



# School Report

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**School Name:** St John's Girls' School (Invercargill)

**Profile Number:** 4131

**Location:** Southland

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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 John's Girls' School (Invercargill) provides an interdenominational Christian education for girls in Years 0 to 8. The roll of 124 students is predominantly New Zealand European/Pākehā (91%) with 18% of girls identifying as Māori and small numbers from Pacific and other ethnic backgrounds. Since the 2022 ERO report, the school has appointed a new principal and senior leadership team.

The school's vision of *educating girls in a safe, supportive Christian environment* is designed to foster confident life-long learners. The teaching of the school's values of '*kindness, integrity, perseverance, respect, responsibility and resilience*' (KIPPPR), reinforce the vision.

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 September 2022 ERO report. It includes an explanation of the expected improvements and findings.*

### Expected improvements

The school prioritised a focus on mathematics teaching and learning to foster a positive mindset, full engagement and continued improvement in achievement. Alongside the focus, the school intended to implement rigorous evaluation to determine the impact of its actions.

## Findings

The school has maintained high levels of achievement in mathematics over time. Strategic planning has prioritised the review and refinement of mathematics programmes and teaching practices. This was influenced by focused professional development and the creation of a mathematics philosophy document and guidelines.

### 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?	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 0 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 equitable for all groups of learners.
Writing	Most learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Mathematics	Most 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 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 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 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

- Students are engaged, enthusiastic learners who benefit from a supportive school with many leadership opportunities; they take pride in their school and have a strong sense of belonging.
- The school's special character is underpinned by embedded values; leaders and staff know the students well and foster a caring, trusting, family-like ethos that sustain strong community relationships.
- Strong leadership and a supportive board provide vision and direction; strategic planning is well-informed, with regular reviews that sustain excellent student outcomes and drive added improvement.
- The principal grows a shared understanding and ownership of the school vision and strategic priorities, across the school, implements cohesive systems, initiatives and actions that enhance wellbeing and learning.
- Leaders foster staff professional growth focus on equity and excellence through data-driven planning and practice; Māori and Pacific students achieve highly.
- High-quality teaching approaches are established across the school; regular collaboration to improve practice and explicit training for teachers and teacher-aides supports schoolwide consistency.
- A supportive community, Board of Proprietors, school Board, and Parent Association work closely with leaders and staff to promote a positive, safe and well-resourced environment for learning.

### Key priorities

- Improve rates of regular attendance using the school's Attendance Management Plan.
- Embed professional learning from the new mathematics programme.
- Implement *Te Pōhā* training with iwi, to connect students' learning experiences with local stories and knowledge that are significant to mana whenua.
- Refine the teacher professional growth cycle approach to building staff capability to include being responsive to student voice.

### Actions to bring about improvement

*Within six months:*

- leaders review the consistency of mathematics teaching in relation to current professional development indicators and impact on progress and achievement
- staff begin professional development for *Te Pōhā*, and start to implement concepts in planning and practice and monitor their impact on learner's knowledge and understanding
- teachers use observations of practice to reflect on, refine and report of the impact teaching strategies for priority students
- leaders and teachers seek student perspectives on teaching and learning programmes, to influence adaptations to practice

*Every six months:*

- leaders share data with the school Board and community to celebrate improved regular attendance
- the Board and leaders review the impact of professional development on programmes and progress with student outcomes, and refine teaching approaches accordingly

*Annually:*

- the Board and leaders review the effectiveness of the Attendance Management Plan at the Board level, and reflect to make changes in strategic and annual implementation plans
- the Board and leaders use analysis of data, observations of teaching and learning, and consultation with staff, students, and community to review progress toward goals and targets, and adapt future priorities and actions.

### **Expected outcomes**

- Improved, sustained regular attendance that meets or exceeds Government targets.
- Priority learners experience accelerated progress, and all learners continue to achieve well at expected levels, with a particular focus on increasing mathematics outcomes.
- Teaching and learning programmes enable students to gain an expanded understanding of local knowledge and cultural contexts.

## **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 and ERO has identified the following areas of non-compliance during the board assurance process:

- Ensure that persons with a Limited Authority to Teach (LAT) maintains a current authorisation from the New Zealand Teaching Council when employed in a teaching position  
*[Section 92(2) Education and Training Act 2020].*

The board has since addressed the areas 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

2 April 2026