EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Report

School Name: Owhiro Bay School

Profile Number: 2942

Location: Ōwhiro Bay, 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 kawe, 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

Owhiro Bay School provides education to students in Years 1-6. Most students are European (74%) with 21% Māori students and 13 % Pacific students. The school's motto, "E Tipu e Rea – Our children Our Future" is underpinned by the ROCKS values *Rangatiratanga, Open-mindedness, Creativity, Kotahitanga and Success*.

Part A: Parent Summary

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

How well are learners succeeding?	The school is working towards high levels of success and progress for all learners.
What is the quality of teaching and learning?	Learners benefit from high 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 table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	A large majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Writing	A large majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Mathematics	A large majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.

Attendance

The school is behind the target of 80% regular attendance.

The school is developing a suitable plan to improve attendance.

Regular attendance is not yet improving towards or beyond the target.

Chronic absence is reducing over time.

Assessment

The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.

Teachers are developing assessment information 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 to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making progress towards meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets for 2030 and agrees this will need to be a key strategic priority.

An explanation of the terms used in the Parent Summary can be found here: Guide to ERO's school reports.

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. School leaders identified a need to continue accelerating the progress and achievement for groups of learners in all three areas.

Students requiring additional support with their learning are identified and provided with effective assistance to access the school curriculum and experience success. External agencies are involved when appropriate.

School leaders provide cohesive, improvement focused leadership that increasingly strengthens school conditions to support student success and wellbeing. Strategic planning provides clear direction for priorities to improve student outcomes.

A consistent approach to teaching and learning is evident across the school with structured literacy and mathematics prioritised across all classes. A range of varied opportunities are provided across other curriculum areas.

The capability of teachers and support staff is intentionally developed through targeted, planned professional learning.

Board members know their roles and responsibilities well and appropriately scrutinise achievement data to inform strategic decisions for improvement.

School leaders promote a collaborative, reflective culture that supports staff to review aspects of their teaching practice to positively impact learner outcomes.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- increase the number of learners achieving at or above curriculum expectations in reading, writing and mathematics
- improve outcomes for groups of learners who currently experience inequitable success in reading, writing and mathematics
- increase regular attendance, working towards the Government's target
- continue to refine and embed curriculum changes.

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

Every six months:

- analyse attendance and achievement information to know the impact of strategic planning and resourcing to inform next steps for learners and groups of learners
- document a plan for improved attendance which is then regularly reviewed to identify effective initiatives and plan actions for improvement for the next six months
- implement, refine and monitor schoolwide teaching and learning in structured literacy and mathematics to promote student engagement and achievement

Annually:

- analyse schoolwide achievement in structured literacy and mathematics, including that of identified groups of learners; use this data to report to the board and to strategically plan actions to improve the achievement and learning outcomes of all learners
- evaluate the effectiveness of the attendance plan initiatives and develop a plan for the following year.

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

- improved achievement outcomes and accelerated progress in literacy and mathematics
- improved regular attendance
- literacy and mathematics curriculum changes well embedded in school teaching programmes and impacting positively on student outcomes.

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 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)

6 May 2025

Education Counts

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