

School Report – St Ignatius of Loyola Catholic College

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About the school

St Ignatius of Loyola Catholic College is in Drury, South Auckland, and opened in 2024. It currently serves students from Years 7 to 11, and it will expand to Years 7 to 13 by 2028. The school's motto is "*Inveniens Deum in Omnibus - Finding God in all Things*," which guides its vision to deliver a quality Catholic education in a safe and caring community that embodies the Jesuit charism, *where God is at the heart of learning, loving, and serving*. A new principal was appointed in February 2026.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, an overview and a full report and our School Reports focus on the following areas:

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| <ul style="list-style-type: none">• Achievement and progress including reading, writing and mathematics.• Engagement and belonging.• Equity.• Attendance.• Leadership and school improvement. | <ul style="list-style-type: none">• The curriculum and quality of teaching.• Assessment.• Provision for students with additional needs.• Governance and the school board.• Health and safety. |
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What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance; aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

St Ignatius of Loyola Catholic College: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO’s judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgements are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas												
Excelling													
Doing well													
Working towards													
Improvement required													
Student health and safety	Meeting expectation. St Ignatius of Loyola Catholic College is taking reasonable steps to ensure student health and safety.												

St Ignatius of Loyola Catholic College: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

Student achievement	Doing well	Most students experience success and achieve well in core areas and/or national qualifications.
Student progress	Doing well	Most students make expected progress and are well prepared for the next steps in their learning.
Foundational literacy	Excelling	Almost all students achieve literacy requirements for NCEA by the end of Year 10.
Foundational numeracy	Doing well	Most students achieve numeracy requirements for NCEA by the end of Year 10.
Attendance	Doing well	A large majority of students attend school regularly. Attendance is improving.
Engagement and belonging	Doing well	The school promotes students' engagement, wellbeing and inclusion. Students experience a strong sense of connection to their school community.
Equity	Doing well	The school is strengthening equitable outcomes for students. Targeted actions are improving equity across the school.
Leadership	Doing well	Leadership is effective, sets clear priorities and uses evidence to guide planning and improvement.
Teaching	Doing well	Teaching is effective, consistent and supports the progress and engagement of all students.
Curriculum	Doing well	Students have good opportunities to learn across the breadth and depth of the curriculum and to gain skills in literacy and mathematics.

Assessment	Doing well	Assessment information is used to plan effectively and respond to learner needs.
Provision for students with additional needs	Doing well	Students with additional needs are well-supported to achieve their education goals.
School improvement	Doing well	School-wide planning processes are established and consistently informed by data, supporting ongoing improvement.
Governance and the school board	Doing well	Governance practices are well- established and support ongoing improvement and the monitoring of progress against strategic goals.

How do we report percentages?

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%

Further information about this school and report can be found on the last page.

St Ignatius of Loyola Catholic College: Full Report

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.

Outcomes for students

Achievement

Achievement in Years 7 to 10 is strong overall. Most students meet or exceed year-level expectations in reading, writing and mathematics and develop the foundational literacy and numeracy skills needed to engage successfully with the curriculum.

2026 is the first year in which students are completing National Certificate in Educational Achievement (NCEA) achievement standards. Year 11 students are assessed in a selected number of NCEA Level 2 standards in preparation for a full assessment programme in Year 12. Almost all students were successful in the first internal assessment.

Progress

Most students make expected or more than expected progress as they move through the school. Cohort data in English and Mathematics indicates steady progression across curriculum levels.

The school uses achievement and wellbeing information to track progress, identify students needing additional support, and provide timely interventions. Students make meaningful progress from their starting points and are well prepared for progression to senior qualifications.

Achievement in literacy and numeracy

Years 7 and 8 students achieve well in reading, writing and mathematics. Most learners meet or exceed curriculum expectations, with targeted support helping those who need it to make more than expected progress.

Achievement in foundational literacy and numeracy is strong. Almost all students meet the NCEA literacy co-requisite requirement by the end of Year 10, and most meet the numeracy requirement. Focused preparation, targeted interventions and increasingly consistent teaching practices contribute to these outcomes.

Attendance

A large majority of students attend school regularly. The school has a clear Attendance Management Plan and uses pastoral and academic monitoring systems to identify and respond to attendance concerns. Attendance is a strategic priority, supported by ongoing tracking, analysis and review of attendance data.

Engagement and belonging

The school supports engagement and belonging through a strong culture of care grounded in Catholic and Ignatian values. A coherent pastoral care model, restorative practices, and a focus on the whole learner promote engagement, wellbeing and success. The school uses pastoral systems and monitoring to track students' wellbeing, engagement and progress, enabling timely and targeted support.

Equity

Achievement outcomes are generally equitable. There are some gaps identified in numeracy outcomes, particularly for Pacific and female students. The school is working well to close these gaps and uses achievement, wellbeing and engagement data to identify students requiring additional support and to monitor the impact of interventions.

School conditions for success

Leadership

Leadership is strategic, relational and aligned with the school's Catholic and Ignatian vision. Leaders provide clear direction for improvement while continuing to strengthen systems and practices as the school grows. A collaborative approach supports leadership development, professional learning and the implementation of the Ignatian Pedagogical Paradigm, the school's teaching and learning framework.

Leaders use achievement, wellbeing and attendance information to inform priorities and monitor progress. They are strengthening the use of data and evaluation to better measure the impact of initiatives and support sustained improvement.

Teaching

Teaching is generally consistent across the school and supports students' progress and engagement. Teaching approaches are aligned with the Ignatian Pedagogical Paradigm, which provides a shared framework for learning. Teachers use achievement and assessment information to identify learner needs and implement targeted interventions, particularly in literacy and numeracy.

The school is developing coherent, structured approaches to literacy and mathematics. Explicit teaching, modelling, scaffolding, repetition and targeted programmes are supported by assessment information to identify needs and adapt teaching.

Professional learning is closely aligned with school priorities, and a strong culture of professional growth supports ongoing reflection and improvement. School leaders continue to strengthen the use of data and build greater consistency in teaching practice to improve student outcomes.

Curriculum

The curriculum is coherent, future-focused and aligned with the school's Catholic and Ignatian vision. Learners in Years 7 to 9 experience a broad curriculum, including introductory arts and technology programmes, before progressing to greater subject choice and preparation for senior learning.

The Year 11 foundation programme supports progression to National Certificate of Educational Achievement (NCEA) Level 2 and beyond. Careers education, Gateway, alternative pathways and scholarship opportunities are developing as the school expands to Year 13.

Programmes respond to the needs of the school's growing and diverse learner population. Learners are well supported to make informed decisions about their future pathways.

Assessment

The school uses a range of assessment tools and achievement information to identify patterns, respond promptly to emerging needs and track learners' progress over time. Analysis of achievement, wellbeing and engagement information enables targeted support, particularly in literacy and numeracy, and helps leaders evaluate the impact of interventions. Data-informed practice is increasingly evident, although greater consistency in analysis and reporting is needed to strengthen evaluation and support ongoing improvement.

Provision for students with additional needs

Students with additional needs are supported through inclusive practices, targeted interventions, and coordinated learning support. The school's Emmaus Centre provides additional assistance to help students access the curriculum and participate successfully in school life.

Teachers implement responsive programmes to meet identified needs and promote inclusion. Strong pastoral care and ongoing communication with families and whānau support a collaborative approach to planning for and responding to students' needs, helping to promote their progress, wellbeing and success.

Governance

The board provides strategic, values-based stewardship that aligns planning and resourcing with student success and the school's Catholic character. The board works collaboratively with leaders to set priorities, monitor progress and strengthen the school's systems and practices as it grows. Board members use achievement, wellbeing and attendance information to inform decision making and support school improvement. Strong relationships with whānau, parish, iwi and the wider community help ensure governance reflects the aspirations and values of the school community.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Actions within six months	Every six months / annually	Expected outcomes
Continue to strengthen evaluative capability schoolwide.	Leaders implement a consistent approach for analysing and using achievement information to inform teaching and learning.	Leaders review internal practices that enable teachers and leaders to track progress, inform decisions and evaluate the impact of interventions.	Schoolwide evaluation is embedded and informs decision making.
Embed consistent classroom teaching practice.	Strengthen the teacher peer observation process to support a clear, shared approach to effective teaching.	Leaders and teachers review teaching practice and use this to guide professional learning.	Consistent, high-quality teaching that supports all students.

Improvement priority	Every six months / annually	Expected outcomes
Improve and sustain regular attendance.	Leaders evaluate and refine attendance strategies based on evidence of impact.	Regular attendance meets or exceeds the Government target of 80%.

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
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Actions for compliance

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

- the Board has a child protection policy that contains provisions on the identification and reporting of child abuse and neglect.
(s 15 Oranga Tamariki Act 1989)
- the Board must ensure the school has an approved evacuation scheme, as required under the *Fire and Emergency New Zealand Act 2017* and the *Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018*.

The St Ignatius of Loyola Catholic College Board has since addressed the areas of non-compliance identified.

Provision for international students

The school is a signatory to the Education (Pastoral Care of Tertiary and International Students) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has implemented an annual self-review of its implementation of the Code.

At the time of this review there were two international students attending the school, and no exchange students.

The school's annual self-review processes for international student provision are appropriate and responsive. Leaders gather feedback from stakeholders and use this information to refine programmes and support quality educational experiences. Reporting to the board provides oversight of provision, outcomes and compliance.

The school has a small number of long-term international students and hosts some short-term groups. Students are closely monitored, supported to participate in learning and wider school activities, and provided with appropriate orientation and buddy support. These practices promote wellbeing, belonging and meaningful participation in the school community.

School Improvement

ERO has confidence that St Ignatius of Loyola Catholic College can bring about the improvements outlined in this report. The school demonstrates a comprehensive, deliberate approach to increasing student attendance, achievement outcomes and foundational school conditions that support students' success.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tatau, kia whai oranga a tatau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

30 September 2026

Further information about the school

Type of school	State-integrated school Co-educational
Year levels	Years 7 to 13
School roll	608
Student population	New Zealand European/Pākehā 41%, Asian 29%, Pacific 14%, Māori 12%, Middle Eastern, Latin American or African 5%.
Equity Index (EQI)	This school's EQI is 419 which places it in the low range. This means less than a third of students at this school face more socio-economic barriers to achievement than average.
Immersion & Bilingual Education	St Ignatius of Loyola Catholic College does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	This is the first ERO report for St Ignatius of Loyola Catholic College.

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones [Education Counts Home | Education Counts](#).

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.