



School Report

School Name: Clyde Quay School

Profile Number: 2827

Location: Wellington City

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

Clyde Quay School provides education for students in years 1 to 8. The school is made up of students from a wide range of ethnic groups including 6% of students who identify as Māori, 40% Asian and 5% as Pacific heritage and 54% Pākeha / NZ European.

The school's vision is *Moemoeā – we develop creative thinkers who overcome challenges and thrive in a diverse world* is underpinned by the values of *Mana Tangata- we value ourselves, Whanaungatanga- we value our community, Manaakitanga- we value our community* and *Māramatanga- we value active learning*. Since the last ERO review the school has appointed a new Principal.

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](#)

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 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 is improving its reporting 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 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	A large majority of learners meet or exceed the expected curriculum level. Results are becoming more 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

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 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 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 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.

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

- School leaders and teachers foster a nurturing and inclusive environment where students' language, culture and identity are valued and wellbeing for learning is promoted. Strong, positive relationships are evident throughout the school.
- Students confidently express a strong sense of belonging and pride in their school; school values underpin all learning and behaviour and are well known and understood by students. Senior students have multiple opportunities to contribute and lead within the school.
- The design and delivery of the curriculum is well planned and contextual, allowing students to participate in a wide range of rich learning experiences.
- Structured literacy is already well embedded in some parts of the school, and a structured mathematics programme is being implemented and supported by targeted professional learning.
- A consistent focus on supporting all learners to gain sound foundational skills in literacy and mathematics is evident.
- The School Board provides effective stewardship and works strategically with school leaders to implement the vision and values to achieve agreed goals and targets; the Board understands and meets its statutory obligations and effectively manages resources.
- Staff have high expectations for student success and know their students well. Students requiring additional support with learning are identified and receive targeted support focused on literacy and numeracy, including appropriate support for an increasing number of English Language Learners.
- Teachers and leaders deliberately integrate the principles of Te Tiriti o Waitangi into learning programmes and foster and broaden students' knowledge and understanding of te ao Māori. Students confidently participate in mihi whakatau, karakia and waiata.

Key priorities

- Strengthen schoolwide evaluation and the professional growth cycle for teachers to clearly understand the impact on student outcomes.
- Increasing student achievement outcomes and accelerating progress in reading, writing and mathematics for all learners.
- Enhance whanau and community partnerships and respond to their feedback to guide curriculum development and strategic direction.

Actions to bring about improvement

Within three months:

- leaders and teachers implement the attendance plan to improve students' regular attendance and strengthen processes to increase regular student attendance

Every six months:

- leaders develop schoolwide observation systems and processes to strengthen the professional growth cycle for teachers and build capacity to enable effective inquiry into strategic actions and their impact
- leaders and teachers work with parents about how they would like to be involved in their child's learning
- leaders monitor the effectiveness of initiatives to improve regular attendance for students and review attendance for trends and patterns and adjust as required

Annually:

- leaders review observation systems and processes to drive continuous improvement for teachers and students
- the School Board and leaders review schoolwide attendance and achievement data for all groups of learners and strategically plan actions with the community to improve attendance, progress and achievement.

Expected outcomes

- Increased levels of achievement for those students who require acceleration or extension.
- English and mathematics curriculum changes well embedded in school teaching programmes.
- increased whanau and community input about school direction and its curriculum.
- Improved and sustained levels of attendance that meet or exceed the Ministry of Education's target for regular attendance.

Regulatory and Legislative Requirements

This section of the report is about how the school meet 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 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



Sharon Kelly
Director of Schools

10 October 2025