

School Report – Selwyn Ridge School 6945

About the school

Selwyn Ridge School in Welcome Bay, Tauranga caters for students in Year 1 to Year 6. The school staff is experienced, and the school roll has remained stable. The vision, 'Kia hokahoka Kahurangi, Kids on the Ridge soaring high', reflects the school's commitment to achieving the best outcomes for every child.

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:

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| <ul style="list-style-type: none">• Achievement and progress including reading, writing and mathematics.• Engagement and belonging.• Equity.• Attendance.• Leadership and school improvement. | <ul style="list-style-type: none">• The curriculum and quality of teaching.• Assessment.• Provision for students with additional needs.• Governance and the school board.• Health and safety. |
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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.

Selwyn Ridge 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 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. Selwyn Ridge School is taking reasonable steps to ensure student health and safety.													

Selwyn Ridge 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	A large majority of students experience success and achieve well in core areas.
Student progress	Doing well	Learners make steady progress over time. Most learners, including those requiring additional support, make expected progress in their learning.
Reading and writing	Doing well	A large majority of students meet or exceed curriculum expectations for their year-levels.
Mathematics	Doing well	A large majority of students meet or exceed curriculum expectations for their year-levels.
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 within a school culture that strongly promotes wellbeing and inclusion.
Equity	Doing well	Results are becoming more equitable for all groups of learners.
Leadership	Excelling	The school has coherent, evidence-informed leadership and teaching practices that promote equity, remove barriers to learning, and pursue 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	Excelling	Students 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.

Assessment	Doing well	Reporting gives parents and whānau clear insights into their child's progress, and assessment information is effectively used to improve teaching and learning.
Provision for students with additional needs	Excelling	Strong support systems ensure all students progress in their learning goals and experience success.
School improvement	Excelling	School planning is deeply embedded across leadership and teaching teams, driving improvement in learner outcomes and equity-focused practices.
Governance and the school board	Excelling	Governance is proactive, engaged with the school community, and aligned with the school's vision and priorities to drive continuous improvement.

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.

Selwyn Ridge 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

A large majority of students experience success and achieve well in the core learning areas. Achievement levels are consistent over time, with some variation across learning areas. Outcomes are becoming more equitable. The school effectively supports learner success, with most students achieving expected curriculum levels.

Progress

Most learners, include those requiring additional support, make expected progress in their learning. Outcomes for learners are improving, and the school is doing well in promoting student progress.

Achievement in reading, writing and mathematics

A large majority of learners meet or exceed curriculum expectations for their year-level across all three learning areas.

Attendance

A large majority of students attend school regularly, with attendance levels approaching the Government target. Leaders monitor attendance closely. They use attendance information to guide actions and support students whose attendance requires improvement. A strong focus on wellbeing, engagement and inclusion supports positive attendance outcomes for most learners.

Engagement and belonging

Students experience a strong sense of belonging and are well supported to participate, learn and succeed in an inclusive school environment. A range of programmes and approaches, including the integration of *Te Whare Tapa Whā*, *Bounce Back* and learning support initiatives, contribute to students feeling valued, connected and supported in their learning and wellbeing. The school provides a wide range of opportunities for students to participate, take on leadership roles and experience success, promoting a strong sense of pride, identity and belonging.

Equity

The school is increasingly achieving equitable outcomes for different groups of learners. Achievement outcomes for Māori learners are equitable in writing and mathematics and are becoming more equitable in reading. Outcomes for boys and girls are equitable in reading and are becoming more equitable in writing and mathematics.

School conditions for success

Leadership

Leadership is effective in sustaining coherent, evidence-informed conditions that improve learner outcomes. Leaders use achievement, wellbeing and engagement information to set priorities, guide decision making and respond to learner needs. Shared leadership and staff working together help improve and keep practices consistent across the school. These leadership practices strengthen inclusion, remove barriers to learning and promote equitable opportunities for success.

Teaching

Teaching is highly effective in creating inclusive, engaging learning environments where students are well supported to succeed. Respectful relationships, high expectations and a strong focus on wellbeing promote learner engagement, participation and achievement. Teachers use culturally responsive practices that affirm learners' identities, languages and cultures, strengthening students' sense of belonging and connection to learning.

Teachers work together to improve their teaching and provide meaningful learning opportunities for students across the school. The schoolwide implementation of the *Better Start Literacy Approach (BSLA)*, *Writer's Toolbox* and *Numicon* provides coherence across classrooms and supports literacy and mathematics achievement.

Curriculum

A well-developed local curriculum reflects the school's vision, values and community, promoting engagement, identity, belonging and success. The curriculum increasingly reflects Te Tiriti o Waitangi through the integration of local stories, te ao Māori and meaningful connections to place and community.

Structured approaches to literacy and mathematics support consistency of practice and positive learner outcomes. Deliberate planning, ongoing professional learning and continuous improvement ensure the curriculum remains responsive to learner needs and contributes to positive outcomes for wellbeing, engagement and achievement.

Assessment

Assessment practices effectively support teaching, learning and school improvement. A wide range of assessment tools are used to monitor achievement, identify learner needs and inform targeted interventions.

Leaders and teachers use assessment to monitor progress, respond to learner needs and evaluate the impact of teaching and support programmes. Regular reporting provides parents and whānau with clear information about progress and achievement. The school continues to strengthen assessment and reporting practices as new curriculum and assessment requirements are implemented.

Provision for students with additional needs

Students with additional needs are fully supported to participate in school life. Staff use strengths-based planning, learner voice, whānau engagement, and effective transitions to ensure continuity of learning and wellbeing.

The school has robust systems for identifying, supporting and monitoring students with additional learning, wellbeing, and behavioural needs. The Special Educational Needs Coordinator (SENCO) and Learning Support Coordinator (LSC) provide targeted and responsive support to improve learner outcomes. A variety of interventions address literacy, mathematics, wellbeing, and pastoral care.

Governance

The board provides proactive and effective stewardship that supports the school's vision, priorities and improvement goals. Strong governance systems ensure compliance, oversight of student wellbeing and strategic use of resources. The board works collaboratively with leaders and the community to support continuous improvement and positive outcomes for learners.

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
Improve student regular attendance.	Leaders and the school board evaluate the impact of attendance strategies and adjust accordingly.	The Government's regular attendance target is met, with at least 80% of students attending school regularly.

Improvement priority	Action within three months	Action within six months	Every six months / annually	Expected outcomes
Implement new assessment and reporting requirements across all levels of the school.	Leaders provide professional learning for teachers on the use of the new assessment and reporting requirements.	Leaders develop and implement school wide systems, based on the assessment and reporting requirements.	Evaluate the consistency, reliability and validity of assessment and reporting practices to align with Ministry of Education requirements.	Assessment and reporting systems provide reliable, valid achievement information.

Improvement priority	Action within six months	Every six months / annually	Expected outcomes
Embed the new curriculum requirements across the school.	Leaders and teachers review and adjust teaching and learning programmes to ensure that the curriculum requirements are consistently taught.	Leaders and teachers evaluate curriculum implementation and its impact on student progress and achievement.	Curriculum requirements are consistently implemented, improving student progress and achievement.

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

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 10 international students attending the school, and no exchange students.

Selwyn Ridge School has high-quality processes for annual self-review and the provision of pastoral care of international students. A well established and integrated International Student school programme supports learners.

The school provides a welcoming, inclusive environment where students are well-supported to participate in a range of activities and be part of the school's community. Comprehensive policies and processes for monitoring and responding to student wellbeing and academic progress are in place.

School Improvement

ERO has confidence that Selwyn Ridge School can bring about the improvements outlined in this report. The school demonstrates an effective, deliberate and successful approach to improving outcomes for all students, including attendance. The coherent organisational conditions support students' success.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tatau, kia whai oranga a tatau tamariki

Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

27 August 2026

Further information about the school

Type of school	Contributing school Co-educational
Year levels	Years 1 to 6
School roll	469
Student population	New Zealand European/Pākehā 56%, Māori 25%, Asian 12%, Pacific 3% and other ethnic groups 4%.
Equity Index (EQI)	This school's EQI is 449 which places it in the average range. This means a small majority of students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Selwyn Ridge School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report July 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.