EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Report – Maniototo Area School 370

About the school

Maniototo Area School is in Ranfurly, Central Otago. The school provides education from Years 1 to 13, with a motto of '*By Learning We Live*'. The *PRIDE* values of *Participation, Respect, Integrity, Determination*, and *Empathy* foster the school's vision that students will strive to achieve to their potential.

The school has completed an extensive rebuild since the previous ERO review in 2023, providing attractive purpose-built premises.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, an overview and a full report and our School Reports focus on the following areas:

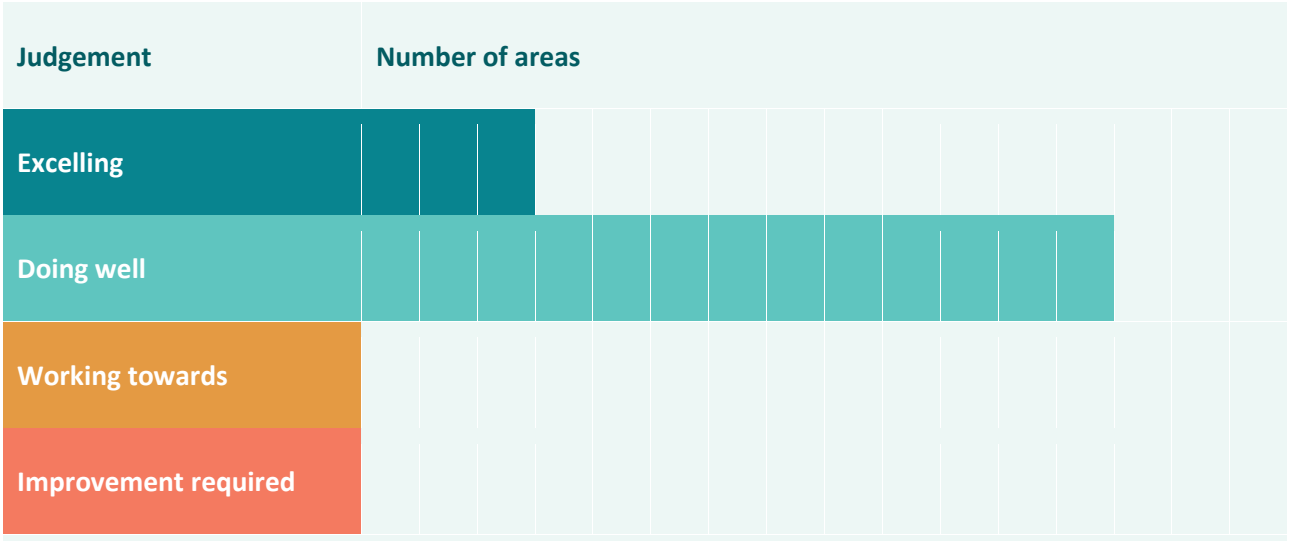
- **Achievement** and progress including reading, writing and mathematics.
- **Engagement** and belonging.
- **Equity.**
- **Attendance.**
- **Leadership** and school improvement.
- The **curriculum** and **quality of teaching.**
- **Assessment.**
- Provision for students with **additional needs.**
- **Governance** and the school board.
- **Health and safety.**

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance; aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Maniototo Area School: Snapshot

ERO makes judgements on 16 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgements are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.



Student health and safety	**Meets expectation.** Maniototo Area School is taking reasonable steps to ensure student health and safety.

Maniototo Area School: Overview

The Overview below shows for each of the 16 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

Student achievement	**Doing well**	There is a consistent focus on supporting learners to gain skills in literacy and mathematics, and a large majority achieve success in relation to year level expectations.
Student progress	**Doing well**	A large majority of students make expected progress and are well prepared for the next steps in their learning.
Reading and writing	**Doing well**	A large majority of students meet or exceed curriculum expectations for their year-level.
Foundational literacy	**Doing well**	Most students achieve literacy requirements for NCEA Level 1 by the end of Year 11.
Foundational numeracy	**Doing well**	Most students achieve literacy requirements for NCEA Level 1 by the end of Year 11.
Mathematics	**Doing well**	A large majority of students meet or exceed curriculum expectations for their year-level.
Attendance	**Doing well**	The school is progressing well towards the target of 80% regular attendance.
Engagement and belonging	**Excelling**	Students are highly engaged and feel a strong sense of belonging at school and there are high levels of participation in school activities.
Equity	**Doing well**	Achievement outcomes for learners are becoming more equitable.
Leadership	**Excelling**	Leaders foster a culture of excellence, equity, and collective capability across the school.

Teaching	**Doing well**	Teaching is effective, consistent and supports the progress and engagement of all learners.
Curriculum	**Doing well**	Students have good opportunities to learn across the breadth and depth of the curriculum and access meaningful pathways.
Assessment	**Doing well**	Assessment practices are consistent, support teaching and learning, and inform monitoring of student progress.
Provision for students with additional needs	**Excelling**	Strong support systems ensure all students progress in their learning goals and experience success.
School improvement	**Doing well**	School planning is strategic and systematically drives improvement.
Governance and the school board	**Doing well**	Governance practices are well established and support monitoring of progress against strategic goals.

How do we report percentages?

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%

Further information about this school and report can be found on the last page.

Maniototo Area School: Full Report

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 kawe, 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.

Outcomes for students

Achievement

Overall achievement is positive. Small cohort sizes mean that achievement patterns can vary considerably from year to year, yet most students show steady progress and growing confidence in their learning. Junior students are supported to build strong foundations in reading, writing, mathematics. Most learners in the middle school meet or exceed expected levels and build the confidence needed for success in the senior school.

National Certificates of Educational Achievement (NCEA) achievement is improving. Senior students achieve well and are engaged in pathways that support their future goals. Targeted support and individualised programmes continue to support learners to make progress and achieve success.

Progress

Students across the school make good progress in relation to their individual learning goals and curriculum expectations. Most learners make expected progress over time, with targeted support enabling some students to make accelerated progress, particularly where specific learning needs have been identified.

Ongoing monitoring and responsive teaching practices ensure that programmes are adapted to meet learners' needs and support continued growth and achievement.

Achievement in reading, writing and mathematics and literacy and numeracy

Most students meet or exceed curriculum expectations for their year-level in reading, writing and mathematics. Achievement in the NCEA literacy and numeracy co-requisites is a significant strength. Most students successfully achieve the literacy and numeracy requirements by the end of Year 11.

Students who had previously not met the requirements are supported through tailored literacy and numeracy initiatives that enable many to gain NCEA qualifications.

Attendance

Attendance is improving and a large majority of learners attend school regularly. Chronic absence remains low. Attendance is monitored closely, with targeted interventions, communication with whānau, and regular review of attendance data contributing to improved rates of regular attendance.

School leaders recognise that attendance remains a priority area. They have developed and implemented an Attendance Management Plan and continue to refine strategies to address absences.

Engagement and belonging

Students across the school experience a positive and inclusive learning environment that supports engagement, wellbeing, and a strong sense of belonging. In the junior school, students are well supported to develop positive relationships and confidence as learners. Middle school students are increasingly engaged in their learning and school life along with growing their leadership responsibilities. Senior students are supported to pursue pathways aligned with their strengths, interests, and future aspirations.

Strong relationships between students, staff, and whānau, alongside responsive pastoral care and wellbeing initiatives, contribute to students feeling valued, connected, and supported to participate successfully in school life. The school's ongoing focus on attendance further strengthens student engagement and opportunities for learning.

Equity

The school is clearly focused on promoting equitable outcomes for all learners; however, they are yet to consistently achieve equity for Māori students particularly in literacy, numeracy and some NCEA outcomes. There are also disparities in achievement between boys and girls in literacy, and especially for writing.

Leaders and teachers implement targeted strategies to improve equity and have high expectations that staff ensure all students have the opportunity to achieve success.

School conditions for success

Leadership

Leadership is effective in establishing clear improvement priorities and supporting a culture of continuous improvement. Leaders use data and evidence to guide decision-making, monitor progress, and evaluate the impact of actions on learner outcomes. Their strategic focus on achievement, wellbeing, attendance, and community engagement contributes to positive outcomes for students and sustained school improvement.

Teaching

Teaching is responsive, evidence-informed, and tailored to the needs of learners across the junior, middle, and senior areas of the school. In the junior school, structured literacy and numeracy approaches support students to develop strong foundational skills in reading, writing, and mathematics. In the middle school, teachers build on these foundations through explicit teaching, regular assessment, and targeted support to strengthen student progress and engagement. In the senior school, teaching is focused on supporting students to achieve success in NCEA and pursue pathways aligned with their strengths, interests, and future goals.

Targeted literacy, numeracy, and NCEA interventions support students requiring additional assistance. A schoolwide focus on the Science of Learning and building shared curriculum expectations is strengthening the consistency and effectiveness of teaching practice.

Curriculum

The curriculum provides coherent learning pathways across the junior, middle, and senior areas of the school and is designed to promote engagement, progress, and achievement for all learners. In the junior school, the curriculum emphasises the development of strong foundations in literacy and numeracy through structured and evidence-informed teaching approaches. In the middle school, students build on these foundations through increasingly challenging and relevant learning experiences that support academic progress and personal development. In the senior school, the curriculum offers flexible pathways that enable students to achieve success in NCEA and pursue future education, training, and employment opportunities aligned with their strengths and aspirations.

Leaders and teachers continue to strengthen curriculum consistency and alignment through professional learning, curriculum review, and the development of shared expectations for effective teaching and learning.

Assessment

The school has well-established processes for assessing and monitoring student progress and achievement across the junior, middle, and senior areas. Teachers use a range of assessment tools, including PAT, e-asTTle, SMART, curriculum-based assessments, Common Assessment Activities for literacy and numeracy, and NCEA achievement data, to build an overall picture of student learning and achievement. Assessment information is used to identify learning needs, monitor progress over time, inform teacher judgements, and guide teaching and intervention decisions.

Teachers use assessment data formatively to provide timely feedback, adapt learning programmes, and target support for students requiring acceleration. Leaders and teachers are further strengthening their use of achievement and progress information, including value-added measures and longitudinal tracking, to evaluate the impact of teaching and support ongoing improvement. Assessment practices support evidence-informed decision-making and contribute to positive outcomes for learners across the school.

Provision for students with additional needs

The school identifies and responds to students with additional learning and wellbeing needs through targeted interventions and individualised supports. Teachers use assessment information and ongoing monitoring to identify learners requiring additional assistance and adapt programmes accordingly. A range of support strategies, including targeted literacy and numeracy programmes, specialised learning support, pastoral care, and external agency involvement where required, help ensure students can access and participate successfully in learning. The school’s inclusive approach, supported by strong tracking of student progress and wellbeing, contributes to positive outcomes for learners with additional needs.

Governance

The Maniototo Area School Board demonstrates a strong commitment to continuous improvement and to achieving positive outcomes for learners. Board members use achievement, attendance, wellbeing, and engagement information to inform decision-making, monitor progress towards strategic goals, and evaluate the impact of school initiatives.

Strategic and annual planning provide clear direction for ongoing improvement, with identified priorities focused on learner achievement, wellbeing, attendance, curriculum development, and community engagement. The board maintains an ongoing focus on reviewing the effectiveness of its actions and ensuring that resources are aligned to support the school's improvement priorities and the needs of learners.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Action within six months	Every six months / annually	Expected outcomes
Leaders, board and staff lift and sustain higher rates of regular attendance using the school's Attendance Management Plan.	Board and leaders continue to monitor and report on attendance and impact of strategies to sustain improvements.	Board and leaders review the impact of the attendance management plan and adapt its actions.	Improved, sustained regular student attendance that consistently meets or exceeds Government targets.
Leaders and staff embed curriculum expectations from professional development with consistency across teaching programmes and practices.	Leaders review curriculum developments and draft a teaching guide that identifies the school's quality practice expectations.	Leaders observe teaching in relation to school expectations. Leaders review the impact of the enhanced curriculum and teaching on learner progress and achievement.	Consistently high-quality teaching and learning practices embedded across the school.
Leaders and teachers extend the range of data and information that informs teachers' professional growth cycle approach to building teaching expertise and skills.	Teachers seek day-to-day formative feedback from students on the effectiveness of changes to their learning programmes, to refine and adapt teaching approaches.	Staff use progress and achievement data, as well as student voice, to review the impact of their adapted teaching strategies on outcomes for students.	Evidence-informed internal evaluation support growth in teaching practices that increase students' progress and achievement including those not yet at age-related expectations.

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
Attendance	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:

- ensure that school correctly reports any incidents of the use of restraint to the Ministry of Education. *[Section 100 Education (Physical Restraint) Rules 2024, Education and Training Act 2020]*

The Maniototo Area School Board has since addressed the areas of non-compliance identified.

School Improvement

ERO has confidence that Maniototo Area School can bring about the improvements outlined in this report. The school demonstrates a comprehensive range of successful approaches to lifting attendance, progress and achievement and foundational conditions to support school improvement.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tatau, kia whai oranga a tatau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

26 August 2026

Further information about the school

Type of school	Composite school Co-educational
Year levels	Years 1 to 13
School roll	147
Student population	European /Pākehā 75%, Māori 29%, Other ethnic groups 12%
Equity Index (EQI)	This school's EQI is 470 which places it in the above average range. This means a large majority students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Maniototo Area School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report June 2023

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones Education Counts Home | Education Counts.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.