



School Report

School Name: St Joseph's School (Queenstown)

Profile Number: 4016

Location: Queenstown

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.

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for learners and what needs to be improved.

About the School

St Joseph's School (Queenstown) is a state integrated special character Catholic school. It provides education for students in Years 1 to 8 and has a roll of 139 students. A small majority (around 50%) identify as Pākehā/New Zealand European, 20% as Asian, 11% as Other European, 6% as Māori, 5% as Pacific, 7% as MELAA (Middle Eastern, Latin American, and African), and 4% from other ethnic backgrounds.

The school's vision is *'to create confident learners who, like Jesus, make a positive difference'*. Its Gospel values of *Respect (Tapu)* and *Honesty (Pononga)* underpin the school's mission to support children in developing their full potential - *spiritually, academically, emotionally, socially, physically and culturally*.

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

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

Improvement and progress

This section is about the progress the school has made since the February 2023 ERO report. It includes an explanation of the expected improvements and findings.

Expected improvements

The school evaluated the impact of teaching practices and curriculum changes on learner progress and achievement, with a focus on implementing a systematic and consistent approach to structured literacy. It expected structured literacy to be fully embedded in the school's curriculum and for all students to develop strong foundational literacy skills.

Findings

Structured literacy is prioritised and well embedded across the school, leading to improved reading and writing achievement. Students who require additional support are effectively catered for through targeted programmes and additional staffing. A next step for the school is to strengthen the use of individual education plans to better monitor student progress toward achieving individual goals.

What we know about learner success

This section provides a summary of learner success and wellbeing. The judgments are based on the ERO School Improvement Framework and the evidence provided to ERO during the evaluation.

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?	Learners have rich opportunities to learn across the breadth and depth of the curriculum. There is a consistent focus on supporting learners to gain skills in foundational skills in literacy and mathematics. Learners with complex needs are well supported to achieve their education goals.
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?	The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress. The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

Achievement in Years 1 to 8

This section is about learner achievement. It outlines how well learners across the school meet or exceed the expected curriculum level of The New Zealand Curriculum in foundational skills.

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Reading	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Writing	A large majority of learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Mathematics	A large majority of learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.

Attendance

This section is about school attendance and the progress the school is making towards meeting the Government target of 80% regular attendance.

- The small majority of learners attend school regularly.
- The school is behind the target of 80% regular attendance.
- The school has a suitable plan in place to improve attendance.
- Regular attendance is improving towards or beyond the target.

Assessment

This section is about how the school assesses learner progress and achievement.

- 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

This section is about how well the school supports all learners to make sufficient 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 for 2030 and agrees this will need to be a key strategic priority.

Next steps for improvement

This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It outlines what the school is doing well and identifies actions for improvement.

Areas of strength

- Learners demonstrate pride in their school and experience a strong sense of belonging and wellbeing, enabling them to thrive in all aspects of school life.
- Senior leaders provide clear direction through well-aligned strategic focus, data-informed decision making and shared expectations for all learners to make progress.
- Student leadership is a strategic priority across the school, particularly for Year 7 and 8 students.
- Teachers participate in targeted professional learning in structured literacy and mathematics, while collaborative practice support staff to build capability and strengthen teaching effectiveness.
- The school's special Catholic character is a core strength, underpinned by the Dominican charism of *Walk in Truth with Respect* within a faith and values-based environment that promotes engagement.

Key priorities

- Build on existing processes to consistently uphold high expectations for achievement in reading, writing, and mathematics.
- Embed the refreshed curriculum to promote learner engagement, achievement, and wellbeing.
- Implement robust internal evaluation using strengthened data analysis to assess achievement and the effectiveness of schoolwide strategies.
- Implement and embed the attendance plan to improve regular attendance.

Actions to bring about improvement

Within six months:

- leaders observe and give feedback to teachers to strengthen practice and accelerate learner progress
- leaders and teachers begin implementing the refreshed curriculum, ensuring alignment with school priorities and responsiveness to learner needs
- the school Board and leaders develop and implement a systematic approach to evaluating strategic goals and implementation plans

Every six months:

- leaders and teachers implement assessment and moderation processes for accurate reporting of learner progress and achievement
- leaders monitor and evaluate programmes and initiatives that promote learner engagement, achievement and wellbeing
- leaders review the effectiveness of the attendance plan

Annually:

- leaders and teachers evaluate the impact of literacy and mathematics programmes on enhancing teaching practice and accelerating student progress
- the school Board and leaders consult families/whānau and the community to inform ongoing improvements
- leaders review and report student attendance, progress and achievement to the school Board to inform ongoing strategic planning and decision-making
- leaders evaluate the impact of attendance strategies to improve regular attendance and report these to the school Board.

Expected outcomes

- Increased number of students achieving at or above expectations in reading, writing and mathematics.
- A well-embedded curriculum that promotes engagement, achievement and wellbeing for all learners.
- A systematic internal evaluation process, strengthened by data analysis, providing accurate insights and driving continuous improvement.
- Improved and sustained regular attendance, meeting government targets.

Regulatory and legislative requirements

This section of the report is about how the school meets regulatory and legislative requirements.

Board assurance with regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

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

Board administration

Yes

Curriculum

Yes

Management of health, safety and welfare

Yes

Personnel management

Yes

Actions for compliance

The board has identified the following area of non-compliance during the board assurance process:

- evaluate and maintain evacuation procedures and undertake regular practice of drills, including lockdown.

[Fire and Emergency (Fire Safety, Evacuation, Procedures, and Evacuation Schemes) Regulations 2018]

The board has since addressed the area of non-compliance identified.

The next public report on ERO's website will be a School Report and is due within four 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

23 March 2026