



ERO External Evaluation

Maniototo Area School, Ranfurly

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Maniototo Area School is a small rural school for students in Years 1 to 13, with a roll of 160. About one quarter of students identify as Māori. A growing number have English as a second language.

The school's vision for students is that they will demonstrate the values of participation, respect, integrity, determination and empathy - PRIDE. It also states that students will be supported to be independent learners and confident risk takers who experience success and wellbeing.

To achieve this, trustees and leaders have identified strategic priorities for teaching and learning, wellbeing and building community partnerships. In particular they aim to: improve student achievement in Years 1 to 10 in writing and mathematics and senior achievement of national qualifications; improve aspects of student wellbeing; and, promote a positive learning culture.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement in reading, writing and mathematics in Years 1 to 10
- achievement in national qualifications in all learning areas
- engagement and wellbeing.

Since the 2015 ERO review, there have been two changes in principal and significant staffing changes. Teachers have participated in Ministry of Education funded professional development programmes for the teaching of writing and mathematics and for promoting a positive learning environment.

A whole school rebuild is planned to start late in 2019. The school hosts on site the community library and provides technology education for another local primary school.

The school is a member of the South Island Area Schools' Kāhui Ako | Community of Learning.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is mostly effective in achieving equitable and excellent outcomes for its students.

The school has introduced new systems and practices for the collection and analysis of student achievement information in Years 1 to 10. Therefore, it is difficult at this stage to compare and describe trends in achievement over time.

School information for 2018 shows:

- the majority of students in Years 1 to 10 achieve at or above the school's expected levels in reading and writing
- most students achieve at or above expected levels in mathematics
- Māori students in Years 1 to 10 achieve equitable outcomes with non-Māori within the school; and an increasing proportion of Māori boys are achieving above curriculum level expectations
- more work is needed to ensure boys achieve equitably with girls in literacy.

In the last three years most students have achieved the National Certificates of Educational Achievement (NCEAs) Levels 1 and 2. Some students take more than one year to achieve Level 2.

In 2018, students identified areas for improvement in conditions promoting their engagement and wellbeing. The school has taken a range of actions to respond to these. Student feedback indicates that these actions are leading to the desired changes.

There is limited documentation showing the progress that students with high and complex needs make against their personalised goals.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school has been moderately effective in accelerating the learning of students who need this. School information shows that in 2018 about a third of students in Years 1 to 8 targeted for acceleration in mathematics and about a half of those targeted for acceleration in writing made accelerated progress. Few students made accelerated progress in reading.

The introduction of special assessment conditions for senior students attempting assessments for national qualifications supported a number of students to achieve success.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school's curriculum effectively promotes opportunities for students to learn about and demonstrate the school's values. The values are explicitly taught, celebrated and evaluated. Students know the values and understand how these contribute to a positive learning culture. ERO observed calm, settled learning environments and positive interactions between teachers and students, and amongst students.

Students' self-management skills and growing independence are appropriately fostered and promoted at each level of the school. This is supporting students to take increasing responsibility for their learning. Teachers use a range of tools, programmes and practices to help students know about what they are learning, how well they are achieving and what they need to do to improve. Students have increasing and meaningful opportunities to develop and show leadership and to contribute to decisions in the school.

Leaders and teachers work closely with students to develop individualised courses and learning pathways that are relevant and responsive to student interests and aspirations. This includes the development of agricultural programmes that reflect the school's farming community.

The valuing of Māori perspectives and culture in school practices and programmes has been strengthened. This is effectively affirming the mana and sense of belonging and identity of Māori students. All students have increased opportunities to learn te reo Māori and participate in kapa haka. A high proportion of students take advantage of these opportunities. The board and leaders have also strengthened resourcing for this part of the curriculum in response to student interest. Māori perspectives are increasingly integrated in other learning programmes. This is an area for ongoing focus.

Leaders and teachers know most students very well as learners and individuals. They have systems for identifying individual learning needs. They are building collaborative practices for planning and implementing strategies to respond to needs and promote engagement.

School leaders are purposefully developing an orderly and supportive environment that is conducive to student learning and wellbeing. Following a period of leadership change, senior leaders are appropriately focused on:

- building relational trust at all levels
- encouraging and modelling collaboration and collaborative practice across teaching teams and with students
- promoting the school values and establishing clear, high expectations for students' learning and behaviour
- developing systems and tools to gather and manage a range of information about student achievement, progress and wellbeing to better support internal evaluation.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Trustees, leaders and teachers need to deepen internal evaluation in order to better know the impact of programmes, interventions and practices on student learning and wellbeing. Key development areas include:

- building teacher capability to systematically inquire into the effectiveness of teaching, particularly in the secondary levels of the school
- deepening the analysis of achievement and progress information to know about the impact of teaching programmes and interventions, particularly for those students needing to make accelerated progress
- strengthening the evaluation of strategic and annual planning and goals.

Trustees need to continue to build their governance capability to scrutinise the effectiveness of the school in achieving its valued student outcomes. Together with school leaders, they need to refine achievement targets to ensure they are well focused and inclusive of those students needing to make accelerated progress.

Targeted approaches to accelerate the progress and learning of students in Years 9 and 10 need to be more evident.

3 Board Assurance on Legal Requirements

Before the review, the board and principal of the school completed the *ERO board assurance statement and self-audit checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

Actions for compliance

ERO identified an area of non-compliance in relation to implementation of all aspects of the school's policy and procedures for safety checking of the workforce.

In order to address this, the board of trustees must ensure:

- appropriate checks are made of an original primary identity document (e.g. NZ passport); and a secondary identity document (e.g. NZ driver licence) as part of safety checking of the workforce.

[Vulnerable Children Act 2014 and regulations 5-8 of the Vulnerable Children (Requirements for Safety Checks of Children's Workers Regulations 2015)]

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- formally consult with the school's Māori community to develop and make known the school's policies, plans and targets for improving the progress and achievement of Māori students (*National Administration Guideline 1 (e)*)
- ensure that risk management and mitigation documentation for students participating in agricultural programmes is regularly reviewed
- improve aspects of the principal's appraisal to meet current requirements.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Maniototo Area School's performance in achieving valued outcomes for its students is:

Developing

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

5 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- provision of a responsive curriculum that promotes the school's values and enacts its vision for learners
- collaborative school leadership that is focused on building a positive learning culture
- the provision of flexible, individualised learning pathways that respond well to students' interests and needs.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- strengthening internal evaluation at all levels to better know the impact of teaching programmes, interventions and practices, and to support and sustain school improvement
- trustees continuing to develop their governance capability, particularly in relation to scrutinising the performance of the school in achieving valued outcomes.

Recommendations

ERO recommends that the school seek support from the New Zealand School Trustees Association in order to bring about improvements in:

- scrutiny of the effectiveness of the school in achieving valued student outcomes
- rigorous evaluation of the effectiveness of goals and strategies designed to improve valued student outcomes.



Alan Wynyard
Director Review and Improvement Services Southern
Southern Region
27 May 2019

About the school

Location	Ranfurly
Ministry of Education profile number	370
School type	Area School (Years 1 to 13)
School roll	160
Gender composition	Girls 54%, Boys 46%
Ethnic composition	Māori 26% NZ European/Pākehā 66% Other ethnicities 8%
Students with Ongoing Resourcing Funding (ORS)	1
Provision of Māori medium education	No
Review team on site	March 2019
Date of this report	27 May 2019
Most recent ERO reports	Education Review January 2016 Education Review December 2011