



School Report

School Name: Everglade School

Profile Number: 1164

Location: Manukau City, 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

Everglade School provides education for students in Years 1 to 6 and has a roll of 517 students. The student population comprises 56% Asian, 25% of Pacific heritage, 19% New Zealand European/Pākehā, and 10% of students identify as Māori. In 2025 the deputy principal is acting principal. The school's vision is for students to become *capable learners, effective communicators and responsible citizens*.

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

Expected improvements

The school expected to see teachers using a systematic approach to strengthening evaluation, and parents and whānau involved as valued learning partners, contributing to strategic planning and consultation processes.

Findings

The school has made considerable progress in using assessment and evaluation information to foster a culture of continuous improvement. The Professional Growth Cycle provides a structured and comprehensive framework to support teachers in strengthening their practice.

School leaders confidently use evaluation information to guide whole-school development. Over the past 12 months, teachers describe a purposeful approach to implementing curriculum changes. Change has been informed by school priorities and evaluation findings to guide the pace and direction of progress. Reporting to the School Board has strengthened. Leaders provide considered information that supports effective decision making and targeted resource allocation.

Staff and the Board continue to gather community feedback through informal channels. Leaders have scheduled a community consultation meeting for Term 4, 2025.

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 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?	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 reasonably promotes learners' engagement, wellbeing and inclusion.

How well does the school partner with parents, whānau and its community for the benefit of learners?	<p>The school reports usefully and accurately to parents / whānau about their child’s learning, achievement and progress.</p> <p>The school is improving its collection and use of information gathered through community consultation to inform strategic planning and curriculum decisions.</p>
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

Achievement in Years 0 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	<p>Most learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Writing	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Mathematics	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>

Attendance

This section is about school attendance and the progress the school is making towards meeting the Government target of 80% regular attendance.

- The small majority of students attend school regularly.
- The school is behind 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.
- 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 to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.
- The school is 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

- Students learn in calm, positive, supportive and inclusive environments that enhance their sense of belonging and wellbeing.
- Students with additional needs and those at risk of not achieving at curriculum expectations are closely monitored and provided with effective support through a range of interventions.
- Classrooms are defined by well-established routines, and supportive, positive relationships between teachers and students.
- Teachers plan and implement learning programmes that respond to students' strengths and needs.
- Well-considered professional learning opportunities support teaching staff to inquire into their practice and strengthen high quality teaching and learning.
- Structured literacy is well embedded in the junior school, and it is progressing throughout the school.
- The new mathematics curriculum has been implemented schoolwide, with teachers actively engaging in ongoing professional learning to deepen their subject knowledge.
- School leadership is firmly committed to achieving equity and excellence in learner outcomes and fostering a culture of high-quality teaching.
- The school actively provides a range of opportunities for staff to develop and strengthen their leadership capabilities. This remains a well-established priority, clearly reflected in the opportunities offered to staff throughout 2025.

Key priorities

- Improve regular attendance for all students.
- Improve formative assessment practices so that all students understand and take ownership of their next learning steps.
- Strengthen the shared understanding of how internal evaluation supports school improvement, across all levels of the school.

Actions to bring about improvement

Every six months:

- leaders review attendance initiatives to inform next steps
- leaders and teachers monitor and report on formative assessment practices that help students take more ownership of their learning and understand their next steps
- leaders identify and report on the actions taken to further develop internal evaluation and continual improvement priorities of the school

Annually:

- leaders and the School Board evaluate the attendance plan to determine the impact on improving attendance and identify areas for future improvement
- leaders evaluate and report to the Board and community on the overall progress made to help students take greater ownership of their learning
- leaders and the Board evaluate how effectively the cycle of improvement is used across the school and review the impact of improvement initiatives to determine next steps.

Expected outcomes

- Improved rates of regular student attendance.
- Students demonstrating greater ownership of their learning, supported by effective formative assessment practices.
- A robust, schoolwide approach to internal evaluation that drives continual improvement and informs decision-making at all levels.

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

Actions for Compliance

The board and ERO has identified the following area of non-compliance during the board assurance process:

- obtain current police vetts for all non-teaching staff employed at the school and annually report this to the school board.
[Section 104, Clause 9, 10, 11 and 12 of Schedule 4 of the Education and Training Act 2020, Required Police vetting, MoE Risk Assessment Requirements]

The Board has since addressed the area of non-compliance identified.

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

24 October 2025