EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Report

School Name: Knights Stream School – Mingimingi Hautoa

Profile Number: 579

Location: Christchurch

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 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 4 years to evaluate what is working well for learners and what needs to be improved.

About the School

Knights Stream - Mingimingi Hautoa provides education for students in Year 1 to 8. Since the last ERO review in 2022 the school roll has grown from 300 students to 600 students. The roll is made up of 28% Pākehā|New Zealand-European, 6% Māori, 28% Asian, 22% Indian, 3% Pacific and 13% of diverse ethnicities. The school's core values are represented by the *Five C's: Courage, Caring, Creativity, Curiosity* and *Connectedness*.

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

Improvement and progress

This section is about the progress the school has made since the August 2022 ERO report. It includes an explanation of the expected improvements and findings.

Expected improvement

The school has evaluated how well it builds cultural connections with parents and whānau, ensuring all cultures are included in the decision-making. It reviewed assessment and monitoring systems to support a curriculum that meets the needs of all learners.

Findings

The School Board, leaders and teachers hosted cultural hui and events to promote learners' culture, language and identity. Evaluation and reflection identified areas of success and steps for ongoing improvement. Appointments to the Board and teaching staff reflect the school's diverse roll, supporting inclusive decision-making that positively impacts learner wellbeing and achievement.

The school roll doubled over the past three years. Senior leaders introduced a well-developed evaluation programme to strengthen assessment and reporting, ensuring all learners are closely monitored and teaching is informed by assessment.

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 reports usefully and accurately to parents / whānau about their child's learning, achievement and progress. The school responds well to a wide range 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 65%	65 to 79%	80 to 90%	Over 90%

Reading	A large majority of learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Writing	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Mathematics	Most learners meet or exceed the expected curriculum level. Results are 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 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

- The school provides a welcoming and supportive learning environment that promotes students' physical and emotional wellbeing, helping them feel a strong sense of belonging, feel valued, and able to succeed.
- Leaders and teachers work together to provide high quality teaching that meets individual learning needs; students who need additional support are identified early and supported effectively.
- Students engage in a rich curriculum that is regularly reviewed to reflect local contexts, deepening their learning through meaningful experiences and strengthened understanding.
- The school has well-established and consistent approaches to teaching structured literacy and mathematics, effectively supporting learner progress and achievement.
- Strong leadership and a supportive board provide clear vision and direction, using strategic planning, data and regular evaluation to drive school improvement.
- Teachers have access to targeted professional learning opportunities that builds their skills, supports wellbeing and grows leadership across the school.
- The board and school leaders have built a strong culture of evaluation, strategic governance and professional learning to sustain high-quality teaching and learning.

Key priorities

- Improve and sustain high achievement, with a particular focus on reading and on improving outcomes for Māori learners and boys.
- Build a shared understanding of curriculum changes, key terms and how learning is assessed and reported across the school.
- Evaluate the effectiveness of the school's plan to improve attendance.

Actions to bring about improvement

Within six months:

- leaders review assessment and reporting practices to align with curriculum expectations
- leaders and teachers to work with whānau to build a shared understanding of curriculum learning phases, assessment and reporting requirements
- leaders to develop and implement a plan with strategies to improve attendance

Every six months:

- leaders track and review achievement information, focused on equity of outcomes of learners
- leaders extend opportunities for all staff to further engage in professional learning that supports effective structured teaching and curriculum delivery
- leaders and teachers review attendance information and evaluate the effectiveness of improvement strategies

Annually:

- the School Board use progress and attendance data to inform strategic decisions and set appropriate and relevant targets for ongoing improvement
- leaders evaluate and report how professional development has improved teaching practice and student outcomes.

Expected outcomes

- Improved reading achievement and equity of outcomes for all learners.
- Stronger partnerships with whānau, clearer understanding of learning expectations and improved support for student progress.
- Improved and sustained rates of regular attendance.

Regulatory and Legislative Requirements

This section of the report is about how the school meets 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

16 October 2025