



Te Ara Huarau | School Profile Report

School Name: Glenfield Primary School

Profile Number: 1296

Background

This Profile Report was written within 6 months of the Education Review Office and Glenfield Primary School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website.

www.ero.govt.nz

Context

Glenfield Primary School is located on the North Shore, Auckland. The school provides education for learners from years 1 – 6. The school's vision is 'A community growing successful learners'.

Glenfield Primary School's strategic priorities for improving outcomes for learners are:

- student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour
- there will be a sound knowledge of cultural practices evident, and all classrooms will be inclusive of all learners/ākonga
- teaching practice will demonstrate a high awareness of diverse learners' needs and interests
- cultural knowledge and prior experiences will be used to make learning more relevant and effective for diverse learners/ākonga.

You can find a copy of the school's strategic and annual plan on Glenfield Primary School's website.

ERO and the school are working together to evaluate how well culturally responsive practices, high expectations and positive relationships are fundamental to teaching and learning and improving outcomes for all learners/ākonga.

The rationale for selecting this evaluation is to:

- accelerate academic progress and achievement, ensuring learners/ākonga have greater ownership of their learning, and next steps
- enhance culturally responsive teaching practice to ensure all learners/ākonga have a sense of belonging and achieve personal success.

The school expects to see stronger learning partnerships with whānau and an environment where students have a sense of belonging and a greater understanding of themselves and others. There will be a culture of high expectations, where students feel valued, have ownership over their learning and know what they need to do to improve.

Strengths

The school can draw from the following strengths to support its goal to evaluate how well culturally responsive practices, high expectations and positive relationships will improve outcomes for all learners/ākonga.

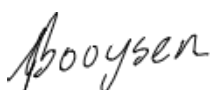
- differentiated professional learning and development to enhance teaching and learning practices.
- collaborative, consistent and culturally responsive learning structures that ensure quality for all learners/ākonga.
- professional relationships and effective teaching are focused on the learning and wellbeing of all learners/ākonga.

Where to next?

Moving forward, the school will prioritise: utilising the aspirations of parents and whānau in decision making, planning and teacher practice

- the consistent delivery of effective culturally responsive teaching practice
- ensuring students' prior knowledge, backgrounds, and world views are used to inform teaching and learning.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Shelley Booyesen
Director of Schools

24 July 2023

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