

School Report

School Name: Ōwhango School

Profile Number: 2417

Location: Ōwhango

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

About the School

Ōwhango School has a roll of 68 learners in Years 0 to 8 of whom 87% identify as NZ European/Pākehā, 56% Māori and 3% of Pacific heritage. The mission of the school is *'The tamariki at Ōwhango School are engaged in our unique, rural environment, are individual in learning and strong in experience and success'*. The school's values are *'participation, achievement, and respect'*.

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

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

Improvement and progress

This section is about the progress the school has made since the August 2022 ERO report. It includes an explanation of the expected improvements and findings.

Expected improvements

The school focused on evaluating the extent to which student outcomes in literacy are improved through the implementation of a school-wide teaching approach.

Findings

A school-wide approach to teaching literacy is well embedded. Excellent outcomes in literacy have been sustained with most students achieving at or above curriculum expectations in reading and writing. Achievement in writing has increased over time.

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?	Learners experience high levels of success and make excellent progress; outcomes are similarly high for all groups.
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 foundational 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 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 64%	65 to 79%	80 to 90%	Over 90%

Reading	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Writing	Most learners meet or exceed the expected curriculum level. Results are becoming more 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

This section is about school attendance and the progress the school is making towards meeting the Government target of 80% regular attendance.

- A large majority of learners attend school regularly.
- The school is approaching 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 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 meeting Government reading, writing and mathematics targets set for 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

High levels of overall student achievement in reading, writing and mathematics are sustained over time.

Leaders and teachers work collaboratively, utilising their individual strengths to lead the implementation of the school's strategic priorities and foster expectations for high quality teaching and equitable, excellent outcomes for all learners.

Consistent implementation of a structured approach to the teaching of literacy and mathematics supports students to gain strong foundation skills and strengthens learning across the curriculum.

Classrooms are characterised by high-quality teaching, clear routines, and positive relationships between teachers and students; learners are well supported to be inclusive and engaged in learning.

Students benefit from rich experiences to learn across the curriculum; strong links to the local environment provide powerful learning opportunities for all learners.

Internal expertise and strategically aligned professional learning and development develop and strengthen teacher capability and improve outcomes for learners.

Regular leadership reviews against school strategic goals guide ongoing improvements in student progress, achievement and learning outcomes.

The school board and principal take a strategic approach to resourcing and decision-making, using comprehensive information effectively to prioritise support for high-quality teaching and learning.

Key priorities

The agreed next steps for the school are to:

- Sustain high levels of student achievement in literacy and mathematics.
- Fully embed and strengthen structured approaches to teaching and learning in mathematics and literacy to further support improved outcomes for all learners.
- Review and refine the school's assessment practices to align to the new curriculum and assessment requirements and further support student achievement and progress.
- Improve regular attendance for all students.

Actions to bring about improvement

Within six months:

- leaders and teachers engage in professional learning to further strengthen their knowledge and skills in the teaching and assessment of literacy and mathematics
- leaders and teachers implement the school's attendance plan to support improving attendance

Every six months:

- leaders and teachers review and monitor school targets focused on increasing the number of students achieving above expected curriculum levels
- leaders and teachers extend the analysis of a range of school-wide assessment data to identify and report on students making expected or less than expected rates of progress and further inform targeted actions

Annually:

- school leaders review the implementation of structured literacy and mathematics approaches to identify further improvements
- school leaders and the School Board evaluate and report on the effectiveness of actions to enrich student learning, progress, achievement and attendance.

Expected outcomes

- Increased and sustained levels of equity and excellence for all learners.
- Effective integration of structured literacy and mathematics approaches that meet the refreshed New Zealand Curriculum requirements.
- Sustained high-quality assessment practices that increase students' progress and achievement.
- Improved levels of attendance that meet or exceed the Government's target for regular attendance.

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 some 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 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

A handwritten signature in black ink, appearing to read 'Sharon Kelly'.

Sharon Kelly
Director of Schools

27 November 2025