



School Evaluation Report

School Name: St Matthew's Collegiate (Masterton)

Profile Number: 246

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 Matthew's Collegiate (Masterton) is a state-integrated Anglican school for girls in Years 7 to 13 located in Masterton with an onsite boarding hostel. The current school roll is 311. Year 12 and 13 students attend most of their classes at Rathkeale College, another of the Trinity Schools. The school Board includes representatives from the Trinity Schools' Trust Board which oversee the school's special character, property and boarding operations.

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

Expected improvements

The school evaluated how well the development of a graduate profile guide coherence and continuity of learning and wellbeing over the years and across settings.

The school expected to see the graduate profile adopted and understood by all stakeholders so that students are confident, connected, actively involved lifelong learners.

The school focused on developing systems and curriculum design that allow students to flourish at each key transition point so that students experience positive transitions between learning contexts. Leaders prioritised improving collective capacity to do and use evaluation, inquiry and knowledge building that sustains improvement and innovation.

Findings

The school has made good progress. The graduate profile allows students to record their goals, aspirations and achievements as they move through the school. Key transition points are clearly identified, and students' academic and pastoral needs are well supported across the school. The school is committed to all learners achieving valued outcomes.

What we know about learner success

This section provides a summary of learner success, wellbeing and foundation school conditions, including any education in Rumaki/Reo Rua settings. The judgments are based on the ERO School Improvement Framework and evidence provided to ERO during the evaluation.

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%

Learner success and wellbeing

This section provides a summary of learner success and wellbeing

Outcomes for learners are excellent and equitable and there are no inequities for learners.

- Almost all learners achieve National Certificate of Educational Achievement (NCEA) Level 1, 2 and 3 and almost all students achieve University Entrance (UE).
- Almost all learners achieve the literacy component of NCEA at Year 10, and a large majority achieve numeracy.
- Learners report a strong sense of belonging to the school. They experience a settled, supportive environment characterised by clear expectations, routines and explicit teaching.
- A large majority of students attend school regularly. Attendance exceeded the Government target for regular attendance in Term 1 2025. The school is making progress towards sustaining high levels of regular attendance. Chronic absence is reducing.

Conditions to support learner success

This section provides a summary of leadership, teaching, curriculum and foundation school conditions for improvement.

Leaders foster a culture of high expectations, committed to quality teaching, equity and excellence in learner outcomes.

- Leaders set and pursue clear relevant improvement goals and effectively distribute leadership to achieve the school's strategic vision and quality teaching.
- Leaders foster and maintain strong, enduring partnerships with a wide range of school and community stakeholders who have input into the strategic vision of the school.
- Leaders ensure expectations for high-quality, evidence informed teaching are clear, shared and monitored.
- Leaders prioritise targeted professional learning for staff using both internal and external expertise to enhance consistency of effective and responsive teaching practice to improve outcomes for learners.

Learners benefit from rich curriculum opportunities that extend beyond the classroom.

- Learners thrive in a culture of high expectations that drives strong engagement and achievement in learning. Teachers use purposeful questioning, informed by deep knowledge of their learners, to extend thinking and enhance learning in the classroom.
- There is a clear focus on building the foundation skills of literacy and numeracy which facilitates access to a wide choice of pathway options for learners in the senior school.
- Learners needing additional support are identified and provided with relevant, effective support to learn and progress. Learner aspirations and pathways are well known and supported.
- Te reo Māori, te ao Māori and tikanga Māori are incorporated into the curriculum and cultural and spiritual life of the school.

School wide systems, processes and practices are well-established and drive ongoing improvement.

- Teachers benefit from considered professional learning to continually build their knowledge, skills and a collective understanding of what works best for learners. They regularly report to parents and whānau so they can work in partnership in their child's learning and progress.
- Students report a positive and inclusive culture and have confidence that staff care about their wellbeing and learning. Students feel well supported during key transitions into school, through school and on to further learning.
- A comprehensive range of school systems and conditions promote learners' wellbeing, engagement in learning and are well aligned with the strategic direction. The school Board receives regular reporting about student achievement and progress and is strengthening its evaluative capability.

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 identifies key priorities and actions for improvement.

Key priorities

- Strengthen systems for gathering and analysing data including school wide achievement and progress data in Years 7 to 10.
- Develop a cohesive school-wide approach to collecting and using data to evaluate how well teaching programmes are working to inform targeted improvements.
- Establish systematic internal evaluation processes to support ongoing improvement that includes regularly reviewing the impact of initiatives and using evidence to guide strategic decisions.
- Sustain improvements in regular attendance by implementing a school attendance plan.

Actions to bring about improvement

Within six months:

- leaders implement a suitable attendance plan with clear expectations and processes
- leaders review current data collection practices and identify gaps in achievement and progress data
- leaders decide on a school wide evaluative process that teachers and leaders use collectively to determine what is working and what is not

Every six months:

- leaders collect, analyse and report to the board overall achievement, progress, behaviour, wellbeing and attendance information to let them know what is working to sustain high learner outcomes
- leaders and teachers reflect on the evaluation findings and decide on appropriate next steps
- evaluate the attendance plan for effectiveness and make improvements if necessary

Annually:

- leaders review and refine data collection tools and processes to inform targeted improvement
- review attendance trends and evaluate the effectiveness of the attendance plan
- the school Board reports overall achievement, progress, behaviour, wellbeing and attendance information to the community.

Expected outcomes

- Consistent and accurate collection of achievement and progress data for Years 7 to 10 to inform teaching and learning and implement targeted interventions that improve outcomes for all students.
- A school wide data management system is embedded and understood by all staff.
- An internal evaluation framework is consistently applied across the school and regular reviews of initiatives provide clear evidence of impact on student learning.
- Improved and sustained regular attendance.

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

20 February 2026