

Leeston Consolidated School



Annual Report 2024

**LEESTON CONSOLIDATED SCHOOL
ANNUAL REPORT
YEAR ENDING 31 DECEMBER 2024**

Introduction

This report is an opportunity to celebrate the achievements over the past year, and also to thank our Whanau and staff for you all do in our wider community and all you have done for us here at Leeston School during the 2024 year.

Reflecting on the past year, there has once again been much to celebrate:

- Removing our old library, and replacing it with a beautiful new building, equipped with a kitchen, space to work, and space to enjoy our lovely book selection. The opening of this building by Bill Whelan was a very special occasion.
- The blessing at dawn, of our Waharoa – a beautiful gathering place for people to pause before entering our kura and feel our aroha and care.
- Hosting a delegation of educators from the USA who had come to see our carving project in action, led by Wiremu Gray. An article celebrating this project was also published in the Education Gazette – a source of education articles, for education professionals. This project culminated in the very recent unveiling of our carvings on the entranceway into our Garden of Papatuanuku -a very special place to rest and contemplate.
- Our Senior School camp to Hanmer Springs – finally being able to return there after having to cancel past camps due to covid.
- The success of our cultural and sporting groups: Our junior and senior Kapahaka groups performing at our pouwhakanahou, Our middle and senior Choirs, Strum, Strike, Blow (recorder, marimba, and ukulele groups), coming third in the jump jam competition, and being represented at zone meets in swimming, cross country, winter tournament, rugby, and athletics.
- The success of our Accelerating Learning in Mathematics and Literacy programmes
- The leadership programmes running through-out the school – Leeston Leaders, House Captains, Peer Mediators, and Service Leaders (Road Patrol, Sports Shed, and Buddy classes)
- And finally, the success of our whole school production, Leeston's Got Talent! And what talent there was!!

School Roll and staffing

Our roll has continued to remain steady growing from an opening roll of 268 pupils in February to a closing roll in December of 317 pupils. At the beginning of the year, 13 classrooms were in operation.

We welcomed Kelly McHaffie back from study leave before taking maternity leave at the beginning of term 2, when we welcomed Tiffany Powell who took over the teaching in Room 15. We welcomed Jana Munro at the beginning of the year, teaching in Room 12 until the end of term 2, while Nicole Ley was away on maternity leave. Nicole returned to Room 12 at the beginning of term 3, sharing the teaching with Teresa Curtain-Geal. We farewelled Bill Whelan who retired from his sports coaching roll at the beginning of the year to pursue other leisure activities. Bill has been here at Leeston School for 18 years, and he will be greatly missed.

In November we farewelled Caitlin Kippenberger as she took maternity leave, and at the end of the year we farewelled Mrs Bronwyn Shalfoon, as she took up a permanent learning support co-ordinator's position in another school.

Curriculum Requirements and Student Achievement

Reports to the board show that students are achieving well and making suitable progress in reading, writing and numeracy. Appropriate targets have been set to lift the performance of students who are at risk of under achieving, particularly in literacy and mathematics.

This year our major themes for the year were:

- Play and Adventure
- Environment and Sustainability
- Whole School Production
- Rewind, Fast Forward

We continued to have four Curriculum Focus Groups: Literacy led by Nicole Ley and Carol Davison, Numeracy led by Sari Farrant, E-learning led by Lisa McClure, and Tikanga Māori led by Nicky Johanson.

Literacy.

Our annual goals for reading were to increase:

- the number of male students achieving at and above their expected curriculum level in reading and to increase the number of boys making sufficient or accelerated progress.
- The number of Māori students in Year 4 and Year 5 achieving at and above their expected curriculum level in reading.
- The number of students in Year 4 achieving at and above their expected curriculum level in reading.

At the end of 2024, 70% of our male students were achieving at or above their curriculum level compared to 73% in 2023 (a similar result).

At the end of 2024, 66% of our Māori students in Year 4 and 57% of our Māori students in Year 5 were achieving at or above their curriculum level compared to

60% of our Year 3 students and 50% of our Year 4 students in 2023 (an increased result).

At the end of 2024, 76% of our Year 4 students were at or above their expected curriculum level in reading compared to 66% of our Year 3 students in 2023 (an increased result).

Our annual goals for writing were to increase:

- The number of Year 4 students achieving at and above their expected curriculum level in writing.
- The number of Māori students achieving at or above their expected curriculum level in writing.
- The number of Year 3, Year 4 and Year 5 male students achieving at and above their expected curriculum level in writing.

Two of these goals were achieved with 59% of year 4 students achieving at or above their expected level in writing compared to 51% of year 3 students in 2023. 73% of our Māori students were achieving at or above their expected curriculum level compared to 64% in 2023.

At the end of 2023, 65% of Year 2, 51% of Year 3 and 68% of Year 4 male students were at or above their expected level in writing. By the end of 2024, 31% of year 3, 42% of Year 4 and 56% of Year 5 male students were at or above their expected level in writing which was a lesser result across all three year levels.

Numeracy

Our annual goals for numeracy were to increase:

- The number of students in Year 4 achieving at and above their expected curriculum level in numeracy.
- The number of Māori students in Year 5 and Year 6 achieving at and above their expected curriculum level in numeracy.

At the end of 2023, 64% of Year 3 students were achieving at or above their expected curriculum level. By the end of 2024, 61% of year 4 students were achieving at or above curriculum expectations (a similar results). At the end of 2023, 33% of Year 4 Māori students and 66% of Year 5 Māori students were achieving at or above curriculum expectations. By the end of 2024, 58% of Year 5 Māori students and 58% of Year 6 Māori students were achieving at or above curriculum expectations (an improved result).

Documentation and Self Review

Our major focus for 2024 was embedding the PB4L school-wide framework so that positive behaviour and learning are complimentary.

In addition, we continued to embed well-being initiatives planned through Nga Mātāpuna te Waihora Kāhui Ako.

Our local curriculum was reviewed and revised.

Financial and Property Management

The school has had another successful year financially and the Board, management and all those associated with the school are to be commended for their efforts. The school is in a healthy financial position.

Kiwisport

Kiwisport is a government funding initiative to support student's participation in organised sport. During 2024, the school received Kiwisport funding totalling \$ 4733.04 (excluding GST). The funding was spent on funding our annual financial commitment towards the Physical Activity Activator initiative through Sewlyn Sports Trust and purchasing sporting equipment.

Good Employer Declaration

The board declares that the school has complied with its employment policy that follows the principle of being a good employer (including its equal employment opportunities programme).

How Leeston School has given effect to Te Tiriti o Waitangi 2024

All parts of 127 (1)(d) of the Education and Training Act 2020 are covered in our Annual plan and Analysis of Variance document specifically see the strategic initiatives under our teaching and learning goals:

- Ensure Te Āo Māori is visible across our Kura in every way
- Implement well-being initiatives planned through Nga Mātāpuna o te Waihora Kahui Ako

Progress made towards making instruction available in tikanga and te reo Māori

Leeston Consolidated School (He Puna Karumata) has continued to progress towards making instruction available in tikanga and te reo Māori. A cultural lead within the school actively models the correct use of tikanga and te reo Māori, fostering an environment of cultural responsiveness. Demonstrating a commitment to enhancing language proficiency, three staff members have successfully completed the Te Ahu o te Reo Māori programme—a nationwide initiative aimed at strengthening te reo Māori capacity and capability in the education sector. This has empowered kaiako to incorporate te reo Māori and tikanga practices more confidently into their teaching, enriching the cultural learning experiences of tamariki.

Principal Wellbeing and Leadership Development Fund

This fund was used to support the principal's professional growth and well-being. A key highlight was travelling to Finland to participate in the "Tour for Principals" experience, which provided invaluable insights into the Finnish education system and its innovative approaches to teaching and leadership. This opportunity not only enriched professional practice for me but also reinforced the importance of educator wellbeing and sustainable leadership. The fund enabled meaningful reflection, connection with international peers, and the gathering of ideas which were shared with staff and community.

Ngā Mātāpuna o te Waihora Kāhui Ako

The end of the year allows us to reflect, collect and analyse data. The quantitative data shows good results and it is very heart-warming to read the comments from students, staff and whānau.

Our strategic plan falls out of our Achievement Challenges document, an official document that is overseen by the Ministry of Education. Our current document runs from 2024 to 2026. Our Achievement Objectives:

- Achievement Challenge 1: To improve student and whānau wellbeing (link to Strategic Goal B)
- Achievement Challenge 2: To improve student achievement for our school leavers in our Kāhui Ako, (link to Strategic Goal A).
- Achievement Challenge 3: To improve the number of students that feel strong connections to their language, culture and identity, and that their cultural identities are valued and respected across our Kāhui Ako, (link to Strategic Goals A, B, C).

The co-construction of our Strategic Plan has provided clear direction for the Kāhui ako. The Strategic Initiatives are in response to the data collected and needs of the students, staff, kura and whānau within the Kāhui Ako. This directs the work of the Across School Leader and Within School Teachers, improving the practice of the kaiako and the experience that students have in our Kāhui Ako.

We believe we will always have a focus on wellbeing within our Kāhui Ako, the implementation of a Kāhui Ako wide wellbeing model is unique and has brought real strength to the mahi we undertake. Without Wellbeing, there will not be Learning. All kura are looking at Te Mātaiaho | the refreshed NZ curriculum, that has wellbeing at its heart. It makes sense to use the strong connections we have developed between kura to undertake this mahi together.

We thank Dave Robinson (Term One and Two) and Lynda Taylor (Term Three and Four) for being our Lead Principals and Steven Packer as our Across School Lead.

Acknowledgements

I would like to take this opportunity to thank our parents who so willingly support the school in so many and varied ways. The contribution and feedback from parents is greatly appreciated and valued.

My thanks must go to our Board – Dan Rollo, Lauren Uren, Hugh Burns, Tessa Clark, Annie Vince and Bronwyn Shalfoon. Your support has been greatly appreciated. A special thanks to Dan Rollo for his leadership of this wonderful group.

Thank you to our Whanau Friends and School Committee for the role you have played in providing pastoral care to members of our community, and for the dedication that goes into providing funding for our school – a huge effort this year with outstanding results. A special thank you to Rebekah Hammett for her leadership of this group.

I'd also like to thank our support and teaching staff for their dedication and professionalism. Thank you for creating an environment of enthusiasm for learning, and for the work and commitment that goes into planning for this. Our children are very fortunate to have such dedicated support and teaching staff who provide interesting and challenging learning opportunities across the curriculum, both inside and outside the classroom. Our tamariki are legends in the making, and it is your talent and inspiration that ensure this becomes a reality – thank you.

A special thank you to Dean Paton for his insight and support as Deputy Principal and to Carol Davison for her superb organisation and leadership as our Assistant Principal, along with our team leaders Kelly McHaffie, Lisa McClure and Jan Bromley.

It is a privilege to lead such an energetic and vibrant school.

Lynda Taylor
Tumuaki/Principal
30 May 2025