	1	11.1%	6	66.7%	2	22.2%	9
Year 6	0	.0%	1	7.1%	8	57.1%	5	35.7%	14
Year 7	0	.0%	0	.0%	11	73.3%	4	26.7%	15
Year 8	0	.0%	0	.0%	3	37.5%	5	62.5%	8

Writing	Below		At		Above		Total
	No	%	No	%	No	%	No
All Students	13	10.9%	85	71.4%	21	17.6%	119
Māori	2	16.7%	10	83.3%	0	.0%	12
Pacific peoples	0	.0%	5	100.0%	0	.0%	5
Asian	0	.0%	3	75.0%	1	25.0%	4
NZ European/Pākehā/Other European	10	10.8%	63	67.7%	20	21.5%	93
Male	10	19.6%	36	70.6%	5	9.8%	51
Female	3	4.4%	49	72.1%	16	23.5%	68

Writing	Below		At		Above		Total
	No	%	No	%	No	%	No
After 1 Year	5	20.8%	19	79.2%	0	.0%	24
After 2 Years	3	15.8%	13	68.4%	3	15.8%	19
After 3 Years	0	.0%	10	90.9%	1	9.1%	11
Year 4	3	15.8%	9	47.4%	7	36.8%	19
Year 5	1	11.1%	8	88.9%	0	.0%	9
Year 6	0	.0%	12	85.7%	2	14.3%	14
Year 7	1	6.7%	11	73.3%	3	20.0%	15
Year 8	0	.0%	3	37.5%	5	62.5%	8

Mathematics	Below		At		Above		Total
	No	%	No	%	No	%	No
All Students	12	10.1%	74	62.2%	33	27.7%	119
Māori	2	16.7%	8	66.7%	2	16.7%	12
Pacific peoples	0	.0%	4	80.0%	1	20.0%	5
Asian	0	.0%	2	50.0%	2	50.0%	4
NZ European/Pākehā/Other European	9	9.7%	56	60.2%	28	30.1%	93
Male	5	9.8%	30	58.8%	16	31.4%	51
Female	7	10.3%	44	64.7%	17	25.0%	68

Mathematics	Below		At		Above		Total
	No	%	No	%	No	%	No
After 1 Year	1	4.2%	20	83.3%	3	12.5%	24
After 2 Years	3	15.8%	9	47.4%	7	36.8%	19
After 3 Years	1	9.1%	6	54.5%	4	36.4%	11
Year 4	1	5.3%	9	47.4%	9	47.4%	19
Year 5	2	22.2%	6	66.7%	1	11.1%	9
Year 6	2	14.3%	11	78.6%	1	7.1%	14
Year 7	2	13.3%	9	60.0%	4	26.7%	15
Year 8	0	.0%	4	50.0%	4	50.0%	8

Target 3.1 - Reading Priority: To maximise achievement through differentiated teaching and learning programmes in Reading.

- An internal evaluation reviewed the impact of our Reading PD in 2016 on student outcomes. Teachers collectively agree that the PD and introducing the PaCT tool has further strengthened their pedagogical knowledge and been extremely useful in designing formative assessments tasks to judge where students are in regards to meeting the National Standard. Other initiatives in classrooms include student led activities, learning conversations are more prominent, collaborative thinking skills are being developed, better student engagement and reintroducing 'oral language' experiences (particularly in the junior school).
- The end of Year OTJ results show there has been an overall improvement of 2% in total students achieving 'at' or 'above' the National Standard in Reading with significant progress in some year levels (an increase of 14% in Year 2 and 30% in Year 5) and most other year levels showing an increase in achievement levels too.
- The use of PaCT for Reading for mid-year progress and anniversary reporting is in place and being used by all teachers. Teachers are using the indicators to guide their teaching and learning in the classroom.
- Two junior teachers attended Phonics PD on 16 March presented by Yolanda Soryl. Student progress is evident in the results from Term 2 phonics assessments. Kate our Teacher Aide began teaching a group this term.
- Ronan Kelly, our roll growth teacher, started at St Anthony's in May, teaching in Kiwi for Literacy and Numeracy Monday-Thursday. Programmes are even more differentiated for Kiwi Class students now that a second teacher is in the classroom.
- Withdrawal group teaching began in Term 2, with each class having 5 weeks to target reading skills and strategies with their priority learners. Teachers have commented that there has been an improvement in fluency, comprehension and decoding. Next learning steps have been identified for these students to work on in the classroom. Withdrawal group teaching focused on teaching writing from Term 3 which is clearly linked to ongoing teacher inquiry and professional development we have been receiving.
- Early words started in Term 3 for 4 students in Kiwi Class. This is being taught by Sarah while Ronan does the roll and beginning of the day activities.
- Reading Recovery - Angela has completed her initial assessments and recommendations. All students have started on the programme. It is envisaged that one of these students should make rapid progress. The decision has been made, in consultation with the tutor, to keep one student on the programme past 20 weeks due to this being Angela's training year and the fact that we didn't have any students ready to go on the programme until the middle of July.
- We were successful in our funding application to the Lion Foundation for \$10,000 towards teacher aide salary. Kate has been on the STEPs training course and we have purchased new books/resources/worksheets for STEPs that now relate to the software. Kate has put all of Tui class on STEPs online. We had 15 licences and have purchased 10 so all students can access it. This has become part of the daily programme.
- Approximately \$2,000 worth of guided readers have been purchased for junior literacy programmes as well as Reading Recovery with the assistance of a grant. The books were very well received by the teachers. The new headphones are being used daily for listen to stories on the iPads.
- ESOL funding was approved and received for two students for Terms 1-4 (\$1,495) and this was put towards

Teacher Aide time and purchasing resources for them.

Target 3.2 - Writing Priority: To maximise achievement through differentiated teaching and learning programmes in Writing.

- PaCT Writing moderation sessions occurred during the year.
- During Terms 2 and 3, Julie Beattie, our Literacy PD advisor had 1:1 sessions with each teacher coaching/mentoring in the classroom.
- Teachers participated in a very successful PD session during the Term 2 break. We reflected on changes we have made to our practice, discussed evidence of Effective Writing Programmes, deconstructed text and shared examples of children's writing from a range of sources. We have identified our own next steps to guide our learning for Term 3.
- In September staff shared their Priority Learner's progress in writing. There has been accelerated progress in most students achievement. After discussion with Julie, it was agreed that we would focus on our 'at' students and do a push to moving them towards being 'above' the standard.
- Jen has completed the required MoE's evaluation of our PLD grant (\$5k) using staff and Julie Beattie's feedback as well as evidence of teacher development in relation to building new knowledge and transferring to practice, improved inquiry/evaluative capabilities, understanding what needs to change to lift student outcomes, cultural responsiveness, student achievement results, and educationally powerful connections with parents.

Target 3.3 - Mathematics Priority: To maximise achievement through differentiated teaching and learning programmes in Mathematics.

- PaCT Maths has been introduced to teachers and they will be ready to use it from Term 1 2018. In November, we had our first staff moderation of PaCT and built exemplars for this.
- 'Spring into Maths' is being integrated into Hoiho and Takahe classrooms, delivered by Kate, our Teacher Aide who is already working in those classrooms.
- E-ako has been introduced to all staff with the expectation that they will use this tool with their priority learners. There will be an opportunity for more PD in Term 4 around this.
- Plastic money and clocks were purchased and received for the unit of learning during Term 3.

STRATEGIC GOAL 4. St Anthony's is equipped to develop confident, connected, active learners.

Target 4.1 - E- Learning: Technology is used to its fullest potential to maximise learning opportunities for students.

- There is a gradual increase in parents commenting on their students' learning through Seesaw which is used by the junior syndicate students. All senior parents have also been asked to actively comment on the e-portfolios.
- Students in Hoiho and Takahe are now independently using devices to showcase their learning to parents through Seesaw. Some parents regularly comment on student outcomes.
- Teachers are becoming familiar with the draft Digital Technologies curriculum. Davinia attended consultation with the MoE on 17 August. Davinia and Jen attended the Island Bay Innovative Learning Conference on 26 August which was an opportunity available to all staff thanks to the Board. It was a very thought-provoking and interesting day which they have shared with the staff.
- Davinia and Jen attended the Netsafe program on the 28 August. We will develop one cyber-safety agreement for the whole school. This contract could go out in a Signmee to parents at the start of the year, and we would unpack it in our classes. On the 21 November staff gave feedback on the agreement.
- Staff training for our new SMS LINC-ED has begun. We will be live to parents and students February 2018.
- 6 Class iPads were purchased as well as OSMO & coding software. Staff training occurred.
- OneStop IT continue to give us support in IT.

Target 4.2 - School Environmental Enhancements: Teachers and Board work together to prioritise school improvement options

- Kea and Tui classrooms (He Atawhai Block) have been strengthened and renovated, and they look fantastic! The junior classrooms have been strengthened. The Archdiocese of Wellington, Silverwood Architects, JWT Construction and Possenniskie Consultants Ltd worked seamlessly together to create this modern learning environment at St Anthony's and it will provide many students with a supreme place to learn for many years to come.
- We were successful with receiving a furniture grant of \$7,366 which has paid for half of the new furniture and

has allowed us to purchase two TVs, one for the new break out space, the other to replace the current TV in the Meeting Room.

- The total amount that we have received in grants so far this year has been \$23,400.
- The Board has communicated to parents the decision around the playground area and astroturf developments. We have raised enough money ourselves to start applying for grants. We hope to get the work done over the summer months. A further communication has been sent to the community regarding this. There has been very positive reaction to the news.
- A new wooden cross has also been hung on the outside of the building as a koha from Carroll's Joinery and JWT Construction. It signifies Kindness and Mercy and provides an outward sign of our Catholicity.

Target 4.3 - Opportunity – students are offered full and varied learning experiences

- Gardening Club meet during Wednesday lunchtimes and three teachers are now sharing this responsibility. We had a very successful working bee with some very dedicated parental help to remove the large flax bushes at the southern end of the garden. We can now begin to plan what to do with the clear space.
- The majority of our students participated in Footsteps Dance and seemed to enjoy and benefit from the opportunity. Jen has signed our school up again for 2019.
- 5 students attend Mind Plus which the school supports financially (\$1,500). All students have reported that they are enjoying the activities and learning.
- Sport - 4 summer netball teams for Years 1-4; 3 winter netball teams Years 5-8 and 2 miniball teams Years 3-4; 6 school floorball teams Year 1-8.
- We organised a Y5-8 cricket friendly with Scots College in April; football friendly in September.
- Simon and Mark have begun lessons for piano, guitar as well as drums. Percussion Club has started at lunchtime.
- Choir sessions are on Monday lunchtimes run by Davinia Penman. The Choir performed at the Kids Sing at St Mark's Church on the 16th November, to other schools and families. They received great feedback from the community.
- French is being offered to students after school in the Library once a week by Alliance Française Wellington.
- Fiso Siloata, an old boy of our school, kindly provided 13 St Anthony's Years 5-8 students with the opportunity to take part in a workshop for 8 weeks of Term 2. Students who are participating are highly interested in music and the performing arts and will benefit greatly from this experience and opportunity.
- Drama lessons started at the beginning of Term 3 during Wednesday lunch times. 9 students from Years 1-4 are currently attending.
- In September, the Senior Syndicate students engaged in a Pedal Ready programme and in November the Junior Syndicate students were given scooter skills training, both very worthwhile programmes organised by the Wellington City Council.
- 32 Years 5-8 students attended EPRO8. A Year 5/6 and a Year 7/8 made it into the semi finals. The Year 7/8 team made it into the Regional Finals.
- A survey was sent to parents and caregivers that incorporated general aspects of school communication and information including school performance and where to next. Overall, the feedback from the community was that there are strong systems in place and they are confident in the direction of the school.