

School Report – Grants Braes School 3742

About the school

Grants Braes School is a Years 1 to 6 contributing school in Waverley, Dunedin. Its vision is *kia tūhura, kia kite, kia mahi kātahi* | *to explore, discover and learn together*. The school has been gifted a cultural narrative which underpins its curriculum and sense of place on the Otago Peninsula.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- The **curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Grants Braes School: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO’s judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling														
Doing well														
Working towards														
Improvement required														
Student health and safety	Meets expectation. Grants Braes School is taking reasonable steps to ensure student health and safety.													

Grants Braes School: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

Student achievement	Doing well	A large majority of learners experience success and achieve well in core areas.
Student progress	Doing well	Learners make steady progress over time. Most learners make expected progress, and some learners who need extra support make accelerated progress.
Reading and Writing	Doing well	A large majority of learners meet or exceed expectations for their year-level in reading and writing.
Mathematics	Doing well	Most learners meet or exceed expectations for their year-level in mathematics.
Attendance	Doing well	A large majority of students attend school regularly. The school is approaching the 80% target for regular attendance.
Engagement and belonging	Excelling	Students report feeling valued and supported in a school culture that strongly promotes wellbeing and inclusion.
Equity	Doing well	There is some disparity in achievement for boys in reading and writing. The school uses targeted support to improve outcomes for all learners.
Leadership	Excelling	Leadership is strategic, evidence-informed, and drives sustained improvement in student outcomes and wellbeing.
Teaching	Excelling	Learners benefit from high-quality teaching practice that improves progress and achievement in reading, writing and mathematics.
Curriculum	Excelling	Learners have rich opportunities to learn across the breadth and depth of the curriculum, with consistent focus on foundational skills.
Assessment	Excelling	Assessment practices are well established and consistently used to support teaching and learning across the school.

Provision for students with additional needs	Excelling	Systems to identify and support students with additional needs are robust and consistently applied.
School improvement	Excelling	School planning is evidence-based, purposeful and drives ongoing improvement in outcomes and conditions.
Governance and the school board	Excelling	The Board's governance is proactive, engaged with school community, and aligns with the school's vision and priorities to drive continuous improvement.

How do we report percentages?

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%

Further information about this school and report can be found on the last page.

Grants Braes School: Full Report

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.

Outcomes for students

Achievement

A large majority of students meet or exceed expected levels across reading, writing and mathematics, with strongest outcomes in mathematics and increasing success for students who receive targeted support.

Progress

Most students make expected progress from their starting points. Most learners previously below expectations make more than expected progress, particularly in literacy. Schoolwide tracking supports timely responses for priority learners.

Students are increasingly well prepared for the next stage of their learning, with improving progression for identified groups, including boys.

Achievement in reading, writing and mathematics

A large majority of students meet or exceed expected levels in reading and writing. Most meet or exceed expected levels in mathematics. High-quality teaching and planned interventions continue to improve outcomes, particularly for learners who require extra support in reading and writing.

Attendance

A large majority of students attend school regularly. Attendance is approaching the Government target of 80% regular attendance and chronic absence is reducing. The school has a clear plan to strengthen attendance, including monitoring patterns and responding to identified needs. Leaders use attendance data to inform actions, review progress, support ongoing improvement and for stronger engagement in learning.

Engagement and belonging

The school promotes strong engagement through inclusive and supportive learning environments. Learners report feeling valued and are encouraged to participate in and contribute to their learning, with opportunities for collaboration and student voice evident in classroom practice.

Students show a sense of belonging, with teaching approaches that affirm identity, language and culture, and support positive relationships. Staff build partnerships with parents and whānau through regular communication and the ongoing sharing of learning progress to strengthen engagement and connection with the school community.

Equity

School achievement information shows some differences between groups with disparity for boys in reading and writing. Results for most students are improving, with targeted support contributing to more equitable patterns, although some variation remains. Students with additional needs are well supported and Māori learners achieve at similar levels to their peers in some areas.

School conditions for success

Leadership

Leadership is strategic and collaborative, with clear priorities focused on improving teaching and learner outcomes. Leaders systematically use data and community feedback to inform decision making and strengthen coherence across the school.

Leaders build staff capability through professional learning and create opportunities for teachers to take on leadership roles and contribute to improvement. A shared approach to leadership supports collective responsibility across the school. Leaders gather and use feedback from parents and whānau, alongside school data, to inform planning, priorities and decision making, ensuring sustained improvement.

Teaching

Teaching is consistently high quality and contributes to improved outcomes in literacy and mathematics. Teachers use clear learning intentions, modelling, exemplars and scaffolded instruction to build understanding and support progress. Personalised approaches respond to individual learner needs, with targeted support and extension provided for learners who need it.

Students know what they are learning and have opportunities to reflect on their progress. Learning programmes are consistent across the school. Teachers adapt their approaches using assessment information to strengthen positive outcomes.

Curriculum

The curriculum is coherent and responsive, supporting both breadth and depth of learning while maintaining a clear focus on foundational skills. The curriculum provides broad and rich learning opportunities that meet the needs of learners. Local contexts and cultural responsiveness support relevance and engagement in learning.

A coherent, schoolwide approach supports progress over time and across year levels. Curriculum design and implementation strengthen consistency and responsiveness to learner needs.

Assessment

Assessment practices are well established and consistently used to understand student learning and next steps. Teachers and leaders use a range of assessment information to monitor achievement and track progress over time. Moderation processes support consistency and reliability of judgements.

Ongoing professional learning strengthens the consistent use of assessment across the school to improve outcomes for learners. Staff continue to develop assessment alignment to the refreshed New Zealand Curriculum.

Provision for students with additional needs

Students with additional needs are identified early and supported through well-coordinated systems. Targeted programmes and ongoing monitoring improve access, participation and progress. Partnerships with families strengthen shared planning and supports teachers to adapt teaching to meet individual learner needs.

Governance

The Board provides effective stewardship. Governance is proactive and aligned to the school's vision and improvement priorities. Board members use information about student achievement and progress to guide decision making and resourcing. The board engages with the school community and ensures its perspectives inform planning and priorities, strengthening accountability for improved outcomes. This collaborative approach supports clear direction and sustained focus on improving outcomes for all learners.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Every six months / annually	Expected outcomes
Increase regular attendance to support improved learner engagement and outcomes.	Leaders and the Board work together to evaluate the effectiveness of the <i>Attendance Management Plan</i> and develop strategies for the following year to support ongoing improvement.	Increased and sustained levels of regular attendance that meets the Government target of 80%.
Further strengthen the focus on accelerating the progress of boys at risk of not achieving in reading and writing.	Monitor the progress of identified target groups and the impact of key initiatives to improve equitable outcomes	Equitable and excellent student achievement, including boys in reading and writing.
Strengthen internal evaluation to understand the effectiveness of teaching programmes to support decision making.	School leaders provide evaluative reports on learners' progress and achievement to the Board to inform ongoing strategic planning and resourcing.	Effective use of ongoing monitoring and internal evaluation that guides ongoing improvement.
Embed changes in assessment requirements school wide.	Monitor teachers' knowledge and implementation of assessment practices to ensure consistency across the school.	Ongoing development of teachers' knowledge, ensuring consistency across the school.

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
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Provision for international students

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 was one international student attending the school, and no exchange students.

The school has established processes for reviewing its provision for international students and compliance with the Code. School governance and leadership are informed about student wellbeing, learning, and engagement. The school develops appropriate documentation to inform international students about the school.

The school seeks regular feedback from students and their families about their school experiences. The school is a year 1 to 6 contributing school so all international students must be living with their parents.

School Improvement

ERO has confidence that Grants Braes School can bring about the improvements outlined in this report. The school demonstrates a deliberate approach to increasing student attendance, improving achievement outcomes and foundational school conditions that support students' success.

The next public report on ERO's website will be 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 July 2026

Further information about the school

Type of school	Contributing school Co-educational
Year levels	Years 1 to 6
School roll	200
Student population	New Zealand European/Pākehā 61%, Asian 18%, Māori 12%, Other European 5%, Middle Eastern, Latin American or African (MELAA) 3%, Pacific 2%
Equity Index (EQI)	This school's EQI is 395 which places it in the lowest range. This means very few students at this school face socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Grants Braes School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report April 2023

School information

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.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.