

Glendene School

Education institution number:

1293

School type:

Contributing

Website:

<http://www.glendene.school.nz>

School gender:

Co-Educational

Telephone:

[09-8388603](tel:09-8388603)

Total roll:

115

Address:

60 Barrys Road , Glendene, Auckland

[View on map](#)

Reports for Glendene School

Most recent reports

[Evaluation Report March 2025](#)

[Board Assurance Report 2025](#)

Previous reports

[Glendene School - 07/06/2018](#)

Glendene School

05 Mar 2025

School Evaluation 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.

Context

Glendene School is in west Auckland and provides education for students in Years 1 to 6. The school has an acting principal, pending a permanent appointment. The school's vision is to empower students with the knowledge, confidence and opportunities to achieve 'Our Best Always'.

There are two parts to this report.

Part A: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part B: The improvement actions prioritised for the school's next evaluation cycle.

Part A: Current State

The following findings are to inform the school's future priorities for improvement.

Learner Success and Wellbeing

Some students are engaged, make progress and achieve at expected levels.

- A small majority of students achieve at expected curriculum levels in reading and mathematics; less than half achieve this in writing.
- Students speak positively about a supportive learning environment that acknowledges their culture, language and identity.
- Less than half of students attend school regularly and the school is behind the Government's target for regular attendance; improving all students' attendance remains a priority for the school.

Conditions to support learner success

Leadership increasingly fosters a school culture committed to high expectations for teaching and improved outcomes for learners.

- Leaders work collaboratively with teachers to improve learning and wellbeing outcomes for all students.
- Distributed leadership opportunities enable staff to use their strengths so that students experience a variety of activities that broaden their learning.
- Leaders strategically plan relevant professional development for teachers that supports teaching practice and increasingly responds to learners' needs.

Teaching is increasingly responsive to the differing needs of learners.

- Teachers use teaching and learning approaches that effectively respond to students' cultures, languages and identities.
- Staff have positive and respectful relationships with learners that increasingly support learner engagement in activities.
- Teachers are strengthening their use of progress and achievement information to plan learning that meets the many different needs of students, informing next learning steps.

Key conditions that underpin a positive education experience for learners are strengthening.

- Leaders actively seek relevant external support for staff that focuses on improving achievement outcomes for Māori learners; the school works closely with the Māori Achievement Collaborative.
- Students with additional needs are identified promptly by staff and well supported in their learning.
- Staff maintain positive community partnerships that enable students to have greater access to meaningful learning experiences.
- Leaders and teachers value parent and whānau relationships by prioritising ongoing collaboration that strengthens celebrations, events and initiatives.

Part B: Where to next?

The agreed next steps for the school are to:

- increase the regular attendance of all students through improving the range of responsive engagement strategies
- embed effective teaching, learning and assessment practices, with a particular focus on building staff capability in the teaching of writing
- strengthen the school curriculum, embedding the new literacy and mathematics requirements to improve student progress and achievement.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within six months:

- review the impact of initiatives and strategies to improve regular attendance and identify further actions

Every six months:

- monitor current attendance initiatives to inform ongoing planning
- monitor growth in teachers' understanding and use of highly effective teaching, learning and assessment practices and provide the necessary professional learning opportunities
- scrutinise the progress and achievement of learners in reading, writing and mathematics and implement actions to improve their progress

Annually:

- review and report to the board on student attendance, progress and achievement information to support ongoing strategic planning
- evaluate curriculum initiatives in literacy and mathematics to know the impact on teaching approaches and learner outcomes.

Actions taken against these next steps are expected to result in:

- increased regular student attendance
- improved progress and achievement for all learners, particularly in writing
- high quality teaching, learning and assessment practices that support the needs of individual learners.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three 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
Acting Director of Schools

5 March 2025

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home

Glendene School

05 Mar 2025

Board Assurance with Regulatory and Legislative Requirements Report 2024 to 2027

As of May 2024, the Glendene School Board has attested to the following regulatory and legislative requirements:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

Finance

Yes

Assets

Yes

Further Information

For further information please contact Glendene School, School Board.

The next School Board assurance that it is meeting regulatory and legislative requirements will be reported, along with the Te Ara Huarau | School Evaluation Report, within three years.

Information on ERO's role and process in this review can be found on the Education Review Office website.

Sharon Kelly
Acting Director of Schools

5 March 2025

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