



School Report

School Name: Greenpark School

Profile Number: 1729

Location: Tauranga

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

Greenpark School provides education for learners in Years 1 to 6. Of the 657 learners enrolled, 44% identify as New Zealand European/Pākehā, 31% as Asian and 20% as Māori. The school's values are *Kaitiakitanga*, *Manaakitanga*, *Arohatanga* and *Whanaungatanga*.

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 July 2022 ERO report. It includes an explanation of the expected improvements and findings.

Expected improvements

The school focused on evaluating how effectively school wide professional learning programmes in mathematics strengthened teachers' professional practice and accelerated and sustained students' achievement.

Findings

The school reported sustained and positive shifts for all learners in mathematics. Rates of accelerated progress occurred schoolwide with Māori learners progressing at a faster rate than their peers. The ongoing review and strengthening of assessment systems and practices supports leaders and teachers to effectively identify and address learners' needs.

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 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?	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 1 to 6

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	Most learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Writing	Most learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Mathematics	Most learners meet or exceed the expected curriculum level. Results are becoming more 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 has a suitable plan in place to improve attendance.
- Regular attendance is improving towards or beyond the target.

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 significantly 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 meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau targets set for 2030.

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 are well supported to achieve well in reading, writing and mathematics.
- Well embedded structured literacy and mathematics teaching programmes build and extend students' knowledge and ability to apply new learning in a range of contexts.
- A rich, knowledge-based curriculum reflects the aspirations of whānau and enables all students to see themselves and their cultures in teaching and learning programmes.
- A wide range of initiatives are in place to support learner's wellbeing and sense of belonging.
- Leaders and teachers work collaboratively to grow professional capability and a shared understanding of quality teaching practice through targeted professional learning, evaluation and schoolwide initiatives.

Key priorities

- Further strengthen the explicit teaching of structured mathematics across the school to accelerate progress for all learners that require targeted support.
- Implement new assessment tools and processes to provide meaningful evidence of learner's progress, achievement, and identify learning goals.
- Improve and sustain high rates of regular attendance

Actions to bring about improvement

Within six months:

- leaders report to the School Board on the ongoing impact of mathematics programmes on improving learning including the accelerated progress of learners receiving targeted support
- leaders keep the School Board well informed about the implementation of new assessment tools and strategies

Every six months:

- leaders report to the board on the ongoing impact of mathematics programmes on improving learning including the acceleration of achievement and the progress of learners receiving targeted support
- the board and leaders review the impact of attendance planning on improving attendance and if needed, make changes to better target these strategies to further lift attendance

Annually:

- leaders and the board analyse and report on the impact of strengthened teacher practice on schoolwide achievement in mathematics before setting annual improvement targets
- leaders and teacher analyse the impact of the new assessment tools and use this information in strategic planning for teaching and learning
- leaders, teachers and the board analyse and report on the impact of attendance planning to set annual attendance priorities.

Expected outcomes

- Consistent, high-quality teaching in mathematics accelerates progress, achievement and increased equity in learner outcomes.
- Assessment tools and practices are used in deliberate and strategic ways so that they are useful and accurate, enabling teachers and leaders to see how well students are achieving and what they need to learn next.
- Sustained, high rates of regular attendance.

Regulatory and legislative requirements

This section of the report is about how the school meets regulatory and legislative requirements. This includes the provision of education for international students.

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

Provision for international students

This section is about the quality of the provision of education for international students enrolled at the school.

Findings

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 20 international students attending the school and no exchange students.

Students are actively included in the school community and have many opportunities to participate in a range of learning experiences and the wider life of the school. Students describe the school as respectful and welcoming. English language opportunities are positive and responsive to the students' needs, interests and aspirations.

Effective systems and processes are in place for monitoring learners' wellbeing and progress. Feedback from homestay families and students are integral to the school's self-review of its provisions for international students.

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

14 May 2026