



School Report – Te Ara Koropiko West Spreydon School 3588

About the school

Te Ara Koropiko West Spreydon School is a contributing school in Christchurch for students in Years 1 to 6. The school has an attachment-based philosophy that prioritises building strong relationships with tamariki and their whānau. Its values of *Attitude, Adventure and Achievement* guide practice across the school. The school is part of the Kahukura Community of Practice.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- The **curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Te Ara Koropiko West Spreydon School: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO’s judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling														
Doing well														
Working towards														
Improvement required														
Student health and safety	Meets expectation. Te Ara Koropiko West Spreydon School is taking reasonable steps to ensure student health and safety.													

Te Ara Koropiko West Spreydon School: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is *Excelling, Doing well, Working towards or Improvement required* and why. This provides more information about the judgements in the Snapshot.

Student achievement	Doing well	Achievement is improving over time and has been sustained. More students are achieving at expected levels.
Student progress	Doing well	Learners make steady progress over time. Most learners make expected progress, and some learners who need extra support are making accelerated progress.
Reading and Writing	Doing well	Most students achieve at or above curriculum expectations in reading. A large majority of students achieve at or above curriculum expectations in writing.
Mathematics	Doing well	A large majority of students achieve at or above curriculum expectations.
Attendance	Doing well	A large majority of students attend school regularly. The school is approaching the target for regular attendance.
Engagement and belonging	Excelling	Students at the school feel valued and supported in a school culture that strongly promotes wellbeing and inclusion.
Equity	Doing well	Over time disparity in outcomes for Māori learners in reading writing and mathematics is reducing. The school has strong processes in place to support these students.
Leadership	Excelling	The school has coherent, evidence-informed leadership and teaching practices that promote equity, remove barriers to learning and ensure excellent outcomes and meaningful pathways for all students.
Teaching	Excelling	Teaching practices are consistently high quality and contribute to high levels of students' success across the school.

Curriculum	Doing well	Learners experience a broad and responsive curriculum that supports progress in foundational skills.
Assessment	Excelling	Leaders and teachers use assessment data very well to drive continuous improvement and innovation.
Provision for students with additional needs	Excelling	All learners with additional needs receive appropriate and useful support that enables them to make progress and achieve their learning goals.
School improvement	Doing well	Schoolwide planning is clear and consistent. It contributes to progress and improvement in outcomes and conditions.
Governance and the school board	Doing well	Te Ara Koropiko West Spreydon School Board supports improvement through informed governance and effective community engagement.

How do we report percentages?

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%

Further information about this school and report can be found on the last page.

Te Ara Koropiko West Spreydon School: Full Report

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.

Outcomes for students

Achievement

Achievement is strong and continues to improve. Most students meet expected curriculum levels in reading, while a large majority do so in writing and mathematics. Results show a sustained upward trend, with consistent outcomes across learning areas. Improvement is evident for many learners, supported by deliberate teaching and clear monitoring.

Progress

Most learners make expected progress and are well prepared for their next stage of learning. Teachers and leaders track progress closely and respond to identified needs, particularly for those requiring extra support.

Achievement in reading, writing and mathematics

Most learners meet expected curriculum levels in reading and a large majority in writing and mathematics. Progress is steady and improving over time, with increasing numbers of students achieving expected levels. Learners who need additional support are making faster progress, supported by consistent teaching approaches and effective use of assessment information. High-quality teaching practice contributes to these outcomes, with a clear focus on improving achievement across all three learning areas.

Attendance

Attendance is improving, with more learners attending regularly over time. The school is approaching the Government target for regular attendance, with steady progress towards this goal. Leaders monitor attendance carefully and act on emerging patterns. Clear processes guide responses, including working with whānau and external agencies to reduce barriers. Regular tracking and reporting help evaluate the impact of strategies and support continued improvement.

Engagement and belonging

Students experience a strong sense of belonging and are actively engaged in learning within a caring, inclusive environment. Wellbeing is closely monitored through established pastoral care systems, regular communication with whānau, and ongoing review of student needs. Staff maintain regular communication with whānau and respond to student needs. The school values identity, language and culture, with te ao Māori visible in daily life. Student voice contributes to decisions, strengthening a supportive and connected school culture.

Equity

The school is reducing differences in achievement for Māori students in reading and writing. Leaders identify barriers and respond with targeted support and careful tracking. As a result, Māori learners are increasingly achieving outcomes closer to their peers.

School conditions for success

Leadership

Leaders set a clear and coherent strategic direction that strongly drives improved outcomes for all students. They work collaboratively and use evidence effectively to plan, monitor, and evaluate progress, ensuring sustained improvement over time. Leaders build collective capability across the school, enabling staff to take on leadership roles and contributing to a well-aligned, high-performing team. They maintain consistently high expectations for teaching and learning, which staff understand and enact. Leaders actively seek and respond to whānau feedback, strengthening authentic partnerships and ensuring community perspectives meaningfully shape priorities.

Teaching

Teachers consistently deliver high-quality, explicit teaching that increases the rate of progress and improves outcomes for learners. They use assessment information highly effectively to adapt teaching and respond to learners' needs, particularly in reading, writing and mathematics. Leaders and teachers build strong professional capability through ongoing learning, ensuring consistent, schoolwide practice. Clear expectations and well-structured teaching support high levels of student engagement and sustained progress.

Curriculum

The curriculum is broad and responsive, supporting learners to build strong foundations in literacy and mathematics. It reflects the local context and includes input from whānau and the community. A clear, consistent focus on core skills supports steady progress. Programmes are inclusive and accessible, enabling all learners to engage, make progress, and succeed while building on their interests, identity and culture.

Assessment

Leaders and teachers use assessment information highly effectively to understand learning, track progress over time, and respond to learners' needs. Assessment approaches are clear, reliable, and provide an accurate picture of achievement across the school. Ongoing professional learning strengthens staff capability and ensures consistent, high-quality assessment practice.

Provision for students with additional needs

Students with additional needs are well supported to participate and achieve. The school identifies needs early and provides targeted support, with systems in place to monitor progress and respond to changing needs. Learners are included in all aspects of school life, supported by inclusive practices and strong pastoral care. Staff work closely with parents and whānau to plan and review support, ensuring a coordinated approach that removes barriers and strengthens engagement and learning outcomes.

Governance

The Te Ara Koropiko West Spreydon School Board provides effective stewardship with a clear focus on student achievement and wellbeing. The board receives regular, useful information to guide decisions. They work closely with leaders and maintain strong links with the community. Whānau perspectives inform planning and priorities. Governance is focused on supporting equitable outcomes and sustaining improvement through informed, active involvement.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Every six months / annually	Expected outcomes
Extend teachers understanding and implementation of the <i>The New Zealand Curriculum</i> to build consistency in outcomes for all learners.	Leaders report to the School Board on student progress and achievement in reading, writing and mathematics, including groups of students, to show the impact of planned actions and develop plans to respond to emerging trends.	Improved achievement and greater equity of outcomes across learner groups.
In consultation with the school community, review and expand plans for improved attendance	The School Board, leaders and teachers, in consultation with the community, reviews attendance and wellbeing information to set strategic priorities.	Improved rates of regular attendance.

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
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Action for compliance

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

- the School Board must notify Fire and Emergency New Zealand (FENZ) of the result of a trial evacuation.
[Section 32 Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018]

The Te Ara Koropiko West Spreydon School Board has since taken steps to address the areas of non-compliance identified.

School Improvement

ERO has confidence that Te Ara Koropiko West Spreydon School can bring about the improvements outlined in this report. The school has a strong focus on increasing student attendance, improving achievement outcomes and foundational school conditions that support students' success.

The next public report on ERO's website will be 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

13 August 2026

Further information about the school

Type of school	Contributing school Co-educational
Year levels	Year 1 to 6
School roll	270
Student population	New Zealand European/Pākehā 78%, Māori 23%, Asian 10%, Pacific 7%, MELAA 7% and Other 1%
Equity Index (EQI)	This school's EQI is 445 which places it in the moderate range. This means less than half students at this school face socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Te Ara Koropiko West Spreydon School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report May 2023

School information

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.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.