EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Report – Ōtūmoetai College 120

About the school

Ōtūmoetai College is a large state co-educational school providing education for Year 9 to 13 students. The school's vision is: *Here we stand, creating resilient learners where culture, diversity, education and social responsibility are valued and all learners achieve their potential.* The school's values are *Kia Rangatira - Strive for Personal Excellence; Kia Kotahi - Work Together; Kia Whakaute – Respect for Self and All; Kia Kaha – Stand Strong.*

Ōtūmoetai College: 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 judgements 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.** Ōtūmoetai College is taking reasonable steps to ensure student health and safety.

Ōtūmoetai College: 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.

School conditions for success

Assessment	**Excelling**	Systems for tracking and evaluating learner progress and achievement are robust and inform planning for improvement.
Provision for students with additional needs	**Excelling**	Learners with additional needs are very well supported to achieve their education goals.
Leadership	**Doing well**	Leadership is effective in setting improvement priorities and using evidence to guide planning, monitoring and decision making.
Teaching	**Doing well**	Teaching practices support progress and achievement in literacy and numeracy; greater consistency across learning areas remains a priority.
Curriculum	**Doing well**	Learners have good opportunities to learn across the breadth and depth of the curriculum and to gain foundational skills.
School improvement	**Doing well**	School-wide planning is clear and increasingly coherent and is contributing to improved outcomes and conditions for learning.
Governance and the school board	**Doing well**	The school board engages effectively with stakeholders and monitors progress against strategic goals.

Outcomes for students

Student achievement	**Doing well**	A large majority of students experience success and achieve well in core areas and in national qualifications.
Student progress	**Doing well**	A large majority of students make more than expected progress in their learning at the school.
Foundational literacy	**Doing well**	Most students achieve the National Certificate of Educational Achievement (NCEA) literacy co-requisite requirements by the end of Year 10.
Foundational numeracy	**Doing well**	A large majority of students achieve the NCEA numeracy co-requisite requirement by the end of Year 10.
Attendance	**Doing well**	A large majority of students attend school regularly. The school is progressing well towards the target for regular attendance.
Engagement and belonging	**Doing well**	The school reasonably promotes learners' engagement, wellbeing and inclusion.
Equity	**Working towards**	Outcomes are not yet equitable across student groups. While some improvement is evident, disparities remain for Māori and Pacific students.

Ōtūmoetai College: 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 kawe, mā tātou katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.

Excelling

Assessment

Assessment practices are highly effective. A range of tools and approaches provides reliable information about learner achievement, progress and engagement. Analysis of data, including Progressive Achievement Tests (PAT) and Common Assessment Activities (CAA), enables teachers to identify trends, monitor outcomes and evaluate the impact of improvement initiatives.

Assessment information clearly identifies learners' progress and next learning steps, supporting learner agency and responsive teaching. Its use to identify and respond to disparities is strengthening, although greater consistency is needed to improve equity across learner groups.

Provision for students with additional needs

Provision for students with additional needs is highly effective and inclusive. Timely identification, tailored programmes, specialist support, targeted interventions and appropriate assessment accommodations enable students to participate, engage and progress in learning. Strong collaboration among teachers, learning support staff, families and external agencies respond to identified needs and contribute to successful transitions.

Doing Well

Achievement

In Years 9 and 10, a large majority of learners achieve at or above expected curriculum levels.

Most students achieve New Zealand Certificate of Educational Achievement (NCEA) Levels 1, 2 and 3, and a small majority of students achieve University Entrance. Achievement outcomes remain above national and equity band comparisons.

Progress

A large majority of students make expected progress and develop the knowledge, skills, and capabilities needed for learning success.

Teachers use assessment information to identify learning needs, adjust teaching programmes, and provide appropriate levels of challenge and support for student progress. The school monitors student progress; consistency in teaching responses remains an area for further development.

Achievement in literacy and numeracy

The school's assessment, targeted interventions, and teaching strategies contribute to improved literacy and numeracy outcomes. Most students achieve the literacy requirements, and a large majority achieve the numeracy requirements needed for NCEA by the end of Year 10.

The school supports students to build foundational skills for learning across the curriculum. They use targeted responses to address specific learning needs. Regular monitoring enables teachers to identify learning gaps, track progress, and adapt programmes accordingly.

Attendance

A large majority of students attend school regularly. Attendance is improving, and the school is progressing towards the Government attendance target.

Regular attendance remains lower for some learners. The school implements a coordinated approach to attendance through the Attendance Management Plan, including early identification, monitoring, targeted support and individualised responses for students with ongoing attendance concerns.

Engagement and belonging

The school promotes learner engagement through a wide range of school experiences that support belonging and participation. Positive and respectful relationships between learners, staff, whānau, and the wider community create an inclusive environment where learners are known, valued, and supported. Learners participate confidently in learning and school life, contributing to improvements in positive attendance and engagement outcomes. Mentoring, leadership opportunities, wellbeing programmes and co-curricular activities strengthen learner participation. Student feedback is increasingly used to inform decision making, identify priorities and refine practice.

Leadership

Leadership is purposeful and improvement focused. Leaders use achievement, engagement and attendance data to identify priorities, target support and monitor progress. Leaders foster collaborative approaches including strengthening partnerships with whānau and the wider community and supporting pathways for learner success.

Leadership practices are increasingly coherent across the school with a clear emphasis on improving teaching quality, equity and learner success. Variability remains in some areas, particularly in achieving equitable outcomes for all groups of learners, and the school is strengthening the consistency of approaches across the school. Leaders are establishing a culture of evaluation and evidence-informed decision making to sustain improvement.

Teaching

Teaching contributes positively to learner achievement, progress, attendance and engagement. Teachers use increasingly consistent and structured approaches to teaching and learning. Leaders and teachers are strengthening consistency through professional learning, coaching, mentoring and collaborative review processes. These practices support teachers to respond effectively to learner needs and contribute to positive outcomes for learners.

Teachers use assessment information to inform teaching and monitor progress, helping to improve learner success and strengthen equity. Variability remains in the implementation of some practices across learning areas, and the school is continuing to strengthen culturally responsive approaches to support equitable outcomes for all learners.

Curriculum

The curriculum is broad, coherent and responsive, and aligns well with the school's strategic priorities. Structured literacy and numeracy approaches, supported by effective assessment and evidence-informed planning, contribute positively to learner progress and achievement.

A wide range of curriculum and pathway opportunities responds to learners' strengths, interests and aspirations. Strong partnerships with tertiary providers and the wider community extend access to relevant education, training and employment pathways. However, variability in outcomes means equitable access to and benefit from these opportunities is not yet consistent for all learner groups.

Governance

The Board provides effective stewardship through strategic planning, oversight and monitoring of school priorities. Governance decisions are informed by a range of data, enabling resources and support to be directed towards the areas of greatest need. The Board maintains a focus on improvement by holding leaders accountable for progress, supporting evidence-informed decision making and ensuring the school maintains a strong focus on student success and wellbeing.

Working towards

Equity

Outcomes are not yet equitable across all student groups. Lower rates of attendance and engagement continue to contribute to inequitable outcomes for some students. Variability remains for Māori learners, Pacific learners, and boys in some areas of achievement.

The school is taking appropriate action through targeted monitoring, equity and engagement reviews, culturally responsive curriculum development, strengthened teaching practices and focused support for priority learners to reduce disparities.

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	Actions within six months	Every six months / annually	Expected outcomes
Consistently embed evidence-based and culturally responsive teaching practices across all learning areas to accelerate learning for all students.	Teachers collaboratively plan and incorporate evidence-based and culturally responsive approaches into their teaching practices.	Evaluate the use and effectiveness of evidence-based and culturally responsive teaching practices to accelerate learning for all students.	Greater consistency in evidence-based and culturally responsive teaching practices across all learning areas.
Improve equity and excellence in outcomes for Māori and Pacific students.	Embed teaching practices schoolwide that effectively respond to students' cultures.	Evaluate the impact of responsive teaching practices on improving progress and achievement and respond to findings.	Improved evidence of equitable outcomes for Māori and Pacific students.
Strengthen the use of internal evaluation in informing decision making to improve student outcomes.	Integrate internal evaluation into planning, monitoring and reporting.	Use internal evaluative findings to determine the impact of initiatives on student outcomes and adjust planning accordingly.	Robust evaluation supports decision making that improves student outcomes.
Increase regular attendance to meet government targets.	Review and revise attendance strategies.	Evaluate the effectiveness of attendance strategies.	Improved regular attendance towards government targets.

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

Actions for compliance

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

- The Board must ensure that the school is open for instruction for the number of half-days, terms and times specified by the Minister by notice.
  [Education (When State Schools Must Be Open and Closed) Regulations 2024]

The Ōtūmoetai College Board has since addressed the areas of non-compliance identified.

Provision for international students

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has completed an annual self-review of its implementation of the Code.

At the time of this review there were 65 international students attending the school.

International students at Ōtūmoetai College benefit from a highly responsive and well-coordinated programme that effectively promotes wellbeing, inclusion, and engagement. Individual achievement and progress are carefully tracked, enabling timely identification of needs and access to targeted English language support where needed. Students are actively encouraged to participate in a broad range of co-curricular opportunities, enhancing their sense of belonging and enriching their educational experience. Robust pastoral and academic systems provide a strong foundation for student success. Effective transition processes, complemented by buddy and mentoring programmes, support students to settle into school life. Student feedback indicates that they feel welcomed, safe, and valued within the school community and have access to a range of meaningful support networks. Strong partnerships and regular communication between the school, homestays, and families contribute significantly to positive wellbeing outcomes and academic achievement.

School improvement

ERO has confidence that Ōtūmoetai College can carry out the next steps for improvement identified in this report. The school demonstrates a comprehensive, deliberate and successful approach to 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 tātou, kia whai oranga a tātou tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

2 November 2026

Further information about the school

Types of school	Secondary school Co-educational
Year levels	Years 9 to 13
School roll	1996
Student population *Students can identify with more than one ethnicity.*	European/Pākehā 81%, Māori 21%, Asian 10%, Pacific 5%, Middle Eastern, Latin American, and African 2%.
Equity Index (EQI)	This school's EQI is 451 which places it in the moderate range. This means a small majority students at this school face more socio-economic barriers to achievement than average.
Immersion & Bilingual Education	Ōtūmoetai College does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report, November 2022

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones Education Counts Home | Education Counts.

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.

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, an 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.

How do we report percentages?

Improvement required → **Working towards** → **Doing well** → **Excelling**

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%