

School Report - Lake Rotoma School 1788

About the school

Lake Rotoma School is located at the western end of Lake Rotoma near Rotorua, within the boundaries of Ngati Pikiao. The small rural school provides education for learners in Years 1 to 8. The current roll is 24; the large majority of learners identify as Māori.

The school's *Mana Way* | ROCK values of respect | *he kura te tangata*, ownership | *tangata tu tika*, community | *whiria te muka tangata*, and kindness | *aroa ki te tangata* underpin behavioural and learning expectations.

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, and 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.

Lake Rotoma School: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling														
Doing well														
Working towards														
Improvement required														
Student health and safety	Meeting expectation. The Lake Ratoma School Board is taking reasonable steps to ensure student health and safety.													

Lake Rotoma School: Overview

The Overview below shows for each of the 14 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	Outcomes for learners are improving. Most learners gain skills in literacy and mathematics and are prepared for the next stage of learning.
Student progress	Doing well	A large majority of learners make expected progress for their year-level across core learning areas.
Reading and writing	Doing well	Most learners meet or exceed expectations for their year-level in writing and a large majority in reading.
Mathematics	Doing well	A large majority of learners meet or exceed expectation for their year-level in mathematics.
Attendance	Improvement required	Less than half of students attend school regularly. The school is behind the target of 80% for regular attendance.
Engagement and belonging	Doing well	The school effectively promotes learners' engagement, wellbeing and inclusion.
Equity	Doing well	Groups of learners achieve at similar levels in writing and mathematics, with girls slightly outperforming boys in reading.
Leadership	Doing well	Leadership uses data to guide strategic decisions. They ensure that planning aligns with practice and staff work together on improvement priorities.
Teaching	Doing well	Learners benefit from good quality teaching practice that improves progress and achievement in reading, writing and mathematics.
Curriculum	Doing well	Learners experience a rich curriculum that supports their language, culture and identity with a strong focus on building foundational learning skills.

Assessment	Doing well	Appropriate assessment practices and tools are used to understand progress and inform next steps in teaching and learning.
Provision for students with additional needs	Excelling	Strong systems are in place to identify and respond to learners' needs, promoting success, inclusion and wellbeing so students can achieve their education goals.
School improvement	Doing well	School planning and well-established conditions for learning support ongoing improvement.
Governance and the school board	Doing well	Governance practices continue to develop, with a robust focus on learner data to support ongoing improvement.

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.

Lake Rotoma 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 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.

Outcomes for students

Achievement

Overall, students achieve positive outcomes across the foundational learning areas of reading, writing and mathematics. By the end of 2025, a large majority of students were meeting or exceeding curriculum expectations for their year-level.

Progress

The school demonstrates effective acceleration for students at risk of not achieving, particularly in literacy, and to some extent in mathematics. The school has significantly improved progress and outcomes for Māori learners in reading and writing.

The school uses targeted teaching strategies and individualised support to ensure learners who need additional support to meet year-level expectations make faster progress. Students working at or above expectation are provided extension.

Achievement in reading, writing and mathematics

A large majority of students meet or exceed curriculum expectation for their year-level in reading. Overall, students achieve more highly in writing, with most learners meeting or exceeding year-level expectations.

A large majority of learners meet or exceed year-level expectations in mathematics, however achievement in mathematics has declined since 2024; the school is focused on lifting achievement for all students in mathematics.

Attendance

Less than half of students attend school regularly. Increasing rates of regular attendance is a priority, and continued implementation and evaluation of attendance strategies is required to achieve sustained improvement.

Engagement and belonging

Learners experience a positive, inclusive environment where they feel valued and connected. When at school, students experience high levels of engagement in learning and strong, respectful relationships.

The school's Mana Way and ROCK values are visible and consistently enacted, strengthening wellbeing and a shared sense of belonging. Trusting partnerships with parents and whānau, along with authentic connections with local iwi, further support engagement, while opportunities such as PALs and tuakana-teina relationships promote leadership, collaboration and connection.

Equity

The school's small roll enables close monitoring of progress and responsive teaching, supporting equitable outcomes overall. While some gender disparity remains in reading, outcomes in writing and mathematics are increasingly equitable.

School conditions for success

Leadership

School leaders demonstrate a clear focus on learners. They use achievement and wellbeing data to inform decisions and guide improvement. Leadership fosters a collaborative and trusting culture among staff, with shared responsibility for improvement and openness to professional learning and ongoing improvement.

Leaders work in partnership with whānau and iwi. They engage in meaningful consultation that contributes to increased trust between home and school and a shared commitment to learner success.

Teaching

Learners benefit from effective classroom practice. Lessons are well structured and taught at an appropriate pace, maximising learning time and supporting high levels of on-task engagement.

Teachers know learners well and use differentiation and scaffolding to respond to individual needs, supported by strong routines and clear expectations. Learners engage in meaningful work and can talk confidently about their learning. Positive relationships and effective support are contributing to sustained engagement and progress across year levels.

Curriculum

The curriculum at Lake Rotoma School reflects a strong cultural and local lens. The school is implementing the refreshed *New Zealand Curriculum* in English and Mathematics while aligning learning to a curriculum that reflects learners' identities, language and community.

Curriculum overviews for literacy and mathematics provide teachers clear guidance on progressions, expectations and coherence across year levels. Te reo Māori and tikanga Māori are authentically integrated, affirming Māori learners as Māori and strengthening cultural identity and belonging.

Curriculum design supports engagement through meaningful contexts, student leadership opportunities and tuakana-teina practices, contributing to positive learning experiences across the school.

Assessment

The school uses appropriate assessment tools and moderation practices to understand student progress and achievement, particularly in literacy and mathematics. Assessment information is used to inform teaching with teachers and leaders collaboratively analysing student progress over time.

The school is planning the introduction of the SMART tool to support current practices remaining coherent and purposeful. Staff use assessment information to inform discussion and decision making at both classroom and board level to support improvement.

Provision for students with additional needs

Students with additional needs are very well supported through cohesive and responsive systems that focus strongly on progress and achievement. Individual Learning Plans are in place for all junior students and are used effectively to set realistic goals and tailor responsive teaching. Support is well aligned to learners' needs and interests.

Teachers, learning assistants and leaders work collaboratively to share effective strategies and maintain close oversight and ongoing monitoring. These learners make accelerated progress, particularly in reading and writing.

Governance

The Lake Rotoma School Board demonstrates a clear focus on learner progress and wellbeing. They use data regularly to inform direction and decision making. Board members bring experience and stability and support the development of new members.

The board actively review progress against strategic and annual goals and continue to strengthen their knowledge and understanding. The board works constructively with leadership and maintains a strong focus on outcomes for 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 three months	Action within six months	Every six months / annually	Expected outcomes
Strengthen internal evaluation for continuous improvement.	Formalise internal evaluation cycles, to design and implement an action plan.	Leader and teachers implement the evaluation action plan to drive improvement.	Leader and teachers reflect and report on progress using data to understand impact and make improvements.	Internal evaluation is embedded and well used for school improvement.

Improvement priority	Action within six months	Every six months / annually	Expected outcomes
Improve progress and achievement for all students in foundation learning areas, especially mathematics.	Staff maintain their planning focus on professional learning in mathematics to improve practice and capability across the school.	Leader and teachers evaluate and report to the board and parents on student achievement and rates of progress in literacy and mathematics.	Improved achievement and equitable outcomes for all groups of learners.
Increasing rates of regular student attendance.	Board and staff monitor and review the impact of the Attendance Management Plan and adjust for further progress.	The School Board review and report on the effectiveness of strategies to increase regular rates of student attendance.	Significantly improved rates of regular student attendance.

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

Action for compliance

ERO has identified the following area of non-compliance during the board assurance process:

- Renewal of police vetting every three years for non-teaching staff.
[Education and Training Act 2020; schedule 4: Police Vetting, clause 9]

The Lake Rotoma School Board has since addressed the area of non-compliance identified.

School Improvement

ERO has confidence that Lake Rotoma School has the capability to bring about improvements as outlined above. The Board and staff have a strong focus on raising achievement for learners in a culturally responsive, positive and caring learning environment.

The next public report on ERO's website will be 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

2 July 2026

Further information about the school

Type of school	Full primary school Co-educational
Year levels	Years 1 to 8
School roll	24
Student population	Māori 67%, European/ Pākehā 21%, other ethnic backgrounds 17%
Equity Index (EQI)	This school's EQI is 541 which places it in the highest range. This means almost all students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Lake Rotoma School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report February 2023

School information

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.

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.