



# School Evaluation Report – Unconfirmed

**School Name:** Enner Glynn School

**Profile Number:** 3189

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

Enner Glynn School is a Years 1 to 6 school located in Nelson. The school's mission is to take shared responsibility for ensuring all students' learning is at a high level so they can be successful in their future.

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

Most learners are positively engaged in learning and achieving well.

- Most learners achieve at expected curriculum levels in reading and mathematics and the majority in writing; very few learners achieve above expected curriculum expectations in these three areas.
- Some groups of learners are not achieving as well as others; the school has yet to address the significant disparity for Māori learners in literacy and mathematics and boys do not achieve as well as girls in literacy.
- An increasing proportion of learners can talk knowledgeably about what they are learning and how well they are doing.
- The school is meeting the Ministry of Education's target for regular attendance.

## Conditions to support learner success

Leaders ensure effective planning, coordination and evaluation of the school's curriculum and teaching.

- Leaders have developed coherent systems and processes, supported by evidence-based professional learning and research, to help grow and strengthen teaching practice and improve learner outcomes.
- Leaders use a coaching framework that effectively supports reflection, accountability and improved teaching practices.
- Leaders' high expectations for ongoing improvement and for focusing on student learning are clear, shared, monitored and increasingly embedded in teaching practice.

Teachers create orderly and increasingly collaborative learning environments.

- Teachers work collaboratively to plan teaching and take collective responsibility to improve learner outcomes within their teams; learning time is increasingly maximised and learners are supported to engage, experiment and apply new learning.
- Teachers and leaders' relationships with learners are increasingly founded on mutual trust and allow learners to seek help when required.
- Learners have sufficient opportunities to learn across the curriculum; there is an increasingly consistent focus on supporting learners to gain sound literacy and mathematics skills.

Conditions that support learner success are being established.

- The board is taking steps to develop an ongoing work plan and review its own practices to enable informed decision making that support improved outcomes for learners.
- Partnerships with parents and whānau are being strengthened through regular communication and sharing of learning information.
- The curriculum is beginning to reflect local contexts and build teachers' and learners' knowledge, skills and understanding in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori.
- Teachers' professional learning is increasingly linked with strategic goals to improve teaching practice and learning.

## Part B: Where to next?

The agreed next steps for the school are to:

- identify and respond to learners' needs early, using evidence-based interventions, and evaluate the impact of these on learner outcomes
- continue literacy professional learning, with a focus on writing; embed structured literacy teaching practices and monitor the impact of these on learners' progress
- review and evaluate literacy pathways, assessment and teaching practices across the school in response to professional learning and changes to *The New Zealand Curriculum*
- work with Māori whānau to support improved progress and achievement for Māori learners
- sustain levels of regular attendance to support learning and progress.

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

*Within six months:*

- consult with Māori whānau about what is working for them and what is not, how they would like to work together and ways the school can further support their children's learning and engagement
- review literacy progression pathways in response to professional learning and changes to *The New Zealand Curriculum* to ensure these are clear and consistent

*Every six months:*

- review, monitor and analyse progress, achievement and wellbeing information and respond to emerging needs
- identify learners who may require additional support and implement early interventions to support these learners and monitor their progress and achievement

*Annually:*

- evaluate the impact of interventions to support identified learners' progress and achievement and respond to findings
- consult and work with Māori whānau to collaboratively support improved progress and achievement for Māori learners
- analyse and report to the board on attendance, progress and achievement information, including for gender and ethnicity, to enable effective comparisons for groups and over time and inform planning.

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

- improved progress and achievement for all students and groups of learners
- effective evidence-based strategies for lifting progress and achievement
- coherent literacy pathways and assessment and teaching practices across the school
- strengthened relationships between whānau and the school
- sustained levels of regular attendance.

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

Shelley Booyen  
Director of Schools

## 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](https://educationcounts.govt.nz/home)