

School Report

School Name: Waltham School

Profile Number: 3581

Location: Christchurch

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

Waltham School is located in Christchurch and provides education for learners in Years 1 to 8. The school's roll is 266, with a wide range of ethnicities including 20% of students of Māori descent. The school vision *Tamariki to 'Reach for the Stars' – Tikina ngā Whetū* is underpinned by the 4 R values of Respect for Ourselves, Others, Our World and Ready to Learn. Since the previous ERO report in 2022, a new principal and deputy principal have been appointed.

Part A – Parent Summary

Progress since August 2022 ERO report

The school expected to improve the achievement of identified groups of learners in reading and mathematics, with increased engagement and participation of these learners and their whānau.

The majority of have learners have benefitted from individualised planning and monitoring of their progress and achievement, with improved rates of progress overtime, particularly in reading. The attendance of some of these learners has increased, but ensuring this is sustained is still an area to monitor. Teachers have continued to focus on developing and strengthening teaching practices to improve the achievement of learners, mathematics remains a priority.

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 good 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>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Writing	<p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>
Mathematics	<p>A small majority of 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 behind the target of 80% regular attendance.

The school has a suitable plan in place 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 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 some 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: [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 achieve best in reading; school leaders have identified that there is a need to accelerate progress in writing and mathematics for some groups of learners.
- Learners benefit from the inclusive and pastoral care provisions; they are well known by all staff who work collaboratively to address individual needs and target specific learning and wellbeing needs.
- School leaders prioritise collaboration and provide clear direction for school improvement, they effectively build on the positive school culture and use of wider community partnerships to ensure that learners, whānau and staff are well supported.
- Learners are provided with a wide variety of learning opportunities that are designed to be engaging and motivating; there is a strong focus on structured literacy and mathematics approaches, as well as chances to learn about the local area in meaningful ways.
- Teaching and staff are provided with carefully considered, appropriate professional learning opportunities to enable them to meet the specific needs of their learners, particularly in structured literacy and mathematics, and positive behaviour management strategies.
- School leaders promote a highly reflective culture, teachers regularly reflect on their teaching practices and what is working for learners, this information is used to inform school planning.
- The board and leaders consult the school's diverse community to inform strategic priorities and future direction.

Key priorities and actions for improvement

The agreed next steps for the school are to:

Extend targeted teaching and assessment strategies of mathematics and literacy across the school to ensure consistency for learning.

Consolidate and embed structured teaching practices school wide for ongoing improvement in progress and achievement levels in mathematics and writing.

Extend partnerships for learning with Māori whānau and mana whenua to support Māori learner success and enhance the school curriculum.

Continue reviewing and refining approaches and initiatives, alongside parents whānau, to increase rates of regular attendance.

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

Within six months:

- explore additional ways to engage and lift levels of attendance for those learners at risk of not making expected levels of progress and develop a targeted plan
- teachers undertake professional development in mathematics to raise learner achievement so that a schoolwide shared understanding of and alignment with reporting and assessment processes is established

Every six months:

- monitor and review the effectiveness of attendance strategies and interventions and modify approaches as necessary
- evaluate the ongoing implementation of targeted and structured teaching and assessment practices to ensure there is a shared understanding and continuity for teaching and learning across the school
- monitor and report to the board learner progress towards meeting expected outcomes for learners, including regular attendance
- consult with Māori whānau to gather their feedback and ideas to improve learning outcomes and success as Māori, and extending bicultural perspective through the school's multicultural context and adjust plans accordingly

Annually:

- report to the board and community on progress against strategic goals and initiatives to improve outcomes for all learners to inform resourcing decisions and prioritise ongoing areas for improvement
- review implemented initiatives to support engagement with Māori whānau and make adjustments as required.

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

- improved achievement outcomes for all learners, especially in mathematics and writing
- increased and sustained rates of attendance across the school
- consistent high quality teaching practices in mathematics and literacy across the school.

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
Acting Director of Schools

28 February 2025

Education Counts

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