



School Report

School Name: Lynmore Primary School

Profile Number: 1791

Location: Rotorua

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 4 years to evaluate what is working well for learners and what needs to be improved.

About the School

Lynmore (Te Kura o Ōwhatiura) provides education for learners in Years 1 to 6. The school's roll of 637 includes 285 Pākehā students, 149 Māori students and smaller numbers from diverse ethnic backgrounds. The school's vision is to *grow empowered learners who are confident in who they are, connected to their culture and community, and equipped with the skills to thrive in an ever-changing world.*

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?

Learners experience high levels of success and make excellent progress; outcomes are similarly high for all groups.

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?	<p>Learners have rich opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is a consistent focus on supporting learners to gain skills in literacy and mathematics.</p> <p>Learners with complex needs are well supported to achieve their education goals.</p>
How well does school planning and conditions support ongoing improvement?	School planning and conditions to support high quality education for learners are driving excellent school performance.
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?	<p>The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.</p> <p>The school responds well to a wide range 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 8

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 65%	65 to 79%	80 to 90%	Over 90%

Reading	<p>Almost all learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Writing	<p>Almost all learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Mathematics	<p>Almost all 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 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.
- 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 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 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

- High levels of overall student achievement in reading, writing and mathematics are sustained over time; almost all learners make accelerated progress.
- Students requiring additional support are clearly identified and targeted interventions improve their progress in learning.
- Wellbeing data shows most students have a strong sense of belonging, experience respectful relationships with others and are well supported to manage themselves confidently and successfully.
- Leadership empowers and sustains a positive school culture committed to high-quality teaching and equity and excellence in learner outcomes. High levels of relational trust and effective collaboration at all levels of the school community, support the achievement of the strategic vision and improvement goals.
- Consistent implementation of a structured approach to the teaching of literacy and mathematics supports students to gain strong foundation skills and strengthens learning across the curriculum.
- Students have rich opportunities to learn through culturally inclusive and meaningful contexts. Mātauranga Māori and local pūrākau enrich students' knowledge and connection to the school and wider community.
- A strong commitment to working in partnership with parents, whānau and hapū values their aspirations and supports a responsive curriculum.
- Clear guidelines, high expectations and the provision of ongoing professional learning, coaching and mentoring strengthens the capability of teachers to respond to the emerging needs of students.
- Leaders and teachers actively monitor the progress and impact of actions to improve learner outcomes; teachers inquire deeply and reflect on their practice to further develop high impact teaching strategies to meet the needs of their learners.
- The School Board makes well informed decisions to sustain continuous school improvement and enable equitable opportunities for students to learn and succeed.

Key priorities

- Sustain high levels of overall achievement.
- Further challenge students to excel and achieve excellence.
- Review and refine the school's assessment practices and progressions to align to the new curriculum and assessment requirements.
- Engage with parents and whānau to further develop responsive strategies to increase rates of regular attendance.

Actions to bring about improvement

Every six months:

- review and monitor school targets focused on increasing the number of students achieving above expected curriculum levels, especially in literacy
- extend the analysis of a range of school-wide assessment data to identify and report on students making expected or less than expected rates of progress and further inform targeted action

Annually:

- enhance established practices to evaluate and report on the effectiveness of actions to enrich student learning, progress, achievement and attendance.

Expected outcomes

- Increased and sustained levels of equity and excellence for all learners.
- Sustained high-quality internal evaluation for continuous school improvement.
- Increased rates of regular attendance to meet the target of 80% of students attending regularly.

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

Provision for International Students

This section of the report is about the quality of the provision of education for international student 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 2 international students attending the school.

The school monitors its provision and outcomes for learners in an ongoing and responsive way. Information gathered from students, parents and teachers informs planning and supports the emerging needs of learners and their families.

The school has well established processes in place to promote the pastoral care of international students. Personalised support and regular communication contribute to developing home/school partnerships and positive inclusion in the school. Students are well integrated into their classrooms and the school community. They have many opportunities to participate and learn in a wide variety of engaging activities and experiences.

The next public report on ERO's website will be a School Report and is due within 4 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 (Acting)

29 August 2025