

School Report

School Name: St Theresa's School (Plimmerton)

Profile Number: 3025

Location: Plimmerton

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 4 years to evaluate what is working well for learners and what needs to be improved.

About the School

St Theresa's School (Plimmerton), a state integrated Catholic school, provides education to students in Years 1 to 6. Most students' identity as Pākehā/New Zealand European (74%) and 11% of students identify as Māori.

The school's vision "To live, learn and love with Jesus, being the best we can be" is underpinned by the SPARK values of Self-control, Positivity, Aroha, Respect and Kindness.

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](#)

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?	<p>Learners have sufficient opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is a consistent focus on supporting learners to gain foundational 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 is improving its reporting 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 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 65%	65 to 79%	80 to 90%	Over 90%

Reading	Almost all learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Writing	Almost all learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Mathematics	Almost all learners meet or exceed the expected curriculum level. Results are 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 large majority of learners attend school regularly.
- The school is approaching the target of 80% regular attendance.
- The school is developing a suitable plan to improve attendance.
- Regular attendance is improving towards or beyond the target.
- Chronic absence is not yet reducing over time.

Assessment

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

- The school is improving its approach and the reliability of its practices to accurately 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 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 making progress towards meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets and is likely to meet them by 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

- Individual learner's progress and achievement is tracked and monitored using robust assessment and moderation practices. Teachers aptly use this information to inform their planning.
- Students requiring additional support with their learning are identified and provided with effective assistance to access the school curriculum and experience success. External agencies are involved when appropriate.
- School leaders work collaboratively, are improvement focused and place learners at the centre of decisions they make.
- A consistent approach to teaching and learning is evident across the school with structured literacy and mathematics prioritised across all classes. An appropriate range of professional learning and development is in place to support and grow teacher capability in key teaching and learning areas aligned to the school's strategic priorities and needs.
- The school's special character and SPARK values are well-known and enacted to promote positive behaviour, wellbeing and engagement for learning.
- School leaders promote a reflective culture that supports staff to evaluate their teaching practice to positively impact learner outcomes.

Key priorities

- Implement school-wide data collation and reporting that clearly shows how students are progressing within curriculum phases.
- Strengthen strategic planning to include a focus on students who require acceleration or extension.
- Increase regular attendance, working towards the Government's target.

Actions to bring about improvement

Within six months:

- Leaders and teachers document a plan for improving attendance which is then regularly reviewed to identify effective initiatives and plan actions for improvement for the next six months.

Every six months:

- leaders and teachers ensure mid and end-of-year achievement data reporting clearly identifies where students are achieving against expectations
- leaders and teachers analyse attendance and achievement information to know the impact of strategic planning and resourcing on target learners and to inform next steps

Annually:

- the School Board and leaders review schoolwide achievement in structured literacy and mathematics, identifying trends and patterns and use this data to strategically plan actions to improve the achievement and learning outcomes of all learners
- the Board and leaders evaluate the effectiveness of the attendance plan initiatives and develop a plan for the following year.

Expected outcomes

- Clearer reporting about progress and achievement to inform strategic direction.
- Improved achievement outcomes and accelerated progress in literacy and mathematics.
- Improved regular attendance.

Regulatory and Legislative Requirements

This section of the report is about how the school meet 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

Sharon Kelly

Director of Schools (Acting)