

School Report

School Name: Pegasus Bay School

Profile Number: 3570

Location: Pegasus, North Canterbury

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

Pegasus Bay School is located north of Christchurch and provides education for children in Year 1 to 8. It is part of a community that is increasingly culturally diverse. European/Pākehā make up the largest proportion of all learners with 87%, 12% identify as Māori, 8% identify as Asian; 6% identify as MELAA and 3% identify as Pacific. The school's vision of 'inspiring and challenging adventurers, creators and thinkers' is supported through the values of *ako*, *kaitiaki* and *whanaungatanga*.

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?	<p>Learners have rich opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is an increasingly 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 reasonably 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>Most learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>
Writing	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>
Mathematics	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>

Attendance

The school is approaching 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 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 meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets set for 2030.

An explanation of the terms used in the Parent Summary can be found here: [Reporting | Education Review Office](#)

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

Leadership has established processes to analyse and monitor student progress and achievement that effectively informs planning and next learning steps, including supporting the diverse learning needs of students.

Structured literacy and mathematics practices are well embedded to support positive student outcomes in reading, writing and mathematics.

The school's curriculum, vision, values and strategic planning are well-aligned, effectively integrating digital technology and sustainability education throughout teaching and learning programmes.

Te reo Māori, tikanga Māori, te ao Māori and local history are integrated meaningfully throughout the curriculum and across year levels.

Effective school systems and a collaborative approach support the building of teacher capability and practice.

Internal evaluation processes are well established to reflect on and adapt teaching and learning practices.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- align learning goals and progressions with the phases of the *New Zealand Curriculum* and effectively report on these to whānau
- enhance partnerships with whānau to identify opportunities to contribute expertise and codesign learning experiences
- evaluate the impact of school systems and processes on staff and learner wellbeing to inform and monitor areas for improvement
- refine systems and processes for monitoring and improving students' regular attendance.

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

Within six months:

- review learning progressions to align with the phases of the New Zealand curriculum
- consult with whānau to identify opportunities to contribute expertise and codesign learning
- conduct staff and learner wellbeing surveys and identify areas to support wellbeing

Every six months:

- leaders and staff facilitate opportunities for parent and whānau engagement in the learning and life of the school
- review and report to the board on the effectiveness of initiatives to improve student attendance and use this information to plan actions for improvement

Annually:

- report wellbeing data to the board and use this to inform responsive decision making
- evaluate the effectiveness of the attendance initiatives and develop a plan for the following year.

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

- clear alignment between learning goals and progressions with the phases of the *New Zealand Curriculum*, and reporting to whānau
- strengthened and embedded partnerships with whānau that contribute to the depth and breadth of teaching and learning programmes
- a wide range of perspectives informing strategic decisions and a strengthened schoolwide culture focused on wellbeing
- improved student attendance which meets government targets.

Part C: 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 identified the following areas of non-compliance during the board assurance process:

- retain evidence of identity confirmation as part of their workforce safety checks for any persons the board has employed or engaged as a paid children's worker.
[Sections 25, 26 and 27 of the Children's Act 2014]

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 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

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

Sharon Kelly
Director of Schools (Acting) 9 May 2025

Education Counts

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