

School Report

School Name: Ngaio School

Profile Number: 2927

Location: Wellington

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.

About the School

Ngaio School provides education for learners in Years 1 to 6. At the time of the review 289 students were on the roll. While many ethnicities are represented, the majority are European/ Pākehā. The aspirations of the community are reflected in the school's vision, *Soar to New Heights*, and underpinned by the ROCKET values of *learners who are resilient, open-minded, curious, kind, empathetic and trustworthy*.

Part A: Parent Summary

How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?	Success and progress for all learners is increasing.
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 rich opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is a consistent focus on supporting learners to gain 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 reports usefully and accurately 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 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Writing	<p>Almost all learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>
Mathematics	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>

Attendance

The school is at 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

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

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 significantly extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making progress towards Government reading, writing and mathematics targets and is likely to meet them by 2030.

An explanation of the terms used in the Parent Summary can be found here: [Reporting | Education Review Office](#)

Part B: Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

Areas of Strength

Most learners progress and achieve well in reading, writing and mathematics. Structured literacy and mathematics are well embedded across the school. A wide range of initiatives to accelerate students' learning and enhance their wellbeing and sense of belonging are in place.

Leaders and teachers work collaboratively to grow professional capability and a shared understanding of quality teaching practice through ongoing staff inquiry, collegial discussions and schoolwide initiatives. Responsive teaching practices and a welcoming, inclusive culture effectively supports learners.

A rich curriculum reflects the school's culturally diverse context and whānau aspirations. Learning programmes meaningfully engage, enable and extend students' interests, strengths and knowledge.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- develop strategic and implementation plans that set a small number of aligned targeted improvement goals to further strengthen achievement and wellbeing outcomes
- review and implement requirements for structured literacy and mathematics to accelerate progress for identified learners at risk of not achieving
- review and refine leadership, systems and processes to develop strengthened capability and consistency across the new team structure
- monitor and plan for improved attendance.

The agreed actions for the next improvement cycle and timeframes are as follows:

Every six months:

- review and report mid-year progress of the targeted achievement goals to the board; make any changes to support accelerated progress
- monitor accelerated progress for learners identified as underachieving or at risk of underachieving in structured literacy and mathematics
- review progress of the leadership plan; make changes as required
- monitor and report on the impact of strategies used to improve regular attendance rates for all learners

Annually:

- evaluate and report progress of the targeted achievement goals; use this information to develop new targets for next year
- analyse accelerated progress and achievement for learners at risk of not meeting curriculum expectations; confirm the most effective and responsive teaching practices in structured literacy and mathematics to support further development
- evaluate leadership, systems and processes across the team structure; make recommendations for next year
- evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing regular rates of attendance.

Actions taken against these next steps are expected to result in:

- a more targeted approach to schoolwide improvement
- consistent high-quality teaching, learning and assessment practices in literacy and mathematics
- a strong, cohesive professionally aligned leadership and team structure
- improved rates of regular attendance for all learners.

Part C: Regulatory and Legislative Requirements

Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some regulatory and legislative requirements in the following areas:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three 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)

9 June 2025

Education Counts

This website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home