



**Education Review Office**  
Te Tari Arotake Mātauranga

**Confirmed Report**

**NEW SCHOOL ASSURANCE REVIEW REPORT**

**Holy Trinity Catholic Primary School**

**Location:** Takanini, Auckland

**Ministry of Education profile number:** 743

**December 2017**

# **New School Assurance Review Report**

## **Holy Trinity Catholic Primary School**

### **1 Introduction**

A New School Assurance Review is a review of particular areas of school performance and is undertaken to specific terms of reference.

New School Assurance Reviews are generally undertaken within the first year of the school's opening.

#### **Terms of Reference**

This review is based on an evaluation of the performance of Holy Trinity Catholic Primary School. The terms of reference for the review are to provide assurance to the community:

- that the school is well placed to provide for students
- that the school is operating in accordance with the vision articulated by the board of trustees.

### **2 Context**

Holy Trinity Catholic Primary School is a state integrated full primary school for Years 1-8. At the time of the review, the school is providing for students from Years 1 to 6. The opening of the school has provided local families with the option of Catholic education. Local Catholic iwi identify with the school, and provide support at special events and ceremonies.

### **3 Background**

Holy Trinity Catholic Primary School opened in February 2017 with 63 students. The current roll is 98 children. The school is designed to cater initially for 250 students, drawing on the school's affiliated parishes of St Marys and St Annes. The roll is predicted to grow significantly as housing development in the Takanini area continues.

The school buildings are designed to promote innovative teaching and learning. The set up phase of this new school, has been led and managed by the establishment board, board governance facilitator, principal, and leadership team.

In July 2017, board elections were held. Five parent representatives were elected, and four Bishop's representatives were appointed to the new board. The school is a member of the South Auckland Catholic Schools Kāhui Ako | Community of Learning (CoL).

### **4 Findings**

The Catholic character of the school led by the principal and leadership team, is highly evident. Children can articulate the vision and describe what it means in action. The school vision guides decision making, documentation and the curriculum.

Children have good opportunities to learn and engage with a future-focused curriculum. They learn in 'learning communities' that have a calm and positive tone. They can talk about their learning and describe their next learning steps.

Children are self-managing and collaborative. Children support each other as they learn together. Senior leaders have identified that the ongoing development of student agency, and the deepening of student led inquiry, are natural next steps for children's learning.

School leaders recognise that teachers need time and support to adapt to the teaching requirements of an Innovative Learning Environment (ILE). To support teachers to strengthen their practice in this area, leaders have professional development in place for 2018.

Senior leaders have developed coherent systems for monitoring and tracking the progress and achievement of all students. Teachers and leaders have identified and responded to students who need to make better progress, and are finding ways to support these students.

Teachers report individual children's ongoing progress and achievement through cumulative online postings that are accessed by parents and whānau. Parents, children, and teachers also have the opportunity for face-to-face discussions about children's progress and achievement. The board receives useful progress reports in relation to student achievement at their monthly meetings.

Bicultural practice is evident throughout the school. Children participate respectfully in aspects of powhiri, haka, karakia and mihi. Aspects of te ao Māori are further woven through the school's Catholic character programme.

Senior leaders work cohesively in leading the school. They are engaged, reflective, and improvement focused, and work closely with a committed board.

It is now timely for the board and leadership team to ensure that the identified key next steps are fully implemented. These should include:

- clarifying and articulating the vision for ILE teaching and learning
- establishing high expectations of teachers to implement the vision
- reviewing processes to ensure appointments are a good fit for the school.

#### **Board assurance on legal requirements**

Before the review, the board 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:

- school management and reporting
- 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 students' 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.

## Conclusion

At Holy Trinity Primary Catholic School, children learn in innovative learning environments (ILE's) through a curriculum designed to uphold the school's Charism of the 'Holy Trinity', and the school's vision statement of 'Learn, Love and Serve'. The curriculum is increasingly promoting an inquiry approach, and the key learning areas. The school is governed and led effectively.

ERO is likely to carry out the first full review of the school by the end of the third year of the school's operation.



Graham Randell  
Deputy Chief Review Officer Northern  
Te Tai Raki - Northern Region

## About the School

Location	Takanini	
Ministry of Education profile number	743	
School type	Full Primary (Years 1 to 8)	
School roll	98	
Gender composition	Boys 58	
	Girls 40	
Ethnic composition	Māori	8
	Pākehā	23
	Filipino	17
	Samoan	17
	Indian	12
	Tongan	11
	Cook Island Māori	4
	other Ethnicities	6
Review team on site	November 2017	
Date of this report	22 December 2017	