



School Evaluation Report

School Name: Holy Trinity Catholic Primary School

Profile Number: 743

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Context

Holy Trinity Catholic Primary School is located in South Auckland and provides education for students in Years 1 to 6. The school's vision of *Learn, Love and Serve in the Name of the Father, the Son and the Holy Spirit* is underpinned by the six Gospel values of *Kotahitanga | Unity, Arohanui | Compassion, Ngākau Pono | Integrity, Hiranga | Excellence, Manaakitia | Respect and Ngāwari | Resilience*.

There are two parts to this report.

Part A: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part B: The improvement actions prioritised for the school's next evaluation cycle.

Part A: Current State

The following findings are to inform the school's future priorities for improvement.

Learner Success and Wellbeing

Learners are engaged, make progress and achieve well.

- Most learners achieve at or above curriculum expectations in reading, writing and mathematics.
- Disparity in achievement is evident for some groups of learners, particularly in reading; further reducing this disparity remains a priority for school leaders, the board and teachers.
- Learners express a strong sense of belonging and are very proud of their Catholic faith; senior learners actively serve the school community through a range of leadership roles.
- A large majority of learners attend school regularly; the school is approaching the Government's target for regular attendance.

Conditions to support learner success

Effective and collaborative leadership sets and pursues relevant strategic initiatives.

- Leadership uses a range of evidence, including achievement information and community feedback, to set strategic goals and inform well-aligned staff professional learning that meets learner needs.
- Senior leaders focus on strengthening the capabilities of middle leaders, ensuring teaching and learning programmes are increasingly consistent and effective.
- Strong relational trust among leaders, staff and the community enables open and robust professional conversations that focus on positive learner outcomes.

High quality teaching practice supports students to experience meaningful and rich learning opportunities.

- Teachers plan and implement a carefully designed local curriculum where learners clearly see their identities, cultures and faith reflected within the school.
- Learners speak confidently about their learning and are well supported by teachers to reflect on their progress against personalised learning goals, supporting independence in their learning.
- Teachers increasingly use a range of progress and achievement information to plan learning that meets the many different needs of students, measuring the impact on learner outcomes.

Well-established school conditions strengthen continuous improvement in learner outcomes.

- The board is highly effective in carrying out their roles and responsibilities and actively seek parent and whānau feedback by being accessible to the community.
- Learners requiring additional support are identified promptly; teachers, whānau and learning assistants work together to ensure learners make progress against their goals.
- Te reo Māori and tikanga Māori are increasingly embedded throughout teaching and learning; the school's commitment to giving effect to Te Tiriti o Waitangi is well supported by ongoing professional learning for staff.
- Senior leaders highly value the aspirations of whānau and the community by prioritising ongoing and intentional conversations that shape celebrations, events and initiatives and strengthen the identities of all learners.

Part B: Where to next?

The agreed next steps for the school are to:

- monitor and review strategies to continue to improve all students' regular attendance
- strengthen the consistency of schoolwide assessment practices and analysis of achievement information to continue to reduce disparity for groups of learners
- further refine curriculum initiatives, integrating the new literacy and mathematics requirements to support student progress and achievement.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within six months:

- senior and middle leaders collaboratively review and refine the current assessment framework, ensuring a range of learner achievement information informs effective teaching and learning decisions

Every six months:

- review the impact of initiatives to increase students' regular attendance and identify further action
- leaders and teachers analyse and use a range of achievement information to monitor and evaluate the impact of teaching and learning programmes
- review structured literacy and mathematics approaches, providing ongoing staff professional learning to enhance teaching practice

Annually:

- review and report to the board on student attendance, progress and achievement information to support ongoing strategic decision making for improvement
- evaluate curriculum initiatives and assessment practices to understand the impact on teaching approaches and learner outcomes, informing next steps.

Actions taken against these next steps are expected to result in:

- more students attending school regularly
- increasingly equitable and excellent achievement outcomes for all learners
- ongoing effective analysis and use of achievement information by all staff to improve student outcomes.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Acting Director of Schools

21 February 2025

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home