

Leeston Consolidated School



Annual Report 2025

**LEESTON CONSOLIDATED SCHOOL
ANNUAL REPORT
YEAR ENDING 31 DECEMBER 2025**

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 2025 year.

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

- A very positive ERO review and subsequent report which acknowledged quality teaching, where our learners engage positively with each other and staff, and reflect our school values of care in their interactions, demonstrating a strong sense of belonging, underpinned by Te Whare Mauri Ora.
- Beginning to embed a structured, explicit and consistent approach to literacy teaching through the iDeal platform
- Our Senior School camp to Living Springs
- 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), winning our first round 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 programme
- The leadership programmes running through-out the school – Leeston Leaders, House Captains, Peer Mediators, and Service Leaders (Road Patrol, Sports Shed, and Buddy classes)
- Our wonderful Market Day

School Roll and staffing

Our roll has continued to remain steady growing from an opening roll of 277 pupils in February to a closing roll in December of 316 pupils. At the beginning of the year, 13 classrooms were in operation.

We welcomed Mrs Mel Stenhouse as our learning support co-ordinator across our three schools, working three days a week here at Leeston and one day each at Dunsandal and Southbridge Schools.

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:

- Culture and Diversity
- My Voice is Powerful
- Under the Microscope
- Enterprise and Innovation

We continued to have four Curriculum Focus Groups: Literacy led by 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 literacy were to increase:

- The percentage of males achieving at or above their expected curriculum level in **reading**, with particular emphasis on males in Year 4 for 2025.
- The percentage of students in Year 4 for 2025 achieving at or above their expected curriculum level in **writing**, with a particular emphasis on Year 4 males.
- The percentage of males in Year 5 for 2025 achieving at or above their expected curriculum level in **writing**.

Baseline Data At the end of 2024, 70% of our male students were achieving at or above their expected curriculum level in reading, compared to 81% of our female students. At the end of 2024, 38% of our Year 3 males were achieving at or above their expected curriculum level in reading.

End of Year Data: *At the end of 2025, 66% of our male students were achieving at or above their expected curriculum level in reading – a similar result*

Baseline Data: At the end of 2024, 37% of Year 3 students were achieving at or above their expected curriculum level in writing.

End of Year Data: *At the end of 2025, 71% of our Year 4 students were achieving at or above their expected curriculum level writing – goal well met*

Baseline Data: At the end of 2024, 31% of our Year 3 males were achieving at or above their expected curriculum level in writing.

End of Year Data: *At the end of 2025, 61% of our Year 4 males were achieving at or above their expected curriculum level in writing - goal well met*

Baseline Data: At the end of 2024, 42% of our Year 4 males were achieving at or above their expected curriculum level in writing

End of Year Data: *At the end of 2025, 63% of our Year 5 males were achieving at or above their expected curriculum level in writing - goal well met*

Numeracy

Our annual goals for numeracy were to increase:

- The percentage of students in Year 4 achieving at or above their expected curriculum level in **maths**, with particular emphasis on females in Year 4 (2025).

Baseline Data: At the end of 2024, 47% of our Year 3 students were achieving at or above their expected curriculum level in maths.

End of Year Data: *At the end of 2025, 66% of our Year 4 students were achieving at or above their expected curriculum level in maths – goal well met.*

Baseline Data: At the end of 2024, 39% of our Year 3 females were achieving at or above their expected curriculum level in maths.

End of Year Data: *At the end of 2025, 53% of our Year 4 females were achieving at or above their expected curriculum level in maths – goal well met.*

Documentation and Self Review

Our major focus for 2025 was implementing the iDeal structured literacy framework across the school, with an emphasis on spelling and decodable texts in reading.

In addition, we undertook PLD on implementing the refreshed Mathematics curriculum and using Numicon as a teaching tool.

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 2025, the school received Kiwisport funding totalling

\$4836.04 (excluding GST). The funding was spent on swimming lessons, and the purchasing of 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).

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 – my sincere thanks to our wonderful Board members – Annie Vince, Libby Rogers, Tylie McMillan, Javinder Raja, Kylie Breeding and our presiding chair Dan Rollo. Thank you for your governance and your guidance, and for always keeping our learners at the centre of decisions. You are an amazing group to work with, and your dedication and commitment as a board is very much appreciated.

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 April Roberston 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, Lisa McClure and Jan Bromley.

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

Lynda Taylor
Tumuaki/Principal
4 May 2026