



School Report

School Name: Waitaria Bay School

Profile Number: 3064

Location: Kenepuru Sound

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

Waitaria Bay School provides education for learners in Year 1 to 8. There are currently 8 learners enrolled in the school. European/Pākehā learners are 62% of the school roll with 38% Māori learners. The school's vision is *Kia tū, kia māia, kia rere – Stand tall, be brave, fly high* and learners are encouraged to know and use the school's *ARIA* values – *Aspiration, Respect, Initiative, Achievement*.

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 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 is improving its collection and use 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	Almost all 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 equitable for all groups of learners.
Mathematics	Almost all learners meet or exceed the expected curriculum level. Results are 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 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.

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 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 Government reading, writing and mathematics and/or pānui, tuhituhi and pāngarau targets and is likely to meet them by 2030.

An explanation of the terms used in the Parent Summary can be found here: [Guide to ERO 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

Learners express a strong sense of belonging and connection to the school's values. Learners are well supported through school-wide inclusive practices.

Leaders use assessment information and feedback from learners, staff and the community well to plan for and monitor strategic improvement priorities.

Leaders foster a culture of high-quality teaching through building strong connections with whānau, parents and the community. Leaders ensure professional growth opportunities for support staff.

Structured literacy is embedded across the school; a structured mathematics programme is being implemented and supported by targeted professional learning.

Professional growth is prioritised to strengthen high-quality teaching practices to improve outcomes for all learners. Leaders ensure professional growth opportunities for support staff and professional learning opportunities are strategically aligned with the school's improvement goals.

A school-wide understanding and planned approach of evaluation for improvement is developing.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- review and strengthen assessment practices and processes to align with national priorities
- refine the school's learning programmes align with the newly introduced curriculum phases and expected learner progress outcomes
- maintain high-quality teaching and learning practices to sustain learner progress and achievement in reading, writing, mathematics and wellbeing
- develop an attendance plan to increase regular attendance in line with government targets.

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

Within 6 six months:

- develop an attendance plan that aligns with the school's Annual Plan actions to increase regular attendance

Every six months:

- evaluate learner progress and achievement in reading, writing and mathematics; adapt learning programmes where necessary to meet learner needs
- review the impact of school-wide professional learning on teaching practice and learner progress and achievement
- gather, analyse and use learner wellbeing assessment information to inform teacher planning and practice
- review the effectiveness of strategies in place to increase regular attendance

Annually:

- evaluate and report assessment information on learner progress and achievement in reading, writing and mathematics to inform next steps for teaching and learning
- review the school's learning programmes to align with national priorities
- gather and use feedback from learners, staff, whānau and the community to inform strategic planning of school improvement goals and resourcing decisions
- evaluate the effectiveness of attendance strategies on increased regular attendance.

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

- improved learner progress, achievement and wellbeing for all learners
- strengthened capability in teaching and learning practices and assessment
- improved 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

Actions for Compliance

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

- Policies and procedures in regards to staff training must comply with physical restraint regulations, rules and guidelines [Education (Physical Restraint) Rules, 2023; Sections 99 to 101 Education and Training Act, 2020].

The board has since addressed the areas of non-compliance identified.

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)

16 April 2025

Education Counts

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