

School Report – Sheffield Contributing School 3502

About the school

Sheffield Contributing School provides education for learners in Years 1 to 6. The school prioritise learning in partnership, equipping learners with key transferable social and academic skills to become future-focused contributors in society. The goal is all learners will reach their *PEAK: Possibilities, Excellence, Accountability and Kindness*.

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, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- The **curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

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.

Sheffield Contributing School: 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 judgments 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	Meets expectation. Sheffield Contributing School is taking reasonable steps to ensure student health and safety.													

Sheffield Contributing School: 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	A large majority of learners experience success and achieve well in core areas.
Student progress	Doing well	Learners make steady progress over time and some learners who need extra support make faster progress.
Reading and Writing	Doing well	A large majority make expected progress in reading and writing and are well prepared for the next steps in their learning.
Mathematics	Doing well	A large majority make expected progress and are well prepared for the next steps in their learning.
Attendance	Doing well	The school is approaching the target for regular attendance.

Engagement and belonging	Doing well	Learners report feeling included and well supported.
Equity	Excelling	Achievement outcomes for learners are equitable.
Leadership	Excelling	Leaders foster a culture of excellence, equity, and collective capability across the school.
Teaching	Excelling	Learners benefit from high-quality teaching practice that improves progress and achievement in reading, writing and mathematics.
Curriculum	Doing well	There is a consistent focus on supporting learners to gain skills in literacy and mathematics.
Assessment	Doing well	Assessment practices are used consistently to support teaching and learning across the school.
Provision for students with additional needs	Excelling	Systems to identify and support students with additional needs are robust and consistently applied.
School improvement	Doing well	School wide planning is clear and consistent. This contributes to progress and improvement in outcomes and conditions.
Governance and the school board	Doing well	The Board 's governance practices are well established and support ongoing improvement and they monitor 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.

Sheffield Contributing School: 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

A large majority of learners achieve at expected levels across reading, writing and mathematics. Achievement is sustained over time, with a positive trajectory and equitable outcomes for all groups. Reading, writing and mathematics outcomes are stable.

Progress

Students make steady progress over time. Improved progress in reading, writing and mathematics is supported by regular monitoring and use of a range of assessment tools to track learning.

Targeted help for groups of learners contributes to improved outcomes, with most well prepared for their stage of learning.

Achievement in reading, writing and mathematics

Achievement is consistent, with a large majority of learners achieving well in reading, writing and mathematics. Learners who need additional support show clear progress through targeted teaching and structured assistance.

Attendance

Most learners attend regularly, and the school is approaching the Government target of 80%. Attendance has improved over time; however, recent data shows a slight decline.

The school uses clear processes to monitor attendance, including regular tracking, termly reporting, and analysis of patterns. A staged response is in place, with targeted follow-up, whānau engagement, and tailored support plans to address barriers and improve attendance.

Engagement and belonging

Learners express a strong sense of belonging and are engaged in their learning. Positive, respectful relationships address inclusion and participation, and learners show pride in their school and learning. Wellbeing is actively responded to through regular monitoring and responsive systems that guide planning and support. Staff work collaboratively to understand individual's needs and provide targeted support where required.

Partnerships with parents and whānau are strengthened with ongoing communication and shared goal setting. School practices reflect and value identity, language and culture, with learner voice contributing to learning and school life.

Equity

Outcomes are equitable for learners. Learners with additional needs receive appropriate support and make good progress. The school uses data to identify and respond to barriers to learning, supporting equitable progress and readiness for next learning steps.

School conditions for success

Leadership

Leadership is highly collaborative and focused on sustained improvement. Leaders set clear strategic priorities, including strengthening teaching quality and improving outcomes in literacy and mathematics. They draw on assessment and school data to guide planning, track progress, and adjust actions.

Staff capability is supported through targeted professional learning and clear expectations, with opportunities for teachers to take on leadership roles and contribute to schoolwide improvement. Leaders maintain open communication with parents and whānau and use their feedback to inform decisions, strengthening shared ownership of student success.

Teaching

Teaching is consistently high quality and contributes to strong learning outcomes. Teachers use structured approaches and clear routines, particularly in literacy and mathematics, to support learning. Learning is purposeful, with explicit teaching and opportunities for learners to engage in a range of tasks that build understanding. Assessment information is used regularly to monitor progress and adjust teaching to respond to learner needs, supporting strong outcomes across the school.

Curriculum

The curriculum supports engagement and meaningful learning. The school provides a coherent and structured learning programme that supports breadth and depth across learning areas. There is a consistent focus on strengthening literacy and mathematics, with these areas integrated across the curriculum to support individual learning.

Teaching programmes are responsive and adjusted through ongoing assessment to meet learner needs and reflect community priorities.

Assessment

Assessment is used effectively to understand learner development and inform next steps. Teachers gather ongoing information, through a range of appropriate tools, and use this to respond to learning needs. Progress is tracked over time through consistent schoolwide processes, supporting clear reviewing of achievement.

Assessment practices are aligned with curriculum expectations and are continuing to be refined for greater consistency. Leaders and teachers engage in professional learning to strengthen assessment use and ensure it supports purposeful teaching and improved outcomes for learners.

Provision for students with additional needs

Learners with additional needs are well included and supported within a positive, respectful environment where effective relationships promote participation and belonging. The school identifies needs through established systems and uses targeted planning and monitoring to respond to individuals.

Staff collaborate to understand each learner's needs and provide appropriate assistance, including access to external expertise where available. Partnerships with parents and whānau are active, with regular communication and shared planning supporting consistent approaches to learning.

Governance

The Board provides effective oversight of learning, wellbeing and compliance. The Board receives and uses reports on achievement, attendance and the progress of learners with additional needs. This supports informed decision-making and improvement priorities.

Leaders and the Board maintain open communication with parents and whānau, strengthening shared responsibility for learner success. The Board works collaboratively with leadership to resource and support effective responses to learner needs.

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	Action within six months	Every six months / annually	Expected outcomes
Strengthen the evaluative use of data and resourcing to further improve progress and achievement.	Leaders and teachers develop an evaluative framework, with staff, to improve learner progress and achievement through targeted programmes and resourcing.	Leaders and the board check how effectively and consistently the evaluative framework is being implemented.	Cohesive, consistent evaluative practice, informing future decisions.

Improvement priority	Every six months / annually	Expected outcomes
Develop a cohesive wellbeing framework that establishes and responds to the wellbeing needs of learners.	Leaders and the board evaluate the effectiveness of the wellbeing monitoring and response for learners.	An established framework that effectively monitors and responds to the wellbeing needs of learners.
Increasing regular attendance and reducing chronic absence.	Leaders and the board review progress towards attendance targets and, as needed, change practices to lift attendance and reduce chronic absence further.	Increased regular attendance and reduced chronic absence.

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

School Improvement

ERO has confidence that Sheffield Contributing School can bring about the improvements outlined in this report. The school demonstrates a planned and strategic approach to school improvement that contributes to learners' success.

The next public report on ERO's website will be 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

9 July 2026

Further information about the school

Type of school	Contributing school Co-educational
Year levels	Year 1 to 6
School roll	80
Student population	New Zealand European/Pākehā 96%, Māori 14%, other ethnic groups 7%
Equity Index (EQI)	This school's EQI is 431 which places it in the moderate range. This means less than half students at this school face socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Sheffield Contributing School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report May 2023

School information

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.

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.