



School Report

School Name: Leabank School

Profile Number: 1339

Location: Manurewa

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.

About the School

Leabank School has a roll of 384 learners from Years 1 to 6. Students' diverse cultural backgrounds include Māori, Samoan, Cook Island, Tongan, other Pacific, Indian, Asian and New Zealand European.

The school's vision is to develop children's values, confidence and capabilities to lead successful and satisfying lives, and become lifelong learners.

A new Presiding Member was appointed to the board in 2024, and a new principal was appointed in Term 1 2025.

Part A: Parent Summary

How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?	The school is working towards high levels of success and progress for all learners.
What is the quality of teaching and learning?	Learners benefit from good 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 some opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is a variable focus on supporting learners to gain foundational skills in literacy and mathematics.</p> <p>Learners with complex needs require better support to achieve their education goals.</p>

How well does school planning and conditions support ongoing improvement?	The school is establishing planning and conditions that support improvements in the quality of education for learners.
How well does the school include all learners and promote their engagement and wellbeing?	The school is taking steps to improve 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 is improving its reporting 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 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	<p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Writing	<p>Less than half of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>
Mathematics	<p>Less than a third of learners meet or exceed the expected curriculum level.</p> <p>Results are equitable for all groups of learners.</p>

Attendance

The school is behind the target of 80% regular attendance.

The school is developing a suitable plan to improve attendance.

Regular attendance is improving towards or beyond the target.

Chronic absence is reducing over time.

Assessment

The school is improving its approach and the reliability of its practices to accurately find out about achievement against the curriculum.

Teachers should improve their use of assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

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 and/or pānui, tuhituhi and pāngarau targets and is likely to meet them by 2030.

An explanation of the terms used in the Parent Summary can be found here: [Reporting | Education Review Office](#)

Part B: Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

Areas of Strength

Learners have a strong sense of belonging and are proud of their school; classrooms are settled; learners know the routines and what is expected of them.

Structured literacy and mathematics programmes are currently being introduced; a focus on supporting all learners to gain sound foundation skills in reading, writing and mathematics is evident in all classrooms.

Learners who have additional learning needs and/or abilities are identified, tracked and provided with appropriate support; teachers target a small group of learners at risk of not achieving; these learners are now making good progress.

The newly appointed principal has set high expectations for school improvement and is setting goals focussed on improving achievement and attendance.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- work collaboratively to grow professional capability and a shared understanding of quality teaching practice that sets high expectations for progress and achievement
- revise curriculum planning to ensure that teaching and learning programmes are meaningful, challenging and provide opportunities for learners to actively engage in their learning
- leadership and the board develop systematic approaches to school improvement informed by high quality evidence and evaluation
- monitor and plan for improved attendance.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within three months:

- develop plans for professional learning with a focus on evidence-based quality approaches, teacher inquiry and the understanding and use of achievement information
- draft and implement curriculum guidelines that incorporate structured approaches and the local context
- engage with community groups to develop and implement a plan to improve attendance

Every six months:

- teachers and leaders regularly observe one another and provide feedback to develop a shared understand of effective practice that has a focus on accelerating progress and achievement
- review and seek feedback from teachers and learners about teaching and learning programmes
- collect and analyse engagement and achievement data for all learners and groups of students to ensure that revised practices are leading to accelerated progress and achievement
- report on student attendance to the board; review the attendance plan, identify effective initiatives and plan actions for improvement for the next six months

Annually:

- evaluate the quality of teaching and learning programmes including teacher, learner and whānau voice and achievement and engagement data
- analyse and evaluate trends in engagement and achievement data to inform future improvement goals
- report on student attendance to the board; evaluate the effectiveness of the attendance initiatives and develop a plan for the following year.

Actions taken against these next steps are expected to result in:

- consistency in teaching and learning that results in accelerated progress and raised achievement in reading, writing and mathematics
- meaningful and challenging teaching and learning programmes that engage learners and provide opportunities for learners to set goals
- strong organisational systems, processes and practices that inform improvement
- most students attend school regularly.

Part C: Regulatory and Legislative Requirements

Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some 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

ERO and the board have identified the following areas of non-compliance during the board assurance process:

- Education Outside the Classroom – the board should ensure that planned excursions fully plan for and manage risks.
[Education Outside the Classroom Guidelines, Health and Safety at Work Act 2015]
- Emergency Management – the board should ensure that there is an emergency plan to ensure regular emergency procedures are in place.
[National Civil Defence Emergency Management Plan Order 2015]
- First Aid – the board should ensure that there are sufficient staff trained in first aid to ensure a safe environment.
[Health and Safety at Work Act 2015]
- Safety Checking of Workforce: the board should consider available information to assess and ensure that a thorough risk assessment is carried out for all staff appointed to positions.
[Children's Act 2014]

The board has since addressed the areas of non-compliance identified.

Recommendation to the Ministry of Education

ERO will initiate conversations with the Ministry of Education about support. ERO recommendation to the Ministry of Education will be outlined in the confirmed report to bring about the following improvements: ERO recommends that the Ministry of Education provide tailored support for:

- curriculum implementation
- use of data and assessment systems and processes.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Report and is due within three 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)

30 June 2025

Education Counts

This website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home