



School Report

School Name: Parkland School (P North)

Profile Number: 2424

Location: Palmerston North

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

Parkland School is located in Palmerston North and provides education for learners in Years 1 to 6. Of the 301 students on the roll, nearly half of these learners are New Zealand European/Pākehā, 28% are Māori and 16% are Asian. Parkland School's 'living values' are *respect, honesty, excellence, and consideration for ourselves, for others and for the environment*.

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](#)

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 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 is improving its reporting to parents / whānau about their child's learning, achievement and progress. The school is improving its collection and use of information gathered through community consultation to inform strategic planning and curriculum decisions.
Student Health and Safety	The school needs to ensure a physically and emotionally safe learning environment.

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	A large majority of learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Writing	A large majority of learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Mathematics	A large majority of 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.

- A large majority of learners attend school regularly.
- The school is approaching the target of 80% regular attendance.
- The school is developing a suitable plan in place to improve attendance.
- Regular attendance is improving towards or beyond the target.
- Chronic absence is reducing over time.

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 is developing 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 making progress towards Government reading, writing and mathematics and/or pānui, tuhituhi and pāngarau targets and is likely to meet them by 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 supported to achieve well in reading, writing and mathematics. Structured literacy and mathematics are strongly embedded across the school. A wide range of initiatives are in place to accelerate students' learning and enhance their wellbeing and sense of belonging.
- Leaders and teachers work collaboratively to build professional capability, consistent teaching practice and explicit schoolwide expectations. Responsive teaching practices and a welcoming, inclusive culture well support all learners.
- A rich curriculum reflects the school's local cultural context and whānau aspirations. Learning programmes meaningfully engage, enable and extend students' interests, strengths and knowledge.

Key priorities

- Review and implement requirements for structured literacy and mathematics to accelerate progress for identified learners at risk of not achieving.
- Strengthen evaluative inquiry at all levels of the school to build knowledge, measure the impact of changed practices and promote improved learner outcomes.
- Monitor and plan for improved attendance.

Actions to bring about improvement

Every six months:

- review the consistency of planning, teaching, learning and assessment practices in literacy and mathematics programmes, and the impact on learners' progress and achievement
- review how effectively evaluative evidence is used across the school to support decision making and sustained school improvement
- monitor and report to the board the impact of specific strategies used to improve regular attendance rates for all learners and further actions needed to support improvements

Annually:

- evaluate improvements in reading, writing and mathematics outcomes for all learners; identify what is having the most impact for learners and what areas need further strengthening
- evaluate how well evaluative practice is embedded schoolwide; use high quality evidence to inform strategic planning
- evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing regular rates of attendance.

Expected outcomes

- Equitable and improved progress and achievement outcomes for all learners in reading, writing and mathematics.
- High quality systematic evaluative practices embedded across the school focused on improved learning outcomes for all students.
- Improved rates of regular attendance for all learners and increased learner engagement.

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

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

30 October 2025