

Holy Family School (Porirua)

Education institution number:

2859

School type:

Contributing

Website:

<http://www.holyfamily.school.nz>

School gender:

Co-Educational

Telephone:

04 237 7664

Definition:

Not Applicable

Address:

169 Mungavin Avenue, Cannons Creek, Porirua

Total roll:

218

[View on map](#)

We maintain a regular review programme to evaluate and report on the education and care of young people in schools.

We are in the process of shifting from event-based external reviews to supporting each school in a process of continuous improvement.

There may be delays between reviews for some schools and kura due to Covid-19 and while we transition to our new way of reviewing.

[Read more about our new processes and why we changed the way we review schools and kura.](#)

[Find out which schools have upcoming reviews.](#)

Review Report

29 JUN 2018

Previous Review Report

14 MAY 2015

School Context

Holy Family School is a state integrated Catholic primary school in Porirua East. Since 2015, the roll has grown by nearly 40% to 234 students. Three quarters of students identify with Pacific heritages, with half of the roll Samoan learners. Over 19% of students identify as Māori.

Community partnerships and Catholic Gospel values are promoted in the school practices. These include living the values of: respect, excellence, love, and integrity - R.E.L.I. Lifelong learning, critical thinking and the Phenomenals competencies are incorporated in all programmes that reflect students' cultures.

In 2015 the development of a vision for change involved consultation with the community which defined key elements of classroom practice to support student success. These include connection, collaboration, clarity, student agency, reflection, questioning and content knowledge.

Leaders and teachers regularly report to the board, school wide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics in relation to curriculum expectations
- progress and achievement in relation to student outcome goals, school and national targets
- student outcomes related to attendance and engagement
- learning partnerships and connections.

In 2016, the school and the parent community commenced the Family So'otaga initiative which focusses on building and sustaining strong learning and cultural partnerships and reflecting family aspirations. This is reinforced by valuing a positive Va, relational space, between teachers, students and parents.

In 2017 teachers commenced involvement in a mathematics professional learning and development (PLD) programme including strategies that better reflect responsiveness to learners' cultural contexts. The school is involved in the Porirua East Kāhui Ako.

Evaluation Findings

1 Equity and excellence – valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

School achievement information shows the majority of students achieve at or above expectations for their year levels in mathematics, reading and writing. By the time students leave school in Year 6, the majority achieve at or above expected levels in literacy and mathematics.

Over time, Māori students as a group achieve at lower levels than their peers in reading, writing and mathematics. Students of Pacific heritages achieve at higher levels than most of their peers.

In the last three years, overall achievement in literacy and mathematics has improved slightly. Since 2015, boys' achievement has improved to be higher in mathematics in 2017, but remains lower than girls in literacy.

1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

The school is developing its picture of acceleration of learning and achievement over time for those Māori and other students to better respond to those who need it. School information from 2016 and 2017 shows that some targeted students make accelerated progress. This is also evident in reading, mathematics and particularly in writing, during the first half of 2018.

The school identifies a large number of students with additional learning needs. Some of these make accelerated progress over time.

2 School conditions for equity and excellence

2.1 What school processes and practices are effective in enabling achievement of equity and excellence?

Leadership and governance practices and processes provide clear direction, resourcing and high expectations for achieving equity and excellence across the school. A strategic framework prioritises well-considered strategies that focus on improving achievement and valued outcomes for all students. Leaders work closely with the community and value their contributions and expertise.

Students participate and learn in caring, collaborative and inclusive learning communities. Programmes are authentic and very responsive to students' interests, cultures and needs. Lessons are deliberately designed to provide rich and engaging experiences and maximise student involvement in their own learning. This is shown in initiatives and programmes such as the daily targeted writing sessions, learning through play in the new entrants' room, and the promotion of key competencies and values in the Phenomenals programme.

Leaders effectively promote a culture of reflection, inquiry, and evaluation to determine the impact of key strategies to increase equity and excellence. Internal evaluation is modelled by leaders and informs decisions and future planning. Good use of parent and student voice contributes to relevant and inclusive strategies for schoolwide improvement. The recent vision for change consultation, and changes to teaching and learning strategies are well aligned to the school's strategic vision, goals and high expectations for learner success.

Strong community links and relationships promote reciprocal and positive learning partnerships between families and school. The family So'otaga connections initiative supports meaningful and sustained communication. This includes a strong commitment to the talanoa process and growing educationally powerful connections with and for its community. Learning at home is actively promoted and supported through appropriate, respectful and two way communication using a variety of tools and processes.

Provision for those with additional teaching and learning needs is well supported by the board which provides significant staffing resources and programmes for these learners. Useful processes assist staff to monitor and report progress against students' goals in their individual plans.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence?

Further developing systems and processes schoolwide that show an ongoing and clearer picture of how effectively the range of initiatives, interventions and programmes are accelerating achievement of those students who need this, is a next step. This should enable trustees and leaders to better measure the impact of strategies on student outcomes and better inform decisions and plans to sustain ongoing school improvement.

3 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 the following:

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

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

To improve compliance practice, the board of trustees should:

- strengthen documentation of some school policies and procedures to provide clearer guidance and expectations in such areas as appraisal, staff appointments and handling of critical incidents
- develop a policy and procedure on the surrender and retention of property and searches of students [*The Education Act 139AAA to 139AAF*].

4 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- positive connections with parents that strengthen learning partnerships
- successful leadership of innovations that are culturally responsive and inclusive
- governance resourcing and strategic priorities that enable improved opportunities for student success

- responsive programmes and teaching strategies to address learners' needs and aspirations.

Next steps

For sustained improvement and future learner success, development priorities are in:

- extending the use and understanding of evaluation across the school to more clearly identify what is and is not working, and for who and to determine what changes are needed. [The school has requested, and ERO will provide an internal evaluation workshop for trustees and senior leaders.]

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.

Patricia Davey

Deputy Chief Review Officer Central (Acting)

Te Tai Pokapū - Central Region

29 June 2018

About the school

Location	Porirua
Ministry of Education profile number	2859
School type	Contributing (Years 1 to 6)
School roll	234
Gender composition	Female 50%, Male 50%

Ethnic composition	Māori 19%
	Samoan 50%
	Kiribati 8%
	Tokelauan 6%
	Cook Island Māori 8%
	Tongan 1%
	Niue 1%
	Burmese 5%
Other ethnic groups 2%	
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	May 2018
Date of this report	29 June 2018
Most recent ERO report(s)	Education Review, May 2015 Education Review, June 2012 Education Review, April 2009