

# School Report

**School Name:** Glenavon School

**Profile Number:** 1290

**Location:** Auckland

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.

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for learners and what needs to be improved.

## About the School

Glenavon School, in Blockhouse Bay, Auckland, provides education for learners in Years 1 to 8. Of the 346 learners who attend the school 38% are of Pacific heritage, 32% identify as Māori, 15% identify as Asian and 10% identify as Pākehā/New Zealand European.

The school is guided by the vision, *Achieving the Extraordinary*. The values of *whakamanawa, hiringa, ngākau pono, whakatenatena, āwhina* and *whakahī*, underpin the vision.

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](https://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 October 2022 ERO report. It includes an explanation of the expected improvements and findings.*

### Expected improvements

Leaders focused on strengthening reciprocal education partnerships with parents and whānau to support improved achievement and wellbeing outcomes for learners. The school expected to see the development and use of evidenced based teaching and learning programmes that are culturally responsive to the aspirations, interests and needs of all learners.

## Findings

A range of initiatives, in partnership with whānau, have been implemented to support learners' successful transition to school. The school curriculum skilfully includes learners' language, culture, identity and community in teaching and learning programmes. Teachers work collaboratively to understand, and use evidenced based strategies that promote the achievement of equitable learner outcomes. Families/whānau are present and engaged in school events.

### 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?	The school is working towards high levels of success and progress for all learners.
What is the quality of teaching and learning?	Learners benefit from good 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 sufficient opportunities to learn across the breadth and depth of the curriculum.  There is an increasingly consistent focus on supporting learners to gain skills in foundational 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?	The school is establishing planning and conditions that support improvements in the quality of education for learners.
How well does the school include all learners and promote their engagement and wellbeing?	The school is taking steps to improve learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	The school is improving its reporting 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 1 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 64%	65 to 79%	80 to 90%	Over 90%

Reading	Less than half of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners
Writing	Less than half of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Mathematics	Less than a third of learners meet or exceed the expected curriculum level. Results are not yet 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.*

- Less than half of learners attend school regularly.
- The school is significantly behind the target of 80% regular attendance.
- The school has a suitable plan in place to improve attendance.
- Regular attendance is not yet improving towards or beyond the target.
- Chronic absence is not yet reducing over time.

## Assessment

*This section is about how the school assesses learner progress and achievement.*

The school is improving its approach and the reliability of its practices to accurately find out about achievement against the curriculum.

Teachers are developing their use of assessment information 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 is developing 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 not extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is not 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

- Learners have a strong sense of belonging and are well supported within an inclusive school culture aligned to the school's vision and values.
- Teachers use structured approaches to teaching foundational literacy and mathematics, with regular opportunities for learners to apply their learning.
- Teaching practice is supported by respectful, collaborative learning environments and systems to evaluate teaching quality.
- Learners requiring additional support participate in effective, well-resourced programmes and interventions that reduce barriers to learning.
- Leaders work with the Glenavon Board to implement the school's strategic plan and annual goals; resourcing is aligned to support learner focused improvement outcomes.
- Leaders, staff and the school Board work proactively with parents and whānau to develop partnerships to facilitate and support learners' attendance, achievement and wellbeing outcomes.

## Key priorities

- Improve and sustain regular attendance.
- Accelerate progress and achievement in reading, writing and mathematics for all learners; increase equity for identified groups of learners.
- Strengthen the analysis and use of assessment data and moderation to know student achievement against the *New Zealand Curriculum*.
- Use internal evaluation to measure the impact of initiatives on improving learner outcomes.

## **Actions to bring about improvement**

*Within three months:*

- leaders review and use assessment information to identify achievement trends and set targeted improvement plans for learners needing accelerated progress

*Every six months:*

- leaders monitor and report on the effectiveness of the school's plan to raise attendance toward the Government's regular attendance target
- leaders and teachers use moderated assessment information to review and report achievement outcomes and refine improvement plans for groups of learners needing to make accelerated progress

*Annually:*

- leaders evaluate the quality and consistency of teaching and assessment practices in literacy and mathematics to guide future professional learning and improvement planning
- leaders and the school Board review student attendance, progress and achievement outcomes and use this information to report to parents and inform annual goal setting and resourcing decisions.

## **Expected outcomes**

- Regular and sustained attendance that meets Government's attendance target.
- Improved and equitable achievement outcomes for all learners.
- Effective internal evaluation that supports ongoing school improvement.

## 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

12 May 2026