

School Report

School Name: Manurewa South School

Profile Number: 1355

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

Manurewa South School provides education for learners in Years 1 to 6. The roll of 377 is predominantly of Māori and Pacific heritage; the school is serving an increasingly diverse community.

REAL values of Respect/Whakaute, Excellence/Panekiretanga, Attitude/Waiarotia and Life Long Learning/Manaakitanga are promoted through the school. A Year 5 and 6 Māori enrichment class provides students with opportunities to learn te reo and tikanga Māori.

The school hosts Rosehill School students and staff in two satellite units.

Part A: Parent Summary

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

How well are learners succeeding?	Success and progress for all learners is increasing.
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?	Learners have sufficient opportunities to learn across the breadth and depth of the curriculum. There is an increasingly consistent focus on supporting learners to gain foundational skills in literacy and mathematics. Learners with complex needs are well supported to achieve their education goals.

How well does school planning and conditions support ongoing improvement?	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
How well does the school include all learners and promote their engagement and wellbeing?	The school reasonably promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	The school is improving its reporting to parents / whānau about their child's learning, achievement and progress. The school is improving its collection and use of information gathered through community consultation to inform strategic planning and curriculum decisions.
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	A large majority of learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.
Writing	Less than half of learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Mathematics	A small majority of learners meet or exceed the expected curriculum level. Results are equitable for all groups of learners.

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 are developing assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

Progress

The school has 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 at Manurewa South School show a strong sense of pride and belonging and are confident in their identity, language and culture.

Teachers create an orderly and increasingly collaborative learning environment in which learning time is mostly maximised, and learners are supported to apply new learning.

Teachers develop positive and mutually respectful relationships in the classroom, they plan appropriate learning activities and use knowledge of learners' strengths, needs and interests.

Specialist curriculum leaders support teachers to implement structured approaches to literacy; including the developing reading and writing resources and using appropriate assessment information to plan and report the progress and achievement of each learner.

Leadership increasingly fosters a culture committed to quality teaching and equity and excellence for learners; leaders use evidence to plan and monitor strategic improvement goals.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- implement the revised mathematics curriculum including the development of resources and high-quality assessments to plan and report the progress and achievement of each learner
- strengthen the teaching of writing to ensure there is consistency across the school and increased achievement
- strengthen the use of achievement and engagement data by teachers to adapt teaching practice to respond to learners' strengths and needs; and by leaders to effectively design and monitor learning support interventions
- work with whānau, families and community groups to develop an attendance plan to improve regular attendance.

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

Within six months:

- develop a mathematics Learning Mat to support teachers in their planning, teaching and assessment
- implement professional development in writing for teachers that focuses on authentic contexts for writing and increasing learner ownership of their writing
- develop systems for the strengthened use of achievement data to monitor interventions
- meet with whānau, families and community to develop an attendance plan

Every six months:

- observe teachers teaching mathematics and provide feedback to ensure high quality and consistent teaching of the revised mathematics curriculum
- survey learners and teachers to gather feedback about the writing programme
- collect and analyse achievement and engagement data to monitor teaching and intervention programmes
- monitor attendance initiatives to ensure these are meeting school needs

Annually:

- evaluate the mathematics curriculum, including analysis of achievement information, teacher, learner and whānau voice
- analyse writing achievement data and evaluate the impact of teacher professional development on learner achievement and ownership of learning
- use a range of data to evaluate the impact of interventions on learner outcomes
- review and adapt attendance initiatives to ensure there is a steady increase in regular attendance.

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

- consistency in the teaching and assessment of mathematics, and raised achievement
- learners who can, with confidence, talk about, reflect on and identify 'next steps' within their writing and achieve at expected levels
- stronger systems for monitoring school wide and classroom interventions
- 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

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