



# School Report

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**School Name:** St Joseph's Cathedral School

**Profile Number:** 3827

**Location:** Dunedin

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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 Cathedral School is a special character Catholic state integrated school, that provides education for students in Years 1 to 6. The school has a roll of 161 students, comprising 41% Pākehā/New Zealand European, 39% Asian, 7% Māori, 6% MELAA (Middle Eastern, Latin American, and African) and 6% Pacific heritage.

The school's vision is *We Care like Christ*, and its Gospel values are *Respect - Mana, Compassion - Aroha, Forgiveness - Murunga Hara* and *Honesty - Ngākaupono*.

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](https://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 January 2023 ERO report. It includes an explanation of the expected improvements and findings.*

### Expected improvements

The school planned to evaluate the ongoing development of the school's local curriculum design to increase learner agency and improve learning outcomes for all.

### Findings

The school made a strategic change from evaluating and developing the local curriculum to prioritising changes to the curriculum and professional learning in literacy and numeracy. Teachers and leaders engaged in professional development and successfully implemented structured literacy and mathematics programmes. The school intentionally continued to develop its *Deeper Learning* inquiry units so that elements of the local curriculum remain integrated into the wider school programme. Overall, the curriculum supports learning success and achievement while fostering the development and strengthening of students' learner qualities.

## 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?	Learners experience high levels of success and make excellent progress; outcomes are similarly high for all groups.
What is the quality of teaching and learning?	Learners benefit from excellent 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 high quality education for learners are driving excellent school performance.
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 1 to 6

*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	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Writing	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Mathematics	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>

### 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 students attend school regularly.
- The school is approaching 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 reducing over time.

### 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 significantly 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 meeting Government reading, writing and mathematics targets set for 2030.

## 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

- A caring, inclusive culture is evident throughout the school, where diverse cultures, languages and identities are highly valued.
- Students with diverse learning needs are effectively identified and supported through targeted strategies that promote learning and achievement.
- The curriculum is rich and increasingly reflects local contexts, offering a variety of activities that enable learners to see themselves in their learning.
- Leadership fosters a strong professional culture focused on the consistent delivery of high-quality teaching and learning, with regular opportunities for collaboration and sharing best practices.
- Teaching practices, particularly those aligned with the school's Learner Qualities, promote learner agency and prepare students for future success.
- Structured literacy and mathematics approaches are becoming embedded schoolwide to align with curriculum requirements.
- Reflective practices and ongoing review by the school Board, principal and teachers inform continuous improvement and strategic direction, supported by meaningful community partnerships.

### Key priorities

- Develop and implement clear, visible learning pathways across all year levels to ensure students understand their progression and achievement expectations.
- Deepen and sustain connections with the school's diverse communities to enhance engagement and partnership.
- Improve regular student attendance to meet or exceed government targets.

### Actions to bring about improvement

*Every six months:*

- leaders engage and collaborate with parents and whānau and the community to sustain active participation and engagement in school decision-making
- leaders review and analyse attendance information and adapt plans for ongoing improvement

*Annually:*

- the school Board use learner progress, achievement, wellbeing and engagement information, including feedback from students, teachers and whānau, to strengthen decision-making for continuous improvement
- leaders and teachers review the effectiveness of teaching and learning practices and the implementation of updated curriculum and assessment requirements.

### **Expected outcomes**

- Students clearly understand their learning pathways and can confidently describe their progress and next steps aligned with curriculum and assessment expectations.
- Strong partnerships are evident through increased community participation, shared decision-making and input into curriculum and school priorities.
- Improved and sustained rates of regular attendance that meet or exceed 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

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

A handwritten signature in black ink, appearing to read 'Sharon Kelly'.

Sharon Kelly  
Director of Schools

12 February 2026