

# School Report

**School Name:** St Joseph's School (Temuka)

**Profile Number:** 3532

**Location:** Temuka

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.

## About the School

St Joseph's School (Temuka) is in South Canterbury and provides education for learners in Years 1 to 8. The roll is over 120. More than 80% of learners identify as European/Pakeha and just over 10% identify as Māori. Learners and teachers, supported by the community, focus on the values of faith/whakapono, thriving/ako and belonging/whanaunatanga. Teachers and learners aim to live out the Gospel through Catholic beliefs, values, and practices. A new Principal has been appointed since the previous review.

## Part A – Parent Summary

### Progress since April 2020 ERO report

To sustain improvement and future learner success, two next steps were identified:

- Having a strategic approach to developing educational success for Māori as Māori and implementing practices that will connect Māori students to their culture and learning.
- Developing a school wide approach to internal evaluation to better know what is working and why.

Since the last review, leaders and teachers have worked together to develop cultural understanding and knowledge. This remains a priority, alongside the implementation of culturally responsive teaching in classes. Teaching practices have improved the achievement of Māori learners in the last three years. Useful school wide approaches have been developed for internal evaluation. Assessment methods and tools are now used consistently across the school. Data is gathered and analysed to provide targeted resources to meet learner needs.

## How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?	Success and progress for all learners is increasing.
What is the quality of teaching and learning?	Learners benefit from high quality teaching practice that improves progress and achievement in reading, writing and mathematics.
How well does the school curriculum respond to all learners needs?	<p>Learners have sufficient opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is an increasingly consistent focus on supporting learners to gain skills in literacy and mathematics.</p> <p>Learners with complex needs are well supported to achieve their education goals.</p>
How well does school planning and conditions support ongoing improvement?	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
How well does the school include all learners and promote their engagement and wellbeing?	The school successfully promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	<p>The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.</p> <p>The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.</p>
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

## Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are not yet equitable for all groups of learners.</p>
Writing	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are not yet equitable for all groups of learners.</p>
Mathematics	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are not yet equitable for all groups of learners.</p>

## Attendance

The school is behind the target of 80% regular attendance.

The school has a suitable plan in place to improve attendance.

Regular attendance is not yet improving towards or beyond the target.

Chronic absence is not yet reducing over time.

## Assessment

The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.

Assessment information is used well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

## Progress

The school has good quality planning to increase the rate of progress for all groups of students.

The school has to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making progress towards meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets for 2030 and agrees this will need to be a key strategic priority.

An explanation of the terms used in the Parent Summary can be found here: [Reporting | Education Review Office](#)

## Part B: Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

### Areas of Strength

- Learners engage effectively and purposefully with their learning; interacting positively with each other and teachers.
- Leaders intentionally foster a positive collaborative culture with priority given to strategic goals and relationships.
- Strategically allocated resources have supported the early adoption of structured literacy and mathematics.
- Planning is in place to deliver reading, writing and mathematics programmes effectively alongside developing teaching practices which respond to learners' cultures.
- Priority has been given building collective capability for the delivery of teaching and learning to effectively support ongoing improvement and learner progress.
- Plans for the systematic evaluation of learning programmes is being strengthened through intentional development.

### Key priorities and actions for improvement

The agreed next steps for the school are to:

- strengthen systematic evaluation to inform effective decision making, supporting and resourcing improved, equitable outcomes for learners
- develop teachers' capacity to further incorporate deeper understanding and integration of te ao Māori and te reo Māori in conjunction with the special character of the school
- improve the regular attendance of learners and reduce chronic absences.

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

*Every six months:*

- ensure current, effective methods are used to evaluate practice and programmes assisting with improved outcomes and equity for learners
- confirm and monitor teacher's goals and progress for the development of their te ao Māori and te reo Māori individually and collectively
- review and implement additional strategies and resources to increase attendance further.

*Annually:*

- schedule regular, timely reviews in targeted areas that are aligned with strategic goals to assist with school improvement
- review progress with te ao Māori and te reo Māori and set further goals for the coming year
- evaluate strategies used to improve attendance tracking progress against government targets; reallocating resources as required.

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

- improved achievement and equity for all learners
- effective, collaborative evaluation so resources are targeted effectively to support learner progress and achievement
- cohesive teaching practices which support learners in their understanding and appreciation of te ao Māori and te reo Māori
- improved and sustained regular attendance of learners.

## Part C: Regulatory and Legislative Requirements

### Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some regulatory and legislative requirements in the following areas:

#### **Board Administration**

Yes

#### **Curriculum**

Yes

#### **Management of Health, Safety and Welfare**

Yes

#### **Personnel Management**

Yes

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  
Director of Schools (Acting)

27 May 2025

## Education Counts

This website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)