



# School Report

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**School Name:** Ngaio School

**Profile Number:** 2927

**Location:** Wellington

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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 4 years to evaluate what is working well for learners and what needs to be improved.

## 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. The majority of students are Pākehā / New Zealand-European. The school's vision is *Soar to New Heights*, underpinned by the ROCKET values of *learners who are resilient, open-minded, curious, kind, empathetic and trustworthy*.

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](#)

## 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?	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?	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 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 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?	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 65%	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	Almost all learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Mathematics	Most learners meet or exceed the expected curriculum level. Results are becoming more 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 learners attend school regularly.
- 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

*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 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.

## 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

- Structured literacy and mathematics are well embedded across the school.
- A wide range of initiatives are in place to accelerate students' learning and enhance their wellbeing and sense of belonging.
- Leaders and teachers work collaboratively to grow professional capability and a shared understanding of quality teaching practice.
- Learners are well supported by responsive teaching practices and an inclusive culture.
- The curriculum reflects the school's culturally diverse context and whānau aspirations.
- Learning programmes are designed to engage, enable and extend students' interests, strengths and knowledge.

### Key priorities

- Setting clear, focused improvement goals to boost achievement and wellbeing.
- Accelerating progress for identified learners at risk of not achieving.
- Reviewing and refining leadership systems and processes to strengthen capability and consistency across the school.
- improving attendance.

### Actions to bring about improvement

*Within six months*

- leaders and teachers actively monitor the progress of learners identified as underachieving or at risk of underachieving in structured literacy and mathematics
- leaders implement a plan to strengthen leadership capability across the school, review progress and make changes as required
- Leaders and teachers monitor and report on the impact of strategies to improve regular attendance

*Annually:*

- leaders monitor and report on progress toward achievement targets to the School Board, make changes if needed and set targets for ongoing improvement in outcomes for learners
- leaders work with the Board to review how well leadership systems are working and suggest improvements for the next year
- leaders and the Board review attendance patterns and the success of initiatives to raise attendance and use this information to plan next steps.

### **Expected outcomes**

- A targeted and planned 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.

## **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

The next public report on ERO's website will be a School Report and is due within 4 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 (Acting)

21/08/2025