

# School Report

**School Name:** Botany Downs School

**Profile Number:** 1235

**Location:** Auckland

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

## About the School

Botany Downs School is a culturally diverse school catering for students in Years 1 to 6. Approximately 46% percent of students identify as Asian, 21% as Pākehā | New Zealand European, 10% of Pacific heritage and 5% identify as Māori. Many students are learning English as an additional language. The school vision *‘our best always’* and the core values of *resilience | manawanui, Respect | manaakitanga, relationships | whanungatanga, and responsibility | kaitakitanga*, are foundations of the school.

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](https://educationcounts.govt.nz/home)

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

## Improvement and progress

*This section is about the progress the school has made since the August 2022 ERO report. It includes an explanation of the expected improvements and findings.*

### Expected improvements and findings

The school has been evaluating the extent to which the learning environment promotes and enables learner agency.

The school has effectively created a learning environment that promotes learner agency. Robust systems for planning, tracking student progress and assessment are in place. Students are equipped with strategies and resources to set goals and monitor their progress. This has resulted in improved progress and achievement for all students.

## 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?	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?	<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 foundational 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 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 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 6

*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 64%	65 to 79%	80 to 90%	Over 90%

Reading	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Writing	Most learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.
Mathematics	Almost all learners meet or exceed the expected curriculum level. Results are becoming more equitable for all groups of learners.

## 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 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.

## 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 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 meeting Government reading, writing and mathematics targets and/or pānui, tuhituhi and pāngarau 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

- Caring, respectful and inclusive learning environments support student wellbeing, sense of belonging and high student engagement with learning.
- Strategic leadership sustains a trusting and collaborative culture amongst staff.
- Leaders and teachers use a range of evidence to evaluate progress and plan next steps.
- Leaders have established clear curriculum planning, teaching and assessment systems that ensure school wide consistency of teaching practice.
- Well considered professional learning including structured literacy is being successfully implemented in to improve learning outcomes for all students.
- The School Board and leaders are focused on strengthening school conditions to support student success.
- Resourcing decisions ensure programmes that meet diverse needs and improve student progress and achievement are supported by appropriate levels of staffing.

### Key priorities

- Implement the school's attendance plan and monitor the effectiveness of initiatives to increase student attendance.
- Increase equitable and excellent learning outcomes in reading, mathematics and in writing for all groups of students.
- Align current school mathematics and literacy programmes and assessment with changes to the New Zealand Curriculum.

### Actions to bring about improvement

*Every six months:*

- leaders closely monitor the effectiveness of initiatives to improve student attendance and adjust where needed
- leaders report attendance trends and patterns to the School Board and parent community to determine further actions

*Annually:*

- leaders analyse student achievement information and use it to inform future decision-making, including future professional development priorities
- leaders evaluate how well acceleration programmes are shifting student progress and achievement for all groups of students in reading, writing, and mathematics.

## Expected outcomes

- Improved levels of regular attendance.
- Equitable achievement for students in reading, mathematics and in particularly writing.
- Curriculum and assessment guidelines that align with the refreshed New Zealand Curriculum.

## Regulatory and Legislative Requirements

*This section of the report is about how the school meets regulatory and legislative requirements, including the provision for education for international students.*

### 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 is about the quality of the provision of education for international students 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 six international students attending the school, and no exchange students. International students actively engage in learning programmes, including English as a second language, and school wide activities.

The next public report on ERO's website will be a School Report and is due within four 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

15 January 2026