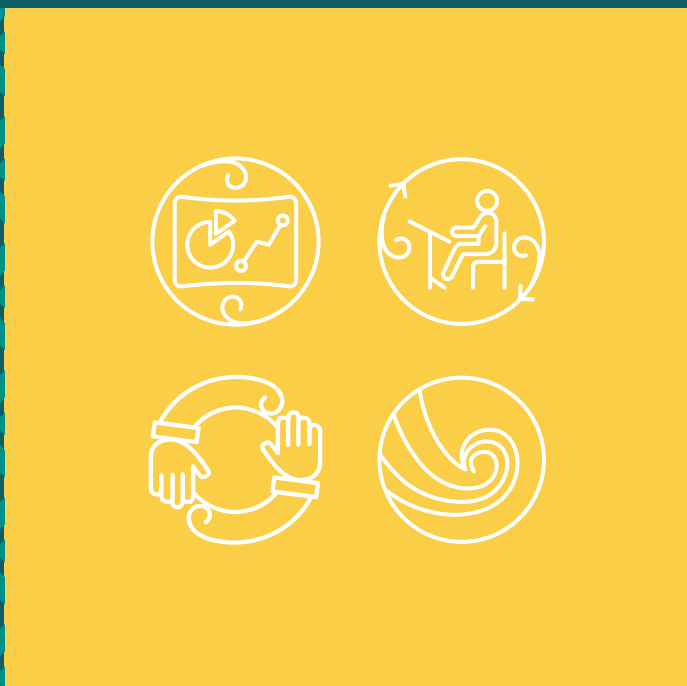




EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Annual Report **Te Pūrongo ā-Tau** 2021/22

To be presented to the House of Representatives
pursuant to Section 44 of the Public Finance Act 1989





Our Whakataukī

**Ko te Tamaiti te
Pūtake o te Kaupapa**

**The Child — the Heart
of the Matter**



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Our Ambition

**Equity and Excellence in
outcomes for all learners**

Our values



Poutokomonawa

We are grounded, resilient,
purposeful, resolute, and
focused.



Whakawhānaungatanga

We build relationships based
on care, trust, integrity,
inclusiveness, and learner
agency.



Mahi tahi

We work together to achieve a
common goal and purpose
through collaboration, and
collective responsibility.

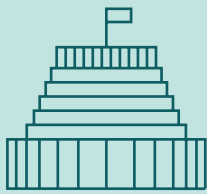
This is the Annual Report for

The Education Review Office

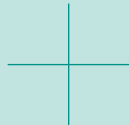
Te Tari Arotake Mātauranga (ERO)

ERO was
established
on 1 October

1989



We are the New Zealand Government's external evaluation agency, an independent government department headed by Chief Executive (CE) and Chief Review Officer (CRO), Nicholas Pole.



We deliver evidence-based review and evaluation insights focusing on equitable and excellent outcomes for all learners.

We inform and facilitate improvement in early childhood services, kōhanga reo, puna kōhungahunga, kura and schools.



56

Early Childhood Services Review Officers



58

School Review Officers
(evaluation partners in schools)



12

Kura Kaupapa and Māori-medium Review Officers



6

Moana Pacific Review Officers



Our independent and objective review and evaluation provides critical insights into the New Zealand education system.



Te Ihuwaka | Education
Evaluation Centre

Te Pou Mataaho | Evaluation
and Research Māori

Research that provides unbiased evaluation and analysis of the performance of the education system and insights into topical issues affecting the education sector.

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Ki te tirohanga a te Tumu Whakarae mō te Arotake Mātauranga

Kei te ahu whakamua tonu Te Tari Arotake Mātauranga i roto i ngā wāhanga matua, ahakoa te whai pānga nui tonu o te ohotata Kowheori-19 ki te āhua tonu o te tau kua pahure. He maha ake ngā kura e whakawhiti atu ana ki Te Ara Huarau (te aronga aromātai hou i ngā kura), ā, e hāpaitia ana te whai huarahi o ngā ratonga mātauranga kōhungahunga mō te whakatairanga tonutanga. Ko tō mātou mōhiotanga, inarā tonu ki ngā pānga o te Kowheori-19 ki ngā kura auraki me ngā kura arareo Māori, kua tino whakapakarihia e ngā rangahau me ngā aromātai i te rāngai whānui i tēnei tau. Kua whakapakarihia hoki e mātou ō mātou pūkenga reo rua, whai muri i te whakaputanga me te whakatinanatanga o He Taura Here Tangata, arā, i tā mātou rautaki Māori.

I te aronga ā-motu a Aotearoa ki te Kowheori-19 i whanake haere ai, i pērā hoki tā Te Tari Arotake Mātauranga aronga. I tahuri wawe mātou ki te āta whakatau i te ahu whakamua tonu, i runga anō i te āhua o Ngā Takune Rautaki 2020-24. Ehara i te whakatutukitanga māmā noa, nā te haere ngātahi o te tau tuatahi o tā mātou rautaki me te putanga mai o te mate urutā Kowheori.

I te tau kua pahure nei, ko ngā pānga o te Kowheori-19, me ngā aronga ki te urutā, i panoni i te āhua tonu o tā mātou mahi tahi ki ngā kura me ngā ratonga mātauranga kōhungahunga. Ko tētahi tino āwangawanga, ko te wāteatanga mai o ngā kaimahi ki te mahi, me te pānga o taua tūāhuatanga ki te āhua mahi. E hia kē nei ngā hāora ako kua ngaro nei i ngā ākonga, ā, kua tino heke iho te taetae atu ki te kura me ngā ratonga mātauranga kōhungahunga i te wā o te Kowheori-19. He mātuatua ake, he wero nui ake hoki tā mātou whāinga ki te hāpai i te kaha toro atu o ngā kura me ngā ratonga ki ngā ākonga katoa, me te whakapiki ake hoki i te taetae atu ki te ako, puta noa i te motu.

Ka toro atu ngā mahi a Te Tari Arotake Mātauranga ki tua atu i te arotakenga o ngā kura kei raro i te maru o Te Ara Huarau. Ka aromātai mātou i te whakaratonga mātauranga mō te takiwā o ngā ākonga 780,000 i ngā kura auraki me ngā kura arareo Māori, ā, ka aromātai hoki i te whakaratonga o te mātauranga i ngā kāinga (kei te takiwā o te 9400 ngā tamariki me ngā rangatahi), ā, i ngā ratonga mātauranga kōhungahunga hoki (neke atu i te 222,900 ngā ratonga kua raihanatia) puta noa i te motu.

Ko tētahi o ngā tino wero i pupū ake ai i te Kowheori-19, ko tō mātou āheinga ki te tae ā-tinana atu ki ngā akoranga kōhungahunga, me ngā kaiārahi, ngā poari hoki o ngā kura, i a mātou e whakahaere ana i ngā arotakenga. Hei aha koa, i tere panoni mātou ki te whakahaere arotakenga mā te tae ā-tinana atu me te mahi ā-ataata hoki, ā, i ētahi wā ko te mahi ā-ataata anake tā mātou i whai atu, kia āhei tonu ai mātou ki te mahi ngātahi ki ngā kura me ngā ratonga i ngā wā e taea ana ngā arotakenga te whakahaere.

Nā tā mātou aronga, i āhei ai mātou ki te whakawhiti i tētahi rahinga pai tonu o ngā



kura kāwanatanga arareo Pākehā, me ngā kura āhuatanga motuhake o te kāwanatanga ki Te Ara Huarau. Mai i te whakatinanatanga, kua whakauru mātou i te 56 ōrau o ngā kura, ā, e takune ana kia whakawhiti atu te toenga o ngā kura kāwanatanga arareo Pākehā, āhuatanga motuhake hoki ki te aronga hou hei te mutunga o te tau 2023 ki te tīmatanga tonu o te tau 2024.

Kei te māramahia e mātou he mea whakaharahara te pātuitanga ki a Ngāi Māori, me te whai whakaarotanga o roto i te hanganga ngātahi ki te āhua motuhake tonu o ia horopaki. Ka mahi ngātahi a Te Uepū ā-Motu ki a Ngāi Māori i roto i ngā Kura Kaupapa Māori me ngā arareo Māori. I tēnei tau, i mahi mātou ki te taha o ngā whare akoranga 179 e whai ana i te huarahi o te whakatairanga tonutanga, mai i ngā Kōhanga Reo, ki ngā Puna Reo, ngā Kura Kaupapa Māori, ngā Kura ā-Iwi, me ngā Wharekura.

I tēnei tau, i arotake hoki mātou i Te Aho o Te Kura Pounamu (Te Kura), arā, i te kura rahi rawa atu o Aotearoa e poipoia ana ngā ākonga takimano i te wā kotahi. He nui ngā kawekawe a te kura ki te rāngai mātauranga, tae atu hoki ki te poipoi i te hunga ako whakamōrea. E miramira ana tā mātou pūrongo i taua tūāhuatanga, ā, ka toko ake hoki i ngā pātai mō te whakaratonga o ngā pūtea, nā te āhua tonu o ā rātou mahi ki te taha o ngā ākonga e tino whakamōrea ana, me te kaha tupu ake o te tatauranga ākonga whai muri i tā rātou arotakenga o mua, i te tau 2015. (Kei te whārangi 48 o tēnei pūrongo.)

Kua whakawhanake hoki mātou i ētahi rauemi hei hāpai i ngā ratonga mātauranga kōhungahunga ki te arotake me te aromātai i te kawenga takohanga me te whakapaitanga. Ka haere tonu ā mātou mahi i raro i te maru o Ngā Ara Whai Hua: Quality Framework for

Evaluation and Improvement i whakapuakihia ai i te tīmatanga o te tau 2019 (mā te whakapuakitanga o Akanuku | Assurance Reviews ka tahi, ka rua ko Akarangi | Quality Evaluations i te tīmatanga o te tau 2020, ki ngā whare mātauranga kōhungahunga e tū motuhake ana). I tēnei wā, he mahi anō ā mātou ki ngā rōpū kāwana e whakahaere ana i ngā whare kōhungahunga me ngā ratonga ā-kāinga. (Kei te whārangi 39 o tēnei pūrongo.)

He tau tōnui tēnei mō ā mātou rōpū rangahau i Te Ihuwaka me Te Pou Mataaho, i a rātou e whakarato tonu ana i te aromātai tōkeke, i te tātari tōkeke hoki o te āhua o ngā mahi ki te pūnaha mātauranga.

Ko ā mātou kohinga rangahau mō te Kowheori-19, i huraina ngā pānga o te mate urutā ki te ako me te whakaako, ā, i tautuhi hoki i te tangongitanga o ngā whakaritenga auaha, whakaritenga whai hua e kawea ake ana e ngā kura hei hāpai i ā rātou ākonga. Kua kohikohi mātou i te whānuitanga o ngā tūmomo hōtuku, whai muri i te nohonga rāhui tuatahi i tū ai i te tau 2020, ā, kua whakapuakihia ngā akoranga me ngā tirohanga ki ngā wero i pā ai ki ngā tumuaki, ngā kaiako, me ngā ākonga.

Ko ā mātou pūrongo ā-motu, pērā i He Iho Ruruku – Ngā Tirohanga a Ngā Kura-ā-Iwi; a Te Kura Kaupapa Māori; me ngā kura arareo Pākehā he whakatakotoranga tirohanga anō ki te pānga me ngā huarahi urupare o te Kowheori-19 ki ngā ākonga Māori, puta noa i te rāngai mātauranga. Ko ngā pūrongo Arareo Māori mō ia tōpūtanga whakahaere o ngā Puna Reo, ngā Kōhanga Reo, me ngā kura o Te Aho Matua, i kapo atu i te reo o ngā ākonga, ngā whānau, ngā kaiako, me ngā kaiārahi, arā, i ā rātou wheako, ā rātou urupare hoki ki te mate urutā o te ao, tae atu ki ā rātou aronga mātauranga mā te kaupapa Māori.



Ko tētahi o ngā tūmanako i tā mātou rautaki a He Taura Here Tangata, ko te tū hei rōpū whakahaere e paihere ana i ngā pātuitanga ki a Ngāi Māori, kia whai pūtake, kia tūturu, kia whakawhirinaki, kia tū ngātahi hoki te pātuitanga. Hei hāpai tonu i te whakapūmautanga ake a Te Tari Arotake Mātauranga i Te Tiriti o Waitangi hei tūāpapa o ā mātou mahi, kei te titiro whakamua mātou ki te āta mahi tahi me Te Ara Pae. He rōpū tēnei o ētahi kaiārahi Māori e tino whakautea ana, ā, kua whakaae rātou ki te mahi tahi me mātou ki te āta whakatau i te whai wāhi nui, i te eke angitu hoki o ngā tamariki Māori me ngā rangatahi Māori i roto i te mātauranga, hei Māori.

I tēnei tau, kua whakatutukihia e mātou ētahi tūāoma nui i tō mātou huarahi ki te reo ruatanga o tō mātou rōpū whakahaere, mā te whakatinanatanga o He Taura Here Tangata, me ngā mahere e whakatutuki ana i ngā tūmanako o te mahere reo Māori a Te Taura Whiri i te Reo Māori me te Mahere Whāinga Amorangi a Te Arawhiti. Ko tā mātou aronga, ko te whakapiki ake i ō mātou āheinga ki te whai māramatanga ki te Tiriti, ki te reo Māori, ki ngā tikanga Māori, me te āta tūhonohono atu ki ngā iwi Māori. Heoi, he mea nui kia kōkiri tonu mātou i aua mahi i ia tau, ā, e manawanui ana ahau mō te tau kei te tū mai, me tā mātou ahu whakamua tonu.

Kei te haumi tonu mātou i ā mātou mahi ki te kapo atu me te whakamahi i ngā mōhiohio, kia nui rawa atu ai te whai pānga ki ngā ākonga katoa. Kei te whakaemi mātou i tētahi rōpū iti ka hautū i te wāhanga o te Hōtuku me ngā Tirohanga, hei whakapuaki i ngā tirohanga mō ngā wāhanga katoa o Te Tari Arotake Mātauranga, hei āhuatanga tonu o ā mātou mahi ki te whai aronga ake mā ngā hōtuku me ngā mōhiohio.

Kei te whiwhi mātou i nāiane, i ngā hua o tā mātou haumi ki te whakahou ake i ā mātou tūāpapa hangarau. Nā te whakawhiti atu ki te SharePoint (M365), kua māmā ake te whakapā atu me te whakamahi i ā mātou pūnaha, ā, kua ngohengohe ake ō mātou huarahi mahi me ō mātou wāhi mahi.

Hei wāhanga tonu o te kōkiritanga a te Kāwanatanga e meatia ana ko te “Māori Language Education Funding to Support Provision and Growth”, kei Te Tari Arotake Mātauranga te mahi ki te aromātai, ki te rangahau, ki te aroturuki, ā, ki te hāpai hoki i ngā kura arareo Pākehā, i a rātou e whai wāhi atu ana ki te whakapuaki i te kōunga o ngā whai wāhitanga reo Māori ki ngā ākonga katoa. Nō mātou te whiwhi ki te whai wāhi atu ki tēnei mahi whakaharahara e hāpai ake ana i Tā te Karauna Rautaki mō te Whakarauoratanga o te Reo Māori – Maihi Karauna. Kua tīmata kē mātou, ā, ka haere tonu ngā mahi ki te taha o ngā kura ki te whakawhanake i te aronga ngātahi mō te whakapuakitanga.

Mā te Oversight of Oranga Tamariki System and Children and Young People’s Commission Bill ka puta te tū motuhake o ngā mahi aroturuki me te huarahi kōamuamu e pā ana ki a Oranga Tamariki, ā, ka kaha ake te taunaki i ngā take mō ngā tamariki me ngā rangatahi. Hei āhuatanga tonu o taua herenga ā-ture hou, ka tū Te Mana Whakamaru Tamariki Motuhake hei umanga a-tari motuhake ka arahina ai e tōna ake Tumūaki Whakahaere, ā, ka whakauwhingia e Te Tari Arotake Mātauranga. Hei te Haratua o te tau 2023 te whakaritenga whakauwhi tīmata ai.

Kia tirohia te whānuitanga tonu o te rāngai, ko te āhua nei ka pā tonu mai ngā tauwhatinga o te Kowheori-19 mō te wā roa tonu. E whakatūpato ana ā mātou rangahau i te whai pānga wā roa tonu o te Kowheori-19 ki ngā



ākonga, me te kaha pā ake o aua kawekawe ki ētahi rōpū, i ētahi atu. Nā te wā auroa o te hekenga o ngā hāora ako, kua whakapuakihia e ngā tumuaki me ngā kaiako ā rātou take āwangawanga mō te waiora o ngā ākonga, me te ahu whakamua, te eke angitu hoki, tae atu ki te hekenga iho o te taetae atu ki te kura.

Ka haere tonu ngā mahi a Te Tari Arotake Mātauranga ki te hāpai i tā te Kāwanatanga, i tā te pūnaha hoki e whāia ana, hei whakamauru, hei whakatutuki hoki i aua wero. Ko tā mātou tū motuhake atu i ngā kura me ngā ratonga mātauranga kōhungahunga, i ngā umanga hoki e whakatakoto ana i ngā kaupapa here, ngā pūtea, me ngā taumata, e hāpai ana i a mātou ki te kōkiri i ngā panonitanga me ngā whakapaitanga e whai hua ake ana. Ka taea e mātou ngā tirohanga me ngā taurangi te whakarato ki te Minita, te Kāwanatanga, ngā mātua, ngā whānau, me te rāngai whānui tonu, mā te whakaaro huritao ki te kounga o te pūnaha me te whakaratonga o te mātauranga i Aotearoa.

Ka titiro whakamua ahau ki te tau kei te heke mai, ā, ka whakaneinei mātou ki te tautoko tonu i ngā kura me ngā ratonga mātauranga kōhungahunga i runga i ō rātou huarahi whakatairanga; ki te whakapakari ake i ngā hononga ki a Ngāi Māori; ki te whakamahi i ā mātou hōtuku kia whai hua ake ai; ki te tautoko i te whakarauoratanga o te reo Māori; ā, ki te whakauwhi anō hoki i Te Mana Whakamaru Tamariki Motuhake.

Ko tā mātou ānga, ko te whakapono ki te mātauranga whai kounga hei mōtika o ia tamaiti, o ia rangatahi o Aotearoa i runga i tō rātou huarahi mātauranga – mai i ngā akoranga o te mātauranga kōhungahunga, tae noa atu ki tā rātou wehenga i te kura.

Ka whakatinanahia e mātou tā mātou whakataukī, arā, Ko te Tamaiti te Pūtake o te Kaupapa.

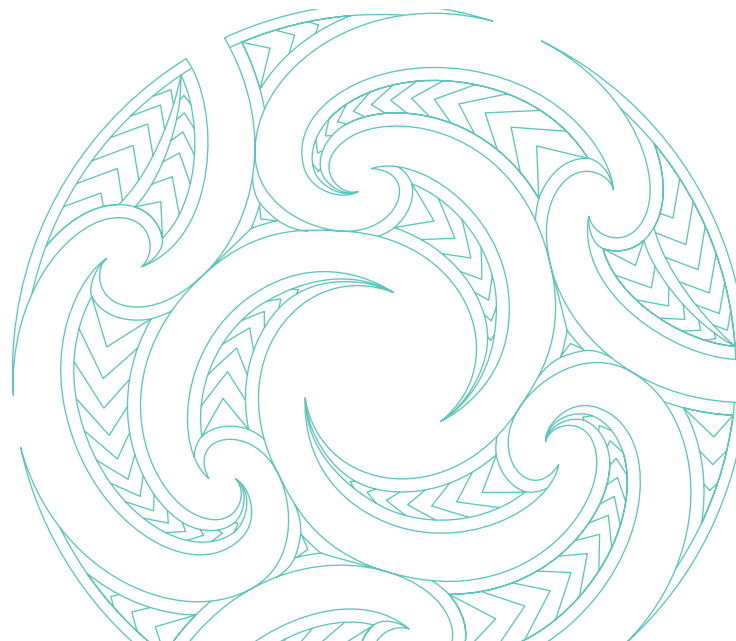
Mō ngā whakatutukitanga ā mātou, mō ngā mahi ka whāia tonuhia e mātou, nei ahau ka mihi ki tō mātou hunga e kōkiri ana i tō mātou wawata: otirā, mō te mana taurite me te hiranga i ngā putanga ki ngā ākonga katoa.

Nicholas Pole

Te Tumu Whakarae mō te Arotake Mātauranga

Mahuru 2022 | September 2022

Ko te Tamaiti te Pūtake o te Kaupapa
The Child - the Heart of the Matter





Chief Review Officer's Overview

ERO continues to make progress in key areas despite another year shaped by the ongoing Covid-19 emergency. More schools are transitioning into *Te Ara Huarau* (the new approach to evaluation in schools) while early childhood services are being supported on a pathway towards ongoing improvement. Our knowledge base, particularly on the impacts of Covid-19 in schools and kura, is significantly strengthened by this year's system-wide research and evaluations. We have been building our bilingual capabilities since the release and implementation of *He Taura Here Tangata*, our Māori strategy.

As Aotearoa New Zealand's national response to Covid-19 evolved, so did ERO's. We acted quickly to ensure continued progress in line with our Strategic Intentions 2020-24. This was no small feat, as the very first year of our strategy coincided with the emergence of the Covid-19 pandemic.

During the year, the effects of and response to Covid-19 changed the way we worked with schools and early childhood services. Staff availability continued to be a real area of concern, impacting on performance. Learners have missed hundreds of learning hours and attendance dropped significantly during Covid-19 in schools and early childhood services. Our goal of supporting schools and services to engage with all learners and lift attendance around the country has become more important and more challenging.

The scope for ERO's work goes beyond the schools reviewed under *Te Ara Huarau*. While we evaluate the education provision for approximately 780,000 learners enrolled in schools and kura, we also evaluate homeschooling provision (about 9400 children and young people) and early childhood services (over 222,900 licensed places) across the country.

One of the significant challenges presented by Covid-19 was our ability to be onsite working

with early learning, school leaders and boards while undertaking reviews. Nevertheless, we quickly shifted to a combination of onsite and virtual reviews, or in some cases entirely virtual, to ensure we could still work with schools and services where reviews were possible.

Our approach meant that we were able to transition a reasonable number of English-medium state and state integrated schools into *Te Ara Huarau*, the new approach to evaluation in schools. Since implementation, we have enrolled 56 percent of schools, and expect the remaining English-medium state and state integrated schools to be transitioned into the new approach by end of year 2023 to early 2024.

We understand the importance of partnerships with Māori where co-construction considers every setting unique. Te Uepū ā-Motu, our Māori Review Services work collaboratively with Māori in Kura Kaupapa and Māori-medium. This year, we worked alongside 179 institutions from Kōhanga Reo, Puna Reo, Kura Kaupapa, Ngā Kura ā Iwi and Whare Kura on a journey of improvement.

This year we also reviewed Aotearoa New Zealand's largest school Te Aho o Te Kura Pounamu (Te Kura) which has thousands of learners enrolled at any one time. The school plays a number of significant roles in the



education system, including educating those most at risk. Our report highlights this and asks questions about the provision of funding considering their work with alienated students, and its significant roll growth since their last review in 2015 (Page 48 in this report).

We have also developed resources to support early childhood services in review and evaluation for accountability and improvement. Our work continues under *Ngā Ara Whai Hua: Quality Framework for Evaluation and Improvement* which started in early 2019 with the introduction of Akanuku | Assurance Reviews followed by Akarangi | Quality Evaluations in early 2020 in standalone centre-based early childhood services. We are currently doing further work with governing organisations that manage centre-based and home-based services (Page 39 in this report).

This year was a productive one for our research teams in Te Ihuwaka | Education Evaluation Centre and Te Pou Mataaho | Evaluation and Research Māori as they continue to provide unbiased evaluation and analysis of the performance of the education system.

Our Covid-19 research series uncovered the impacts of the virus on learning and teaching and identified a wide range of innovation and positive practices schools have adopted to support their learners. We have collected a wide range of data since the first lockdown in 2020 and shared lessons and insights on challenges faced by principals, teachers and learners.

Our national reports such as *He Iho Ruruku – Perspectives from Ngā Kura-ā-Iwi; Te Kura Kaupapa; English-medium* also provided insights on the impact and responses of Covid-19 on Māori learners across the education sector. Reports in Māori-medium for each governing body for Puna Reo, Kōhanga

Reo and Te Aho Matua Kura captured the voices of learners, whānau, kaiako and leaders and their experiences and responses to the global pandemic and their educational approaches within kaupapa Māori.

One of the objectives in our strategy *He Taura Here Tangata* is to be an organisation that builds purposeful, authentic, trusting, collaborative partnerships with Māori. To further support ERO in upholding Te Tiriti o Waitangi as a cornerstone of our mahi, we are looking forward to working closely with Te Ara Pae. This rōpu of well-respected Māori leaders has agreed to work with us to ensure Māori tamariki and rangatahi can enjoy and achieve education success as Māori.

This year we have reached major milestones towards becoming a bilingual organisation with the implementation of *He Taura Here Tangata*, our Māori strategy, complete with plans that meet the expectations of *Te Taura Whiri Māori Language Plan* (Māori Language Commission) and *Whainga Āmorangi Plan* for Te Arawhiti (Māori Crown Relations Office). Our focus is growing our capability in Treaty literacy, te reo Māori, tikanga Māori and building strong relationships with iwi Māori. However, it is important we continue to progress this work every year and I am confident we will see further progress in the year ahead.

We continue to invest in how we capture and use information to have the greatest impact for all learners. We are creating a small team to head a Data and Insights Unit to deliver insights for all areas of ERO as part of our work to become more data and intelligence led.

We are now reaping the benefits of our investment in modernising our technology platforms. The move to a SharePoint (M365) environment means our systems are becoming

more easily accessible, user friendly and enable our people to be more flexible in how, and where we work.

As part of the Government's initiative, *Māori Language Education Funding, to Support Provision and Growth*, ERO has been tasked to evaluate, research, monitor and support English-medium schools as they contribute to delivering quality te reo Māori opportunities for all learners. We are privileged to be part of this important mahi to support the Government Strategy for Māori Language Revitalisation — *Maihi Karauna*. We have already started and will continue to work with schools to develop a collaborative delivery approach.

The Oversight of Oranga Tamariki System and Children and Young People's Commission Bill provides for independent monitoring and complaints oversight for Oranga Tamariki, and greater advocacy for children's and young people's issues. As part of this new legislation, the Independent Children's Monitor (ICM), led by its own Chief Executive, will become an independent departmental agency, hosted by ERO. The hosting arrangement will take effect from May 2023.

Looking across the Education sector, we expect Covid-19 to continue causing disruption for some time. Our research cautions that this will have longer-term impacts for learners, some groups more than others. With prolonged periods of reduced learning hours, principals and teachers have raised their concerns about learner wellbeing, progress and achievement, and reduced attendance.

ERO will continue our mahi to support the efforts of the Government and the sector to mitigate and overcome these challenges. Our independence from schools and early childhood services, from agencies that set policy, funding and standards, help us as we push for positive change and improvement. We are able to provide insights and assurance to the Minister, the Government, parents, whānau and the broader sector reflecting on the quality of the system and of education provision within Aotearoa New Zealand.

As I look to the year ahead, we look forward to continuing our support of schools and early childhood services on their improvement journeys; building stronger relationships with Māori; making better use of our data; supporting the revitalisation of te reo Māori; and hosting the Independent Children's Monitor.

Our driving force remains a belief that a quality education is the right of every child and young person in Aotearoa New Zealand on their educational pathway — from early childhood learning until they leave school.

We live by our Whakataukī: Ko te Tamaiti te Pūtake o te Kaupapa, The Child — the Heart of the Matter.

In all we have done, and will continue to do, I would like to acknowledge our people in driving our ambition: equity and excellence in outcomes for all learners.

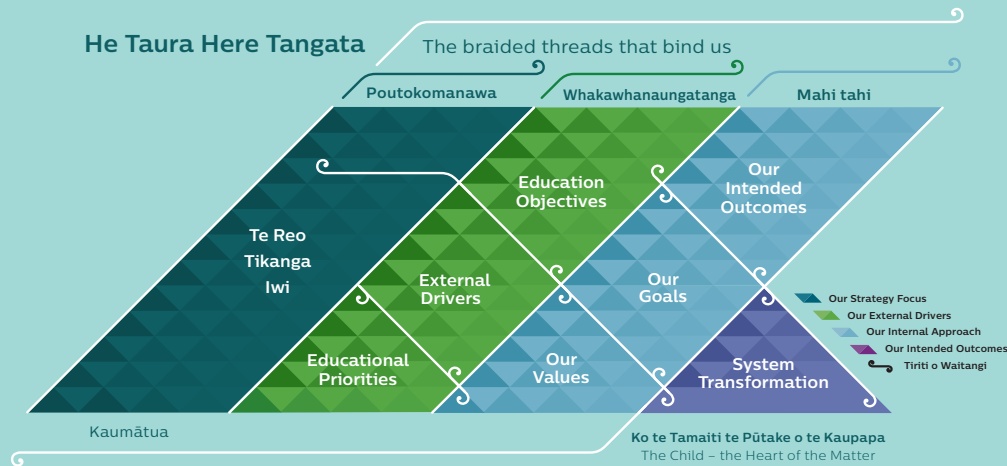
Nicholas Pole



**Te Tumu Whakarae mō te Arotake Mātauranga
Chief Executive and Chief Review Officer**

Mahuru 2022 | September 2022

Ko te Tamaiti te Pūtake o te Kaupapa
The Child - the Heart of the Matter



Giving effect to Te Tiriti o Waitangi/ The Treaty of Waitangi

The Public Service Act 2020, section 14 explicitly recognises the role of the public service to support the Crown in its relationships with Māori under Te Tiriti o Waitangi/The Treaty of Waitangi.

ERO actively supports the Crown in meeting its obligations to Te Tiriti. We strive to give effect to the Crown's obligations under the articles in Te Tiriti:

- **Kawanatanga:** Governance by the Crown.
- **Tino Rangatiratanga:** Rights of Māori to have undisturbed possession of their taonga.
- **Ōritetanga:** Full citizenship and rights of Māori.

Our vision is grounded in our pursuit of equity and excellence for Māori learners and we focus on successful outcomes that support Māori identity, language and culture.

We have developed a strategy to become a bilingual, bicultural organisation with te ao Māori braided into the ethos of our mahi. Read more about He Taura Here Tangata, ERO's Māori Strategy in this report (page 16).

Our Strategic Intentions articulate our aim to support Māori enjoying and achieving success as Māori.

- We aim to ensure that our system works to deliver equitable outcomes for Māori learners.

- We are working with whānau, hapū and iwi to help recognise the educational aspirations for their tamariki.
- Growing our capabilities, including kaupapa Māori approaches in our research and evaluation.
- ERO's research and evaluation aims to provide valuable insights on Māori learner success.
- We support the revitalisation of te reo Māori across the education sector.

Adding value in Māori-medium settings through partnerships and innovation by:

- Working collaboratively with individual Māori-medium providers to share insights and contribute to their ongoing improvement.
- Continuing to deliver evaluations where whānau and learner agency is acknowledged and respected from the onset.
- Maintaining a shared ERO and Māori-medium governing body wrap-around service to those needing focused development for improvement.

Mō mātou | About us

ERO's aim is to improve education system performance; promote and inform quality teaching practices; provide information and advice to policymakers, education sector leaders, and other government agencies through institutional reviews and system-wide evaluation.

Our work ensures that New Zealanders can have confidence in early childhood services, kōhanga reo, puna kōhungahunga, kura and schools in Aotearoa New Zealand, and lift performance in areas that need it most. We provide evidence-based information to:

- improve system performance
- promote and inform quality teaching practices
- advise policymakers and leaders.

Our Core Functions



The functions and powers of the Chief Review Officer are described in the Education and Training Act 2020 (The Act). The Act gives the Chief Review Officer the power to initiate institutional reviews (General or Special); prepare reports for the Minister of Education and give the Minister assistance and advice on the performance of the education institutions.

Institutional reviews are concerned with the provision of education to students in schools

and kura; early childhood services; kōhanga reo, puna and kōhungahunga; those with enrolment exemption (home schooling); students accommodated in school hostels; and registered private schools. The Chief Review Officer designates approximately 135 review officers to undertake reviews across the country.

The Chief Review Officer initiates most of ERO's work, while the Minister of the day may also request reviews of specific aspects of education.

ERO makes recommendations to the Minister and to other education agencies (such as the Ministry of Education, New Zealand Qualifications Authority, and Teaching Council of Aotearoa New Zealand) and individual schools and early childhood service providers.

Our findings often include recommendations for action in respect of policy settings, investment, or identify areas to improve practice. The publication of ERO's reports remains the prerogative of the Chief Review Officer and is free from influence. All ERO reviews and evaluations support positive outcomes for all learners.

Our institutional reviews consider the particular setting of the learner and take place in different contexts:

- **Kura Kaupapa Māori** — Te Aho Matua Kura Kaupapa Māori, Ngā Kura a Iwi, and Ngā Kohanga Reo
- **Māori-meduim** - Ngā Puna Reo, Kura Motuhake; and other Māori immersion settings

- **English-medium** — all state and state integrated schools and kura; and all centre-based, home-based and hospital-based early childhood services
- **Pacific-medium** — all state and state integrated schools and kura, and all centre-based, home-based and hospital-based early childhood services.

Our system-wide inquiry, evaluation and research supports education system improvement

We evaluate the performance of the system to provide evidence to the education sector about ways to achieve more equitable levels of participation, engagement and achievement. Areas of focus include the evaluation of education for specific groups of students (e.g high priority learners), key aspects in the provision of The New Zealand Curriculum, and topical issues affecting learners (e.g bullying and learner wellbeing). National evaluations regularly capture the voice of children and young people through learner surveys, focus groups and interviews.

Our findings inform the Minister of Education about system-level performance and provide insights about which programmes and investments make the biggest difference to learner outcomes.

Our work and resulting reports provide New Zealanders with access to evidence-based information about early childhood services, kōhanga reo, puna kōhungahunga, kura and schools.

Our approach helps those who we work with to lift their performance in evaluation and to improve their practices to ensure a positive outcome for all learners.

Our review reports support parents, caregivers and whānau with information that help them be more involved in the success of a child's education. We are also fortunate that whānau, hapū and iwi access our reports, to understand how the education system serves Māori.

Our operating environment

In 2019/20 the New Zealand Government set a significant agenda for reform across the education system and started working towards a 30-year strategic approach with the aim of building the best education system in the world.

The government's vision is underpinned by and set out in the context of the National Education and Learning Priorities (NELP). It outlines the key objectives to improve outcomes and wellbeing across the education system.

Objective 1: Learners at the centre – Learners with their whānau are at the centre of education

Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner

Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau

Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives

Objective 5: World-class inclusive public education – New Zealand education is trusted and sustainable

The Minister of Education agreed ERO's strategic framework at the end of 2019. It sets out our long-term ambition statement, strategic intentions, goals and values, along with a firm commitment to honour our obligations under Te Tiriti o Waitangi.

Adapting and responding to the challenges of Covid-19

The Covid-19 pandemic is continuing to have a profound impact on the education sector in Aotearoa New Zealand. Since 2020, the sector has had to adapt to meet the challenges of lockdowns, school closures, and staff and student sickness.

ERO was unable to fully complete its reviews of schools and early childhood services during the Covid-19 lockdowns in 2020, 2021, which continues in 2022.

The first Covid-19 case was reported in Aotearoa New Zealand on 28 February 2020. Over the following months, our organisation contended with rapid changes in the sector, brought on by lockdowns, remote learning, and new ways of working.

By early 2021, ERO was now familiar with many aspects of working in a Covid-19 responsive way. Mirroring the education sector, we worked with heightened awareness of hygiene practices, physical distancing and mask wearing for the early part of 2021. With this in mind, we were able to continue work in the field, both from review and research perspectives.

As the year progressed, more contagious Covid-19 variants spread across Aotearoa New Zealand and a new wave of lockdowns would follow. An Alert Level 4 nationwide lockdown would begin in mid-August 2021 returning people to their homes, closing all but essential businesses and limiting travel. Lockdowns would then extend with a focus on Northland, Auckland and, at some points, parts of the Waikato through September, October, and November.

These lockdowns would impact early childhood services and schools, providing considerable challenges to our staff, programme of work, and community.

By December 2021, the nature of the virus was changing; faster spreading variants were present abroad, and the rate of vaccination was increasing domestically. The government's response would change too, with the introduction of the Covid-19 Protection Framework in December 2021.

As regions moved through the various protection framework levels, ERO's ability to work alongside schools and early childhood services would also be impacted. In the initial stages of Red and Orange under the Covid-19 Protection Framework, reviews in the sector would be undertaken on a case-by-case basis following a risk assessment. Some reviews were delayed, others undertaken virtually rather than in-person.

ERO would adapt as the Covid-19 Protection Framework evolved. An approach was developed to enable reviews to be undertaken through a combination of onsite and virtual review or entirely virtual depending on the Covid-19 impacts of a learning provider.

ERO's Covid-19 response through 2021/22 can be described over three different timeframes:



Photos Kelly Sikkema on unsplash

Early 2021 – July 2021

During this period, the impact on ERO's ability to work in the sector is unexceptional as case levels remain low. We continue to apply what we have learnt during previous lockdowns.

August 2021 – November 2021

ERO's work programme is impacted with limited ability to review in person in some schools, centres and kura due to lockdowns under the Covid-19 Alert Level system. During this period there was a nationwide Alert Level 4 lockdown in August, followed by continued Level 3 lockdowns in Auckland, Northland and the Waikato through September and October. In some cases, this extended into November. In these areas review and evaluation work was not possible in person; if at all.



December 2021 – April 2022

Our work programme is being impacted in new ways. The ability to review in person in some schools, centres and kura is limited due to the spread of new Covid-19 variants. During this period, due to the rise of new Covid-19 variants, there were rapid changes to the government's Covid-19 response. ERO adapted by working in schools to respond to the needs of learning environments; many of which have introduced online/hybrid learning. Teacher and learner absences due to the fast spread of Omicron and Delta variants were common.

Tā Mātau Mahere Rautaki

Our strategic framework 2020–2024

ERO's strategic framework sets out our long-term ambition statement, strategic intentions, goals and values, along with a firm commitment to honour our obligations under Te Tiriti o Waitangi.

Our Ambition



Equity and excellence in outcomes for all learners

Our Strategic Intentions



High quality education for all learners

We work to ensure that every early learning service, school and kura is a great place to learn, has excellent teaching, and contributes to the success and wellbeing of every learner.



An improvement-oriented system

We are committed to finding solutions to the most difficult challenges in education. We promote and contribute to continuous improvement where evidence and evaluation are fundamental to decision making at all levels.



Māori success as Māori

We work for the revitalisation of te reo Māori, place a spotlight on outcomes for Māori learners and ensure that our system recognises the aspirations of parents and whānau for their tamariki.



A strong and effective system

We assess the effectiveness of existing programmes and policy settings. We contribute to the knowledge base about what works, and create insights which support innovation and improvement in teaching and learning.

Our Commitment

We work to ensure that as an organisation and a system we honour our obligations under Te Tiriti o Waitangi.

How we deliver



Enhancing our multi-year, multi-method evaluation and research programme

1. Establish system-wide priorities for research and evaluation.
2. Monitor the delivery of the government's system reform and inform policy and practice by eliciting new insights.
3. Build a knowledge and evidence base in support of effective policy and practice in priority areas.
4. Grow capabilities in kaupapa Māori approaches in our research and evaluation.
5. Embed evaluative thinking and promote evidence informed decision making.



Strengthening the quality and performance of early learning services

6. Evaluate all licensed services in Aotearoa New Zealand at least once every three years.
7. Strengthen monitoring and assurance of new early childhood services.
8. Embed a new quality framework for early childhood services to drive improvement.
9. Provide parents and stakeholders with better access to information on quality.
10. Undertake regular assessments of the quality assurance and service development activities of umbrella organisations and corporate entities with multiple services in support of their own improvement focus.
11. Identify and ensure action for those services that are not providing high-quality learning.



Encouraging and supporting improvement in school performance

12. Develop and implement a new approach to school reviews that ensures that ERO is a valued evaluation partner in the improvement journey of providers, and places a priority on working with those providers with the greatest needs.
13. Work in partnership with schools and their communities in support of their continued improvement.
14. Provide parents with better access to information on school quality and performance.
15. Share insights and expertise with providers and their communities to ensure that their practices deliver equity in outcomes for all learners.
16. Increase alignment between external and internal evaluation and the linkages of both within schools' planning and improvement cycles.



Adding value in Māori-medium settings through partnerships and innovation

17. Work collaboratively with individual Kaupapa Māori and Māori-medium providers to share insights and contribute to their ongoing improvement.
18. Continue to deliver evaluations where whānau, hapū, iwi and learner agency is acknowledged and respected from the onset.
19. Maintain a shared ERO and Māori-medium governing body wrap around service to those needing focused development for improvement.
20. Support and influence Māori success as Māori in English-medium schools.



He Taura Here Tangata: The Braided Threads That Bind Us ERO's Māori Strategy

Ehara taku toa ite toa takitahi. Engari, he toa takitini.
My strength is not that of one, but that of many.

Our aim is to become a bilingual, bicultural organisation with te ao Māori braided into the ethos of our mahi. To achieve this, we worked alongside Māori to develop *He Taura Here Tangata*, our Māori strategy. ERO also consulted with staff across our organisation before launching our strategy in April 2021.

During the year, ERO staff have been building capabilities in three key areas: te reo Māori, tikanga Māori and iwi Māori with a commitment to Te Tiriti o Waitangi – Treaty of Waitangi.

We have developed clear and easily accessible resources that guide and support ERO staff on their bilingual journey, including a handbook that sets out our vision, values and expectations.

He Taura Here Tangata reached important milestones in meeting the expectations set for strategy and action plans from Te Taura Whiri Māori Language Commission and Te Arawhiti Māori Crown Relations Office.

One year on and we are already showing a marked improvement

The impact of our initiatives is clear in both 2021 and 2022 Te Arawhiti Survey results. In 2021, our teams showed a readiness to build their knowledge in te reo Māori and te ao Māori. We used the results to inform the kinds of initiatives and training we needed to put in place.

In 2022, we have already made improvements in areas such as language capability and

understanding of key concepts of te ao Māori. We used the results to clarify where further support was needed, for example targeted training and have since rolled out Te Rito Modules to all staff.

Te Rito modules are designed to meet the needs of growing cultural capability aligned to the expectations of the Public Service Act 2020 and the expectations of Te Arawhiti. Te Rito training helps the user learn and practise at their own pace with a variety of multimedia features for particular learning styles (for example visual and/or aural).

We continue to make great progress in achieving our key goals towards building capabilities in te reo Māori, tikanga Māori and iwi Māori with a commitment to Te Tiriti o Waitangi – Treaty of Waitangi.



Te Reo Māori

Ko taku reo taku ohooho, ko taku reo taku mapihi mauria – my language is my treasure of immense value, it is the window to my soul.

Internal Goal

To be a bilingual organisation that promotes, values, understands and uses te reo Māori.

Outcomes achieved this year

Our Te Arawhiti survey results (page 18) show 97 percent of ERO staff reported via the Te Arawhiti survey that they have made progress “in my confidence using te reo Māori daily/regularly”.

All our staff have a handbook with Ngā Karakia, Ngā Waiata and kupu to use in their day-to-day mahi.

Scholarships for te reo Māori immersion study were awarded to three staff members to encourage the growth and deepening of reo capability.

Te reo Māori education resources were available to all frontline staff since 2021–2022.

150 frontline staff were provided tutoring in te reo Māori and this was by a mix of in-house expertise and external facilitators.

“Though the road to it is long, the vision of a truly bilingual, bicultural organisation is very motivating and inspiring. Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tīna.”

ERO staff member

“The handbook is one of my most treasured resources. I refer to it almost daily.”

ERO Staff member

Staff celebrated Te Wiki o Te Reo Māori across the organisation, sharing videos on our intranet participating in waiata, karakia, korerorero and sharing resources daily.

External Goal

ERO’s research and evaluations will influence the quality of te reo Māori teaching and learning.

Outcomes achieved this year

We created an exploration of te reo Māori in Kaupapa Māori, and English-medium settings *Kia Manawanui*. This resource was shared with 2,400 English-medium schools during Te Wiki o Te Reo Māori 2021 and published on our website.

Kia Manawanui was promoted with a number of publications highlighting learning conditions that resulted in thriving and flourishing te reo Māori use in education.

We developed a tool for schools to support self-assessment and planning progression of te reo Māori over time. Poutama Reo, a te reo Māori Quality Framework is being trialled throughout 2022 and will be rolled out in 2023 across all English-medium schools.

“The scholarship for me was a taonga – something that I am truly grateful for and mihi to ERO for providing this opportunity. I continue to seek out further opportunities to immerse myself in the reo. I have committed to continuing along my educational pathway this year so I can give back to my whānau, iwi and hapū.”

ERO te reo Māori language scholarship recipient

Te Arawhiti Survey 2022 results

97%

have made progress in their confidence using te reo Māori daily/regularly

87%

have made progress in their confidence to participate in aspects of tikanga Māori

95%

have made progress in their knowledge and understanding of te ao Māori as it applies to our work

88%

have made progress in their knowledge and understanding of meaningful engagement with Māori

90%

have made progress in their knowledge and understanding of how Te Tiriti o Waitangi/Treaty of Waitangi applies to their work

95%

have made progress in their knowledge and understanding of the impacts of colonisation, racial equity and institutional racism

91%

have had PLD opportunities that have helped build confidence in the cultural competencies outlined by Te Arawhiti

Tikanga Māori

Whaowhia te kete mātauranga - Fill your basket of knowledge

Internal Goal

To be a biculturally inclusive organisation, valuing te ao Māori and upholding competence through responsive practice.

Outcomes achieved this year

Our Te Arawhiti survey results show that 95 percent of those who took the survey “have made progress in my knowledge and understanding of te ao Māori concepts as it applies to our work.”

Staff members explored effective culturally responsive pedagogy and the critical importance of language, culture and identity through training with Poutama Pounamu Education Research and Development Centre.

Review and Improvement staff members undertook professional development in te ao Māori concepts that supports their work in early childhood services (relating to Ngā Ara Whai Hua), and in schools (relating to Te Ara Huarau).

We have invested in Te Rito learning modules, developed for use in the Public Service that explore te ao Māori concepts and the meaning behind tikanga and kawa. The modules are available to all staff as part of a team-wide learning approach.

External Goal

ERO will focus on equity and excellence and conduct research into and evaluate the quality of culturally responsive teaching and learning.

Outcomes achieved this year

ERO has undertaken several pieces of research which highlight equity, and culturally responsive teaching and learning. (See Enhancing our Multi-year, Multi-method Evaluation and Research programme page 24).

Iwi Māori

**Me mahi tahi tātou, mō te oranga o te katoa –
We should work together for the good of the people**

“He Taura Here Tangata is an excellent tool to support our learning. I look forward to additional support and learning in line especially around te Tiriti and local iwi.”

ERO Staff member

Internal Goal

ERO builds purposeful, authentic, trusting, collaborative relationships with whānau, hapū and iwi.

Outcomes achieved this year

Over 100 staff members built their knowledge and understanding of Te Tiriti o Waitangi and colonisation, both in the context of their roles as public servants and as observers of the impacts on the education system through Poutama Pounamu training.

This year we offered Te Tiriti o Waitangi professional learning sessions for all staff, including the onboarding of new team members. Several teams engaged with the opportunity and provided positive feedback on their learning.

Please refer to Valuing and Supporting Kaupapa Māori and Māori-Medium through partnership and innovation section (page 50) of this Annual Report for further details of ERO working in partnership with whānau, hapū and iwi.

External Goal

ERO conducts evaluations and research across a range of settings with whānau, hapū and iwi about their aspirations for ākonga.

Outcomes achieved this year

This year we have been invited to work with an iwi to consider how best to work in a professional, collaborative relationship in English-medium. The pilot will continue into 2022-2023 with a focus on the aspirations of whānau, hapū and iwi for their tamariki.

ERO delivered research including: He Iho Ruruku, Ako Panuku, Āhuru Mōwai: Evaluation report for Te Kōhanga Reo, E kore au e ngaro: Evaluation Report for Ngā Kura ā-Iwi, Mahi Ngātahi, Tupu Ngātahi: Evaluation Report for Kura Kaupapa Māori explore educational outcomes and aspirations for learners. Read more on page 17.

“I think that the Poutama Pounamu discussions were rich and allowed people to have a deeper knowledge and appreciation of the impacts of colonisation, racial equity and institutional racism.”

ERO staff member

“This is trailblazing – to have the space to have that relationship with ERO and with our iwi as a korowai around us to advocate for what is important for our kids.”

Principal involved in Pilot



Tā Mātau Rautaki Pasifika: ERO's Pacific Strategy 2019–22

ERO's Pacific Strategy sets out how we are supporting improvements in outcomes for Pacific learners to reach their full potential.

Our aim is to support improved outcomes for Pacific learners by ensuring a deliberate focus is placed on the learner and the requirements needed to build an effective education system and capabilities.

We work collaboratively with others in the system to strengthen and improve education provision for Pacific learners to achieve equity and excellence in education.

Key priorities through 2021/22 included the development of a Pacific Bilingual Education Quality Framework; planning evaluation support for the Pacific region to support the strengthening of our Pacific regional neighbours' education systems; and supporting and promoting a Pacific lens across ERO's mahi including *Te Ara Huarau*, *Te Ara Poutama* and *Te Ihuwaka*.

Our Pacific Strategy contains five goals to deliver success for Pacific learners.

Goal 1: Pacific children and young people are lifelong learners and succeeding as culturally located learners

We continue to support and promote a Pacific lens across ERO's mahi including our research. *Te Ihuwaka* research showed what worked well for Pacific learners during the Covid-19 lockdowns.

The research was conducted with the expertise of ERO's Pacific staff whose close relationships with the Pacific community, their cultural awareness and knowledge has helped us build

our Pacific knowledge-base and learn what worked well for Pacific learners during the Covid-19 lockdowns.

The report, *Learning in a Covid World: the impact of Covid-19 on Pacific Learners* (page 26) highlights the many ways teachers, schools and whānau worked together to support learners during the pandemic. The education sector was provided with key recommendations to consider that may be useful to keep Pacific learners engaged in learning.

We shared our insights with the sector at national workshops in Auckland, Wellington, and Christchurch to actively drive success for Pacific learners.

Goal 2: Supporting Pacific learner culture, language, and identity confidence

This year we continued making progress in the development of a Pacific Bilingual Education Quality Framework to support and improve quality Pacific language education in bilingual settings.

This framework focuses on teaching practices that support learners in Pacific bilingual education. It also outlines conditions that support learners in Pacific bilingual education to achieve and succeed as culturally located learners.

We aim to launch the framework in early 2023.



Goal 3: Early childhood services provide Pacific learners with high quality education

We know key factors driving Pacific learners' success is being culturally responsive and to include the aspirations of Pacific parents and communities. During our reviews, we guide educators as they evaluate culturally responsive and intentional learning along with organisational conditions within their learning environments. One of our key resources, *Te Ara Poutama - indicators of quality for early childhood education: what matters most* (2020), draws together research and evaluation evidence about effective practice in early childhood education contexts that promote valued learning outcomes for children in Aotearoa New Zealand.

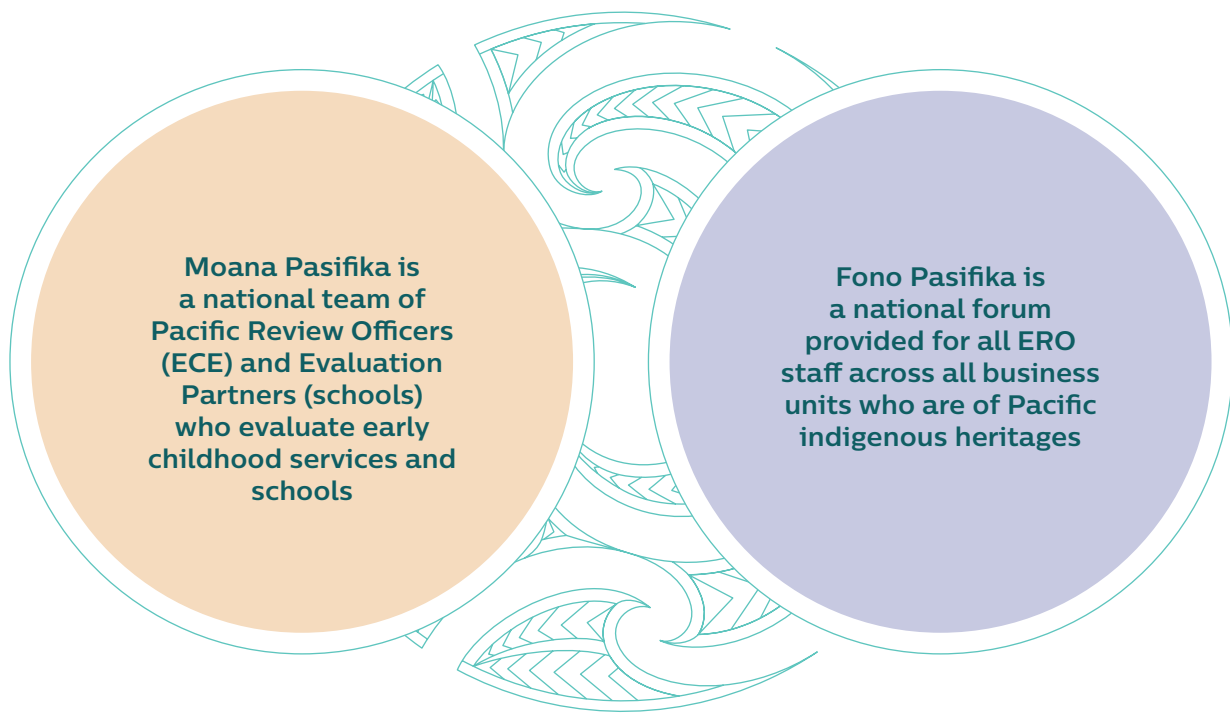
ERO provided translated tools and resources, *Te Ara Poutama - indicators of quality for early childhood education* into Tongan and Samoan, following requests from the Pacific community. Copies were shared with Sosaiete Aoga Amata Samoa I Aotearoa (SAASIA) and the Tongan ECE community ensuring that educators have access to key ERO tools to drive improvement.

We continue to work with the sector to provide further translations as requested for other Pacific languages. Translated resources were also provided to some of our Review and Improvement staff.

Goal 4: ERO as a key partner in Pacific-focused educational and social sector evaluations in Aotearoa and the Pacific region

ERO has been working with the Ministry of Foreign Affairs and Trade (MFAT) and the Realm Countries of Tokelau, Niue and the Cook Islands since 2013.

Each country has unique needs but, in general, all three have been working with ERO to improve education delivery in the schooling sectors, and quality assurance of that delivery. ERO works with Realm Countries to support capability building and change in the education systems operated by these nations.



Goal 5: ERO is capable and has the capacity to deliver on each of the above goals

We ensure our initiatives and projects include a Pacific perspective across ERO, such as the development of the Governing Organisations, learning more about approaches for disabled learners in early childhood services and the development of the new school review approach, *Te Ara Huarau*.

We aim to build Pacific leadership, recruit, and retain high performing Pacific evaluators and other staff members through Te Waka Haurua, Fono Pasifika, Leadership Partners and national leadership initiatives.

This year, Pacific people continue to be represented in ERO leadership roles, including the Director of Review and Improvement Services – Te Tai Raki, Manager Business Enablement, Senior Pacific Advisor - Te Ihuwaka and the Pule Pasifika | Director Evaluation and Review Pacific.

ERO's mahi is significantly richer because of our Pacific staff who extend their knowledge of

Pacific people and their communities into their work. Our Pacific staff hail from many cultural backgrounds including the Kingdom of Tonga, Samoa, Fiji, the Cook Islands, Tuvalu and Niue.

Pacific champions are working across the motu and are supported by Moana Pasifika and Fono Pasifika who provide professional learning and development, promotion of Pacific language weeks and advice and guidance across ERO.

In addition, ERO and the Education Pacific Interagency group regularly engages with government agencies, including the Ministry of Education, Ministry of Pacific Peoples, New Zealand Qualification Authority, Teachers Council, Tertiary Education Commission and Careers New Zealand.

Ā Mātau Tutukihanga

Our performance 2021/22

Our approach in 2021/22 reflects the significant impacts that Covid-19 had on the delivery of the first two years of our 2020–2024 Strategic Intentions as set out in ERO’s strategic framework (page 14).

What we aimed to achieve



Enhancing our multi-year, multi-method evaluation and research programme



Strengthening the quality and performance of early childhood services



Encouraging and supporting improvement in school performance



Valuing and supporting Kaupapa Māori and Māori-medium education through partnerships and innovation



Enhancing our multi-year, multi-method evaluation and research programme

Growing New Zealand's education knowledge to support teaching and learning.

The aim of our research programme, now in its second year, is to grow a stronger evidence base to promote quality teaching practices and to inform decisions of policy makers and leaders.

This year we worked to better understand the performance of education to achieve equity and excellence in outcomes for all learners through education system evaluations, effective practice reports, resources and guides.

Te Ihuwaka | Education Evaluation Centre (in English-medium schools and services) and Te Pou Mataaho | Evaluation and Research Māori (in Kura Kaupapa Māori, Māori-medium and high population Māori settings) produced information resources and insights that had real impact on learners in Aotearoa New Zealand – through sparking debate, supporting teaching practice and informing decision makers to make positive changes.

Following the conclusion of their research, Te Ihuwaka produced a range of products – including final reports, summaries, guides and webinars. At the end of each project Te Ihuwaka surveys stakeholders on how informative and useful the research is. This year 100% of the surveyed respondents who had engaged in at least one of the products found the research to be informative and useful. The two most common comments made by stakeholders were that they appreciated seeing that others had similar experiences and the reflections on what the findings meant for practice in their school or early childhood service.





ERO’s key insights and contributions to Aotearoa New Zealand’s education knowledge base

Supporting the response to Covid-19

ERO has an ongoing work programme looking at the impact of Covid-19 on the education sector to support the sector’s response. These reports provide examples of excellence and information that can drive improvements in teaching practice, inform decisions made by school leadership, and provide a resource for further decision making within the wider education sector. These reports act as a key source of knowledge on this topic.

Supporting Māori learners in kaupapa Māori

The national reports for Puna Reo, Kōhanga Reo and Te Aho Matua Kura capture the voices of learners, whānau, kaiako and leaders and their experiences and responses to the global pandemic and their educational approaches within Kaupapa Māori.

We also captured Ngā Kura ā Iwi perspectives and Te Aho Matua perspectives in our second suite of reports — *He Iho Ruruku* “The innate commitment that binds us, our connection and relationship to each other.”

Key findings include:

- Leadership exercised influence through distributive, communal and collaborative leadership practices.

- Physical, emotional and spiritual wellbeing of learners, staff and whānau, iwi and hapū was of paramount importance to the Kaupapa Māori education paradigm.
- An extensive array of differentiated learning opportunities and exciting innovations were grounded in the sector’s commitment to enhancing the educational experiences of its learners.
- Kaupapa Māori-medium stayed true to their collective goal of elevating the normality of te reo Māori, tikanga Māori and mātauranga Māori.
- The sector successfully faced the challenges of Covid-19 and has learnt along the way since the first lockdown in 2020. Transitions in and out of alert levels improved over time.
- Whānau and tamariki engagement with learning together was a highlight.

Key recommendations focus on three areas:

- The digital divide and its negative impact on learning.
- Equitable resource provision to be addressed for Māori learners and Kaupapa Māori education settings.
- The need for professional learning and capability development for teachers relating to the effective strategies for providing remote education should be provided.

Supporting Pacific learners

Our report *Learning in a Covid-19 World: The Impact of Covid-19 on Pacific Learners* found that the pandemic has disproportionately and significantly impacted Pacific learners – with concerns about the impact the disruption has had on attendance and engagement in education.

This report shared examples of ways families, communities and schools worked to support Pacific learners during the pandemic. Through shining a light on these successful supports, we provide practical actions teachers and school leaders can take to better support Pacific learners. We also ran a webinar for school leaders and whānau. This report also grows the knowledge base to support system-wide decision making, with key recommendations on how the system can support Pacific learners going forward. We received significant media coverage for this report, increasing wider public awareness of the need to prioritise this group of learners.

Supporting school leaders

We reported in *Learning in a Covid-19 World: The Impact of Covid-19 on Teachers and Principals* found that teachers and principals are increasingly struggling with the impact of the Covid-19 pandemic. We found teachers' and principals' enjoyment in their work was low and declining, and they were finding workloads increasingly unmanageable. Through media coverage and working with stakeholders, this report raised awareness and created a more nuanced understanding of the pressures on teachers and principals. It also shone a light on how teachers and principals have been constantly innovating to meet the needs of their students and communities during the pandemic.

This report highlighted how schools could prepare for new challenges presented by Covid-19 and provided practical advice for schools. At a decision maker level, this report also outlined four key actions that the wider education system can take to better support teachers and principals.

Supporting learners following lockdowns

Following the lockdown in August 2021, we produced insights to support students returning to the classroom. This report found that, whilst schools went above and beyond to support students to learn in lockdown, some students were likely to need additional support upon returning to the classroom. For example, NCEA students were least confident they could learn from home, and students in low decile schools may also need extra support.

These reports had an impact by providing school leaders with practical actions to re-engage students back in the classroom and address any learning loss that may have occurred as a result of lockdown.

Tailored programmes to support students like those affected in Auckland

Our report *Responding to the Covid-19 crisis: Supporting Auckland NCEA students* found that tailored programmes were successful in supporting Auckland NCEA students learning after lockdown. This report looked at three programmes offered by Te Aho o Te Kura Pounamu in 2020 and found that targeted programmes can be effective in supporting learning and can reach students who are less engaged with their learning and helped them remain in education.

This report has had an impact by informing ongoing decisions and discussion of supports in response to the pandemic. As Covid-19 continues to disrupt learning, this work has informed decision making by providing a clear picture of what has worked for NCEA students in helping them to catch up.

“The main barrier was resources at home – some of which didn’t arrive until lockdown was over.”

Tumuaki



Supporting Māori learners

Te Reo Matatini me te Pāngarau

In 2021 ERO undertook an evaluation for the Ministry of Education to understand the provision and achievement of te reo Matatini and Pāngarau (at levels 4 and 5) piloted in seven kura and schools.

The participants supported students by delivering modified learning plans where NCEA standards were woven through their Marau ā-kura. Despite a lack of resourcing and relevant professional development, leaders, kaiako, kaimahi, whānau, hapū and iwi demonstrated self-determination and commitment by providing innovative teaching and learning resources that enabled learner progression and achievement.

As a result, learners involved in this evaluation were highly engaged in supportive learning environments where teaching approaches accommodated individuals' learning styles and preferences. These environments revealed strong and meaningful relationships between learners, and their peers and kaiako. ERO highlighted these findings as key contributors to the above national average Māori learner achievement rates in te reo Matatini and Pāngarau.

Raising Māori student achievement- Ako Panuku

ERO engaged with over 2,000 Māori leaders and kaiako nationwide to evaluate the effectiveness of Ako Panuku for the Ministry of Education. The development programme aims to provide participants with culturally secure learning environments, and assists in developing effective, evidence-based classroom pedagogy that is engaging and raises student achievement.

The evaluation reported that all participants involved in Ako Panuku received high levels of relevant and useful professional support that increased their professional knowledge. These supports strengthened professional relationships and developed more effective,

evidence-based classroom pedagogy and practice.

Ako Panuku created an environment where participants would reflect and experience professional growth. The positive impacts resulted in higher student engagement and evidence of rising student achievement.

Supporting te reo Māori in English-medium schools - Poutama Reo

Poutama Reo is a framework that provides a progressive pathway for English-medium schools to review and improve their provision of te reo Māori language school-wide. It recognises the important contribution English-medium schools must make toward ensuring that Māori language is valued and sustained as a living language in Aotearoa New Zealand.

Poutama Reo is being piloted in seven schools and has been well received. Schools are socialising the self-review tool by determining where they are currently at, and exploring possible next steps to transform policies, processes and practices to ensure Māori language is accessible to all learners.

All participants in the pilot view Poutama Reo as a significant lever for change. They have indicated that the framework is timely and essential for schools regardless of their starting points. Almost all participants were supportive of Poutama Reo and acknowledged the role they had to play to contribute to the revitalisation of te reo Māori.



Supporting Māori learners in English-medium

He Iho Ruruku - English-medium Perspectives, captures stories from a range of English-medium schools across the motu. This group includes secondary schools in Tāmaki Makaurau - Auckland and diversity across both decile and size of school.

He Iho Ruruku focuses on Māori learners' wellbeing, with insights surrounding learner engagement and progress both during lockdown and on return to school.

The report reveals:

- Schools focused heavily on strategies which ensured learners and their whānau felt safe, secure and had a strong sense of belonging. There was a clear focus on *oranga wairua* and mindfulness. Whanaungatanga was prioritised.
- Auckland secondary schools experienced their own unique challenges due to the extended lockdown and expectation to return at Level 3 for NCEA preparation and exams.
- Secondary schools involved in the research had developed and maintained personalised individual learning programmes for Māori learners to ensure they were more responsive to learner needs and established more effective ways to monitor and support Māori learners' progress.

One trend, seen in the Auckland schools involved in the research, was of high school students working as essential workers and trying to manage their studies around employment. Schools were able to support these learners through creative measures and keep them engaged in education. Leaders, teachers and the schools' wider community went above and beyond to support whānau wellbeing and learner engagement and progress during Covid-19, despite facing challenges which included a lack of resources, inadequate access to digital devices and internet connectivity, and greater financial pressure placed on whānau.



“We found out about the students who were working as essential workers during lockdown and celebrated this, and the contribution they were making to their whānau and community.”

A school Principal

“The impact that multiple lockdowns have on our young people's mental health is not OK... media says Auckland is fighting this, carrying the burden, it is South Auckland that is feeling the brunt. We have the highest number of essential workers. We need targeted support not just emergency response.”

A school Principal



Supporting Māori learner success in Kaupapa Māori

We explored the achievements of Māori learners and their experiences in enjoying and achieving success as Māori within Kōhanga Reo, Kura ā iwi, and Kura Kaupapa Māori.

We captured their experiences in the revitalisation of te reo Māori, leadership within learning, quality teaching and learning, whānau, and Mana Motuhake Māori. In these reports, we follow the developmental journey of individuals, whānau and education settings.

Our reports included:

- Āhuru Mōwai, Evaluation report for Te Kōhanga Reo
- E kore au e ngaro, Evaluation Report for Ngā Kura ā-Iwi
- Mahi Ngātahi, Tupu Ngātahi, Evaluation Report for Kura Kaupapa Māori.

Embracing and responding to diverse cultures

Aotearoa New Zealand is more ethnically and culturally diverse than ever before and we know that good education is not one-size-fits-all. To ensure education meets the needs of all children in Aotearoa, teaching practice needs to respond to increased diversity. To support this shift, a key focus of our research has been on how we can embrace and respond to diverse cultures.

“I wasn’t scared because I grew up in te ao Māori, in a whānau environment. We felt aroha. We felt, heard and saw manaaki. We saw, felt and heard whānaunga-tanga. We could touch it. Those are valuable treasures as you make your way in the world.”

Manu Pīrere – Rākaumanga – Āhuru Mōwai, Evaluation report for Te Kōhanga Reo

“I have seen the benefits. I have seen the success. I have seen the path for a Māori child. It is a path that enables you to walk in both worlds.”

Raukura – Te Waiū – Mahi Ngātahi, Tupu Ngātahi, Evaluation Report for Kura Kaupapa Māori

“... there’s nothing better than taking children to lands that were settled by our ancestors and to teach them the regional boundaries of our lands so they may know our stories, the language is of the land, the language is of the river, of the mountain, of the bush.”

Whānau statement – Te Kura o Hīrangi – E kore au e ngaro, Evaluation Report for Ngā Kura ā-Iwi





In February 2022, ERO published a report that looked at how children's cultures can be reflected in everyday practice, supporting their learning and wellbeing. Our report *Responding to Diverse Cultures: Good Practice in Home-based Early Childhood Services* is a collection of useful examples to inspire and motivate kaiako to grow their ability in culturally responsive teaching. By running webinars and producing a usable resource, we have reached kaiako and supported a change in practice.

We are looking to impact on school practice through our Long-Term Insights Briefing *Embracing Diverse Cultures: Schools' Practice*. In the past year we consulted on the topic and scope of this briefing, having many discussions with ethnic communities about their experiences with education in Aotearoa New Zealand. Over the next year we will publish the final briefing to provide a clear picture of the increasing diversity in schools, help us to understand the education experiences of learners from diverse backgrounds and their whānau, and explore how schools can best respond to increasing diversity. This work will inform decisions about how Aotearoa New Zealand provides an equitable schooling experience and will also highlight practical strategies for schools.

Shining a light on innovation

Traditionally children in Aotearoa New Zealand start school on their fifth birthday, making us the only OECD country to operate this type of entry. Recently some schools have changed to children starting school in cohorts, with this

option available from 2018. In our report *Starting School Together: What Do We Know?* we looked at the impact of this new way of starting school and found that cohort entry can have many benefits for children, whānau, and schools.

Our research shone a light on a new way of doing things, providing school leaders with insights to support them to consider if cohort entry might work for their school. We ran a series of webinars for school and early childhood service leaders, and also received significant media coverage which sparked wider public debate.

Supporting our most vulnerable learners

Last year, we released a report *Learning in residential care: 'They knew I wanted to learn'*, which found that the education provided for children and young people in Oranga Tamariki residential care was not good enough. We have found that the education that vulnerable students receive is too variable, dependent on the residence they are placed in, and that a quarter of residences were not providing learners with adequate education.

Our evaluation makes recommendations to significantly improve the quality of education. In response to ERO recommendations, the Ministry of Education, Oranga Tamariki and ERO are working together to carry out an agreed set of actions to respond to the findings. This programme is overseen by Ministers. The types of actions range from improving information flows between schools and Oranga Tamariki staff in the residences, and steps to improve the quality of teaching practice.

Supporting our Pacific partners

To support and inform the New Zealand Ministry of Foreign Affairs and Trade's (MFAT's) education focused work in the Pacific, we produced a report exploring global best practice for measuring change in education systems. In addition to producing the *Measuring Change in Education Systems: A Review* report and a short summary, we also ran an online forum with MFAT and their key stakeholders. The insights from this work aim to support MFAT to understand the impact of its education investments in the Pacific.

Full list of research from the past year

Te Reo Matatini me te Pāngarau 2021 — The Ministry engaged ERO to work with seven of the NCEA standards with volunteer pilot kura/schools to evaluate the provision of te reo matatini and pāngarau.

He Iho Ruruku - Ngā Kura ā Iwi perspectives — A longitudinal inquiry that focuses on the second wave of Covid-19 in 2021 (the Delta variant) looking at the response of Kura ā Iwi, tumuaki, kaiako, whānau and uri as they return to the provision of education online.

He Iho Ruruku - Te Aho Matua perspectives — Insights into how and what Māori-medium leaders and whānau do to support their communities. Te Aho Matua Kura Kaupapa Māori kura, worked in collaboration with ERO on this report.

He Iho Ruruku - English-medium perspectives — Focus on Māori learners' wellbeing within the English-medium setting, and their engagement and learning progress during lockdown and on return to school.

Āhuru Mōwai, Evaluation report for Te Kōhanga Reo — A reflection of Kōhanga Reo on their particular educational approach and aspirations.

E kore au e ngaro, Evaluation Report for Ngā Kura ā-Iwi — A reflection of Kura ā-Iwi on their developmental journeys, both as individuals, whānau and as kura.

Mahi Ngātahi, Tupu Ngātahi, Evaluation Report for Kura Kaupapa Māori — A reflection of participating kura kaupapa Māori on their journeys, both as individuals and as kura whānau.

The COVID-19 Story of Te Aho Matua Kura — ERO worked alongside its evaluation partner Te Rūnanga Nui o Ngā Kura Kaupapa Māori to learn what was working well for whānau in supporting tamariki during the 2020 Covid-19 lockdowns.

The COVID-19 Story of Kōhanga Reo — ERO worked alongside Te Kōhanga Reo National Trust and the whānau, kaiako, kaimahi and leaders of 80 kōhanga reo to learn about what was working well for whānau in supporting tamariki during the 2020 Covid-19 lockdowns.

The COVID-19 Story of Puna Reo — ERO worked alongside 39 Puna Reo / Kohūngahunga governance bodies and whānau, kaiako, kaimahi and leaders to examine how successfully governance, leaders, kaiako, kaimahi and whānau supported the wellbeing and learning of tamariki.

Responding to the Covid-19 crisis: Supporting Auckland NCEA Students — An evaluation of the three Te Kura programmes aimed at supporting young people in Auckland to achieve their NCEA aspirations.

Learning in a Covid-19 World: Supporting Primary School Students as They Return to the Classroom — A guide to what we have learnt so far about the impact of Covid-19 on primary students.

A similar resource was produced for secondary school students called **Learning in a Covid-19 World: Supporting Secondary School Students as They Return to the Classroom**

Measuring Change in Education Systems: A Review — Exploring global best practice for measuring education system change.

Learning in a Covid-19 World: The Impact of Covid-19 on Teachers and Principals — The impact of Covid-19 and how it effects enjoyment in work and workload.

Responding to Diverse Cultures: Good Practice in Home-based Early Childhood Services — How children's cultures and languages can be reflected in everyday practice, supporting their learning and wellbeing within home-based ECE settings.

Learning in a Covid-19 World: The Impact of Covid-19 on Pacific Learners — The challenges and successful strategies for Pacific learners who have faced the challenges of Covid-19.

Starting School Together: What Do We Know? — How changing to cohort entry impacts children, their peers, and whānau, as well as their schools and early childhood services.

Long-Term Insights Briefing: Summary of submissions and topic decision — A summary of submissions on ERO's chosen subject matter and scope.

Learning in residential care: They knew I wanted to learn — Quality of education for learners in Oranga Tamariki Care and Protection and Youth Justice residences and how it can be improved.



Strengthening the quality and performance of early childhood services

High quality early childhood education contributes to strong learning foundations.

Research shows that the early years are a critical time for young children's learning and development, particularly from birth to three-year olds. It highlights the importance of children being supported through play and having stable relationships and positive interactions with sensitive and responsive adults.

High quality intentional teaching is critical in children's learning in areas such as literacy

and mathematics, social interactions and their developing oral language competencies. Learning experiences that support physical activity and motor development are also important, along with experiences and interactions that inspire curiosity and thinking. Such experiences help children make sense of their world and develop and extend their working theories and foster dispositions for learning.

ERO's frameworks, methodologies and tools that drive ongoing improvement

Early childhood reviews are focused on accountability (including compliance with regulatory requirements), education improvement, and knowledge generation (where education is translated into achievement).

ERO has continued its work in supporting and advocating for improved quality and compliance in early childhood services with a measured approach to monitoring and assurance. ERO's frameworks and methodologies for evaluation guides and supports all services to strengthen and improve the learning conditions and outcomes for their learners.

Ngā Ara Whai Hua – Quality Framework for Evaluation and Improvement in early childhood services

ERO's framework, *Ngā Ara Whai Hua – Quality Framework for Evaluation and Improvement in Early Childhood Services* (2020), guides our approaches to review and evaluation in early childhood services. The framework is underpinned by metaphors derived from Te Ao Māori – Ngā Aka, Poutama and Ngā Ara. It is about growth, movement and the conditions, nourishment and support that promote ongoing improvement.

The framework includes compliance with regulatory standards and associated licensing criteria as an integral part of providing high quality education and care; and highlights



the importance of services ensuring children's safety and wellbeing on a daily basis.

ERO has developed and implemented two separate review processes that concern legal requirements and improvement for equity and excellence.

1. Akanuku | Assurance Review

This process provides assurance that legal requirements are being maintained, and identifies compliance matters to be addressed. Where necessary, ERO will recommend that the Ministry of Education follows up on non-compliance with licensing requirements. Where non-compliance poses an unacceptable risk to children, we recommend that the Ministry reassesses the license.

2. Akarangi | Quality Evaluation

Once legal requirements and compliance matters have been addressed, the review moves on to an evaluation process that focuses on improvement for equity and excellence. If our process identifies any non-compliance that poses an unacceptable risk to children, we shift to an Akanuku | Assurance Review — a full assessment of the regulatory standards and licensing criteria.

At the start of an Akarangi | Quality Evaluation, ERO checks the following items (because they have a potentially high impact on children's learning, wellbeing and health and safety):

- emotional safety including positive guidance, child protection including safety checking
- physical safety including supervision, sleeping practices, accidents, medication, hygiene and excursion policies and procedures
- suitable staffing including qualification levels, safety checking including police vetting, teacher registration and ratios
- evacuation procedures and practices for fire and earthquake.

This process has been used in centre-based early childhood services since October 2020. ERO plans to implement this in home-based education and care services in the second half of 2022.

We are also developing a process that highlights innovation and excellence called *Akamatua | case study evaluations*.

The quality framework is supported by a suite of resources for ERO evaluators, services and parents

ERO has developed resources and tools to support evaluators and services to undertake high quality reviews and evaluations and assist in building capability and capacity. These resources also provide parents and other stakeholders with information on quality improvement in early childhood services.

Te Ara Poutama - Indicators of quality for early childhood education: what matters most

The improvement journey of each early childhood service relies on focused actions informed by effective internal and external evaluation.

The indicators in *Te Ara Poutama* draw together research and evaluation evidence about effective practice in early childhood education contexts that promote valued learning outcomes for children. Published in 2020, the indicators are the basis by which ERO and early childhood services evaluate quality.

ERO uses two types of indicators to help early childhood services to evaluate and improve what they do both in the conditions that contribute to quality early childhood education (systems, processes and practices) and learning outcomes in *Te Whāriki*, the early childhood curriculum.

- **The process indicators** and the evidence are drawn from and describe both the learning and organisational conditions necessary to achieve equity and excellence. It places a strong focus on the quality of teaching that supports the evaluation of the service's curriculum and associated intentional teaching practices. These indicators align to the early childhood curriculum, *Te Whāriki* and emphasise practices that give priority to equitable opportunities to learn, inclusive practice and intentional and culturally responsive approaches to teaching.
- **The outcome indicators** are the learning outcomes from *Te Whāriki*. These are described as broad statements of valued learning designed to inform curriculum planning and evaluation, and to support assessment of children's progress.

The Akarangi Quality Evaluation Judgement Rubric

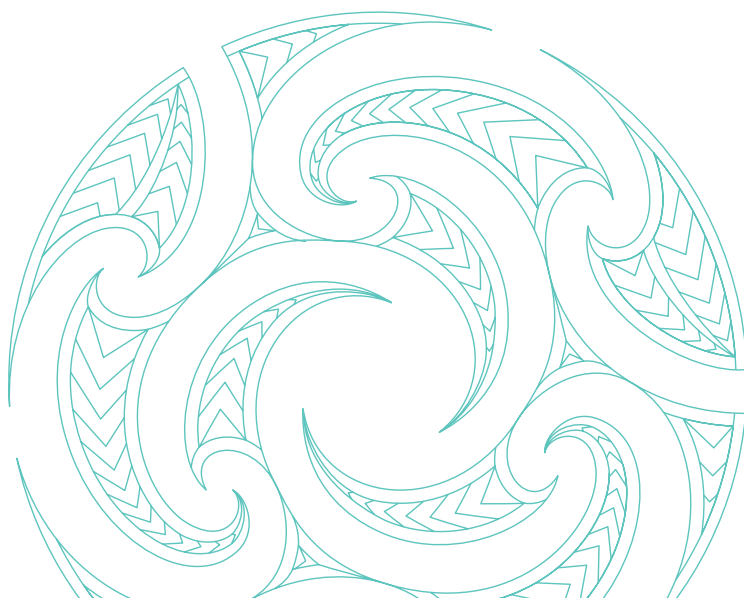
The Akarangi Quality Evaluation Judgement Rubric is used in conjunction with *Te Ara Poutama*. It supports ERO and services in their evaluation and helps with making judgements on the extent to which they have the learning and organisational conditions as set out in the *Te Ara Poutama* indicators.

A three-year cycle of evaluation with a strong focus on improvement aims to inform and support improvement in early childhood services.

Ngā Rāpupuku

Ngā Rāpupuku, the outcome and process indicators in *Te Ara Poutama* are the basis for making judgements about quality in terms of what the service (leaders and kaiako) know about outcomes for children and the learning and organisational conditions that enable or hinder quality provision. Quality evaluation reports include a summary of ERO's findings and set out improvement actions for each service to use as a basis for their planning and ongoing monitoring and evaluation.

In 2022, we also developed an Assurance Statement (for centre-based, home-based and hospital-based services) and Self-Audit Checklists to provide services with tools they can use to regularly review their compliance with regulatory standards and associated licensing criteria.



Snapshot of early childhood services in 2021/22

The nature and level of non-compliance with Regulatory Standards and associated licensing criteria is of concern. Particularly the high percentage of non-compliances related to children's health, safety and wellbeing.

ERO analysed a sample of 541 ERO reports (Table 1) and reported 5 percent (29) of services where non-compliance with regulatory standards and associated licensing criteria that are an unacceptable risk to children; 9 percent had non-compliance to be addressed; and 86 percent had no actions for compliance in their confirmed ERO reports (Figure 1).

However, during the onsite phase of the review/evaluation, 41 percent had non-compliance with one or more licensing criteria to address. Of the 1,178 non-compliances identified, 68 percent were related to the Health and Safety Standard. See licensing criteria most frequently reported as non-compliance (Table 2).

A positive impact of ERO's intervention, whether it be an Akanuku | Assurance Review or an Akarangi | Quality Evaluation was the quick response from many services to addressing non-compliances during the onsite visit, or after the visit and before the report was confirmed. Overall, 28 percent of services provided ERO with evidence that showed they had addressed non-compliances identified when ERO was onsite.

The data from our reports highlights the disparity and inequitable provision of quality education and care. This is particularly evident in our Akanuku | Assurance Reviews where poor quality provision and a lack of regard for children's health, safety and welfare is more likely to be found in communities with higher levels of participation of our Māori and Pacific children.

Investing in the learning and development of professional leaders and kaiako/teachers is where the greatest emphasis needs to be placed in our system. Quality early childhood education is dependent on kaiako having

the professional knowledge and expertise to engage in intentional teaching that promotes the learning and development for all children. To do this, kaiako need to have an up-to-date understanding of curriculum, pedagogy and assessment.

What ERO knows about compliance in early childhood services – 2021/22

Most of the services described in Table 1 (541 services) were stand-alone and not part of a governing organisation i.e that own (wholly or partly) or operate early childhood services.

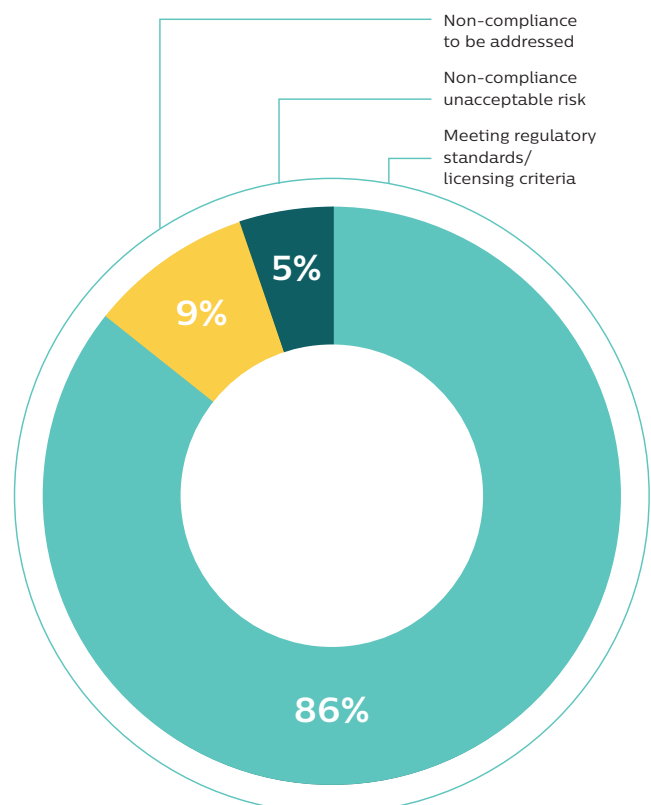


Figure 1: Overall compliance of sample analysis (541 services)

Table 1: Overview of non-compliance (N/C) and compliance with licensing criteria analysed from a sample of 541 ERO reports

ERO's approach	Reports in sample	Regulatory standards met (confirmed reports)	N/C identified while ERO onsite	N/C addressed during or since ERO was onsite	N/C reported (still to be addressed)	N/C unacceptable risk	Total N/C reports (with licensing criteria)
Akanuku Assurance Review	245	191 (78%)	139 (57%)	85 (35%)	25 (10%)	29 (12%)	1,016 (637 (63%) relating to Health and Safety Standards)
Akarangi Quality Evaluation	296	275 (93%)	87 (29%)	66 (22%)	21 (7%)	0	162 (130 (80%) relating to Health and Safety Standards)
TOTAL	541	466 (86%)	226 (41%)	151 (28%)	46 (9%)	29 (5%)	1,178 (799 (68%) relating to Health and Safety Standards)

Table 2: Licensing criteria most frequently reported as non-compliance

Standard	Criteria		% of reports
Premises and Facilities	PF7	Windows and glass	4%
	PF24	A tempering valve	3%
	PF28	First aid kit	3%
	PF30	Sleep furniture and bedding	4%
Health and Safety	HS4	Current Fire Evacuation Scheme	5%
	HS6	Securing heavy furniture, fixtures, and equipment	10%
	HS7	Written emergency plan and supplies	9%
	HS8	Relevant emergency drills	12%
	HS9	Sleep monitoring	8%
	HS12	Hazard checking	13%
	HS17	Excursions	11%
	HS28	Medicine	9%
	HS31	Child protection	4%
Governance, Management and Administration	GMA7	Suitable human resource management practices	6%
	GMA7A	Safety checking	12%

What ERO knows about quality in early childhood services – 2021/22

An analysis of a sample of 296 Akarangi | Quality Evaluation reports confirmed between 1 July 2021 and 30 June 2022 provides some useful baseline data about quality in early childhood services.

Figure 2 gives an overall picture of quality in relation to the quality continuum (Whakatō | emerging to Whakawhanake | Sustaining).

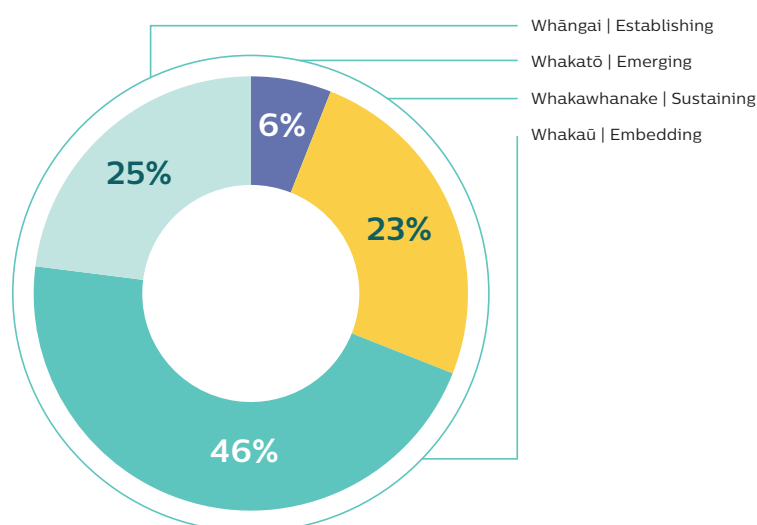


Figure 2: Overall quality in 296 early childhood services

Akarangi | Quality Evaluation Judgement terms

Whakatō | Emerging means that the service is at an early stage of developing the systems, processes and practices (conditions) to improve quality for children.

Whāngai | Establishing means that the service is establishing the systems, practices and processes (conditions) and building shared understandings to improve quality for children.

Whakaū | Embedding means that the service has established and is embedding coherent systems, processes and practices (conditions) and is consistently implementing practices and processes to enable improvement in quality for children.

Whakawhanake | Sustaining means that the service has evidence of its capability and capacity to sustain ongoing improvement to its systems, processes and practices (conditions) and the impact of this improvement in realising equitable outcomes for children.

Feedback from ERO's 2021/22 early childhood services surveys

We received 163 responses to our survey of early childhood services after completion of Akarangi | Quality Assurance Reviews. The survey response rate was about 50 percent.

74%

said they had become more intentional about what they can do to improve learning for children in relation to outcomes in Te Whāriki

75%

said the evaluation would help to engage the service's team in quality improvement planning

60%

said it would help to improve the organisational conditions in their service

76%

said the evaluation helped to develop the service's internal evaluation capability or capacity

68%

said it would help enhance the learning conditions in their service

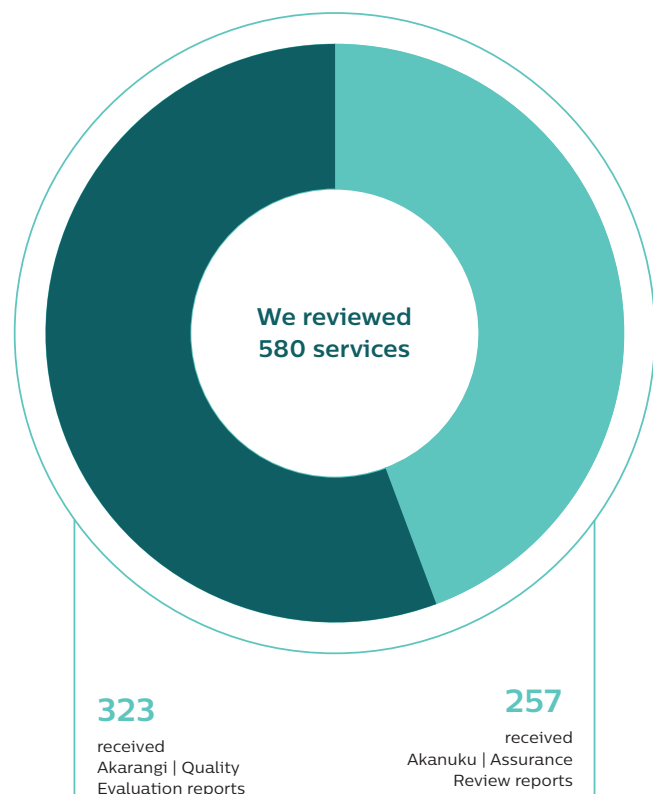
Table 3: Akarangi | Quality Evaluation Judgements

			Whakatō Emerging	Whāngai Establishing	Whakaū Embedding	Whakawhanake Sustaining
OUTCOME INDICATORS		What the service knows about outcomes for learners	6%	32%	43%	19%
PROCESS INDICATORS	Learning conditions	He Whāriki Motuhake The learner and their learning	3%	26%	47%	24%
		Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	4%	22%	45%	29%
	Organisational conditions	Ngā Aronga Whai Hua Evaluation for improvement	9%	27%	47%	17%
		Kaihautū Leaders foster collaboration and improvement	5%	22%	43%	30%
		Te Whakaruruhau Stewardship through effective governance and management	5%	22%	50%	23%

Table 3 shows the overall judgements reports for Outcomes (what the service knows about outcomes for learners in relation to the 20 learning outcomes in *Te Whāriki*) and each of Ngā Akatoro | Domains in *Te Ara Poutama*. It also shows the spread of quality in the 296 services, with a quarter to a third of services in early stages of developing the learning and organisational conditions to support equitable outcomes for learners.

Summary of our reviews during 2021/2022

- We reviewed 580 services of which 257 received Akanuku | Assurance Review reports; 323 received Akarangi | Quality Evaluation reports.
- We finalised our approach to governing organisations, tested the approach with three governing organisations, and had it externally evaluated.





New evaluation approach for Governing Organisations

This year, ERO developed an evaluation approach for governing organisations (parent entities) that own (wholly or partly) or operate early childhood services. It is underpinned by *Ngā Ara Whai Hua: Quality Framework for Evaluation and Improvement in Early Childhood Services* — our approach to review and evaluation for accountability and improvement.

Changes in the Education and Training Act 2020 has made provision for us to shift our approach and weighting to place greater emphasis on governing organisations' capacity for continuous improvement (nationally, regionally and at individual service level).

ERO can evaluate the extent to which these organisations have the conditions to support learning in each of their services for equitable and excellent outcomes for all learners. This also strengthens their capability to evaluate

their own systems and processes to provide quality education and care for children.

This year, despite Covid-19 restrictions which have had a significant impact on the testing phase, we have tested this approach with three governing organisations and had it externally evaluated. The outcomes of the external evaluation and feedback from the testing phase will inform the final approved approach.

ERO works closely with the decision makers of these organisations and influences how early childhood services operate, while holding each governing organisation accountable for lifting the quality of all its services.

The approach frees up ERO resources to work with stand-alone early childhood services who lack the systemic support of a governing organisation and often present the most risk.

By shifting accountability from the services to the governing organisations, we are better able to influence corporate and governance structures and support governing organisations to do their own internal evaluations.



Encouraging and supporting improvement in school performance

Driving improvement in Aotearoa New Zealand Schools.

Te Ara Huarau – an evaluation for improvement approach for English-medium schools

We want every school to be supported and able to make the changes necessary to be a great school. We also aim to better understand and share the successes of what great schools do to achieve positive outcomes for all their learners. For this reason, we focus our school reviews on supporting continuous improvement and strengthening capability in schools. Our aim is for all schools to apply their own self-evaluation to identify priority areas where improvement is needed.

This is the second year of implementing *Te Ara Huarau*, the name gifted to ERO for our evaluation approach to reviews for all English-medium state and state integrated schools.

ERO's *Te Ara Huarau* approach aims to create positive change in the performance of all schools that we work with, with a view to ensuring equitable and excellent outcomes for all learners. Our approach requires ERO to work as an external evaluation partner to support schools with insights into where they are at, where their strengths are and areas for focused improvement.

Our model of school improvement derives from our School Evaluation Indicators – Effective Practice for Improvement and Learner Success (2016). It places an emphasis on measures of outcomes for learner wellbeing, development and success; and process indicators that assess the conditions which underpin and contribute to learner experiences and outcomes.

“We have an effective strategic plan but updated specific aspects after our evaluation discussions with ERO.”

(Principal) (School Survey)

While teaching quality has the single biggest impact on learner success, school leadership has significant influence on a school's culture, the quality of relationships with community and the underlying conditions impacting teaching and learning (figure 4).

Our evaluation methodologies place a spotlight on the conditions (including leadership and teaching) which may be inhibiting a school's performance, or which might need to be strengthened. ERO's evaluation partners (review officers) work with the school to determine its needs, focus areas for improvement and agree how change initiatives might be rolled out and monitored. Key improvement initiatives are expected to be built into the school's strategic planning and reporting cycle. Evaluation partners may also work with the school to establish a school's improvement team and

broker additional external supports when these are required.

Figure 3: The theory of change model for schools describes how ERO as an external evaluation partner supports continuous improvement and strengthens capability in schools.

Through our initial assessment phase, ERO will establish with the school's board and leadership team the extent of ERO's engagement in the school's improvement journey depending on the school's self-improvement capacity and maturity. For those schools where we adopt a highly intensive engagement we may be working alongside the school through the entire year.

A tailored evaluation approach showing positive influence on schools

ERO has an ongoing relationship with schools where its focus is on supporting the school in its improvement journey to lift the quality of teaching and learning. *Te Ara Huarau* is designed to be more closely aligned to an individual school's context and tailored to better support the strategic direction of the school.

ERO is already beginning to see a positive influence on schools' strategic planning and focus on lifting improvement for those who are using ERO's new tools, which support evaluation capability and sense making. Our evaluation partners (review officers) have also been assisting these schools to interpret their findings.

With increased contact through this new approach, ERO is steadily building stronger relationships with the sector with a better sense of partnership, increased collaboration and engagement with stakeholders.

This ongoing connection with schools on a more regular basis results in more real-time insights with an increased integration between system and field-based evaluation results. The shift

Figure 3:
The theory of change model for schools

ERO's capability and capacity

01

58 Review Officers (evaluation partners)

38 Leadership Partners

Skilled workforce - ongoing training and professional development

Tools and Methodologies - quality assurance and peer review; quality engagement with schools

Assessment

02

Schools' learners' outcomes and school conditions

Identification

03

Improvements and priorities for action

Monitor impacts

04

Measure impacts

05

Establish a baseline

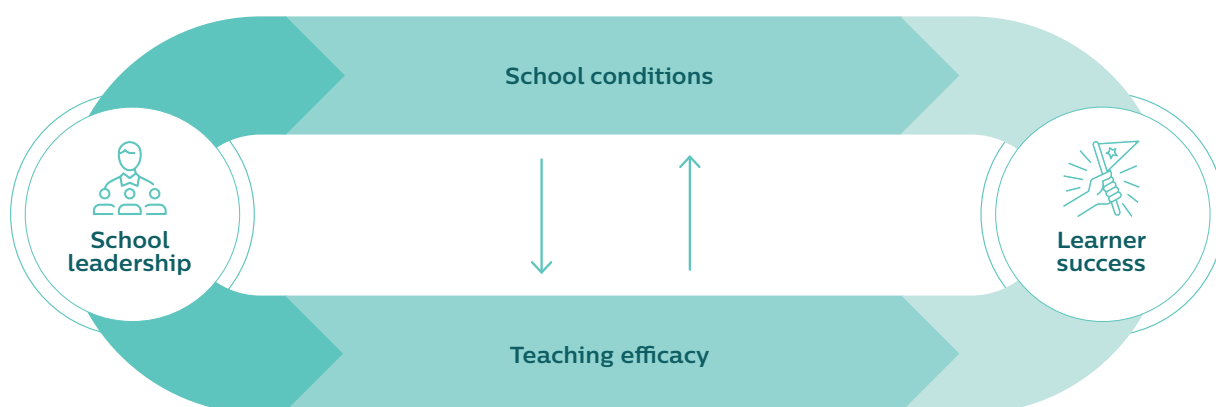


Figure 4: Model of School Effectiveness



from event-based evaluation to working in an ongoing manner alongside schools is enabling a broader, deeper, and more continuous understanding about what is supporting and hindering schools in achieving positive learner outcomes.

The flexible and continuous nature of our approach has also meant that we could support and maintain contact with many schools during the Covid-19 pandemic.

Keeping schools informed on a regular basis is key to maintaining effective relationships with school leaders, senior teachers and parents. Newly onboarded schools found our newsletter *Sharing the Mahi* helpful where they could ask questions, link to other schools who were sharing their experiences of the new approach and provide feedback. All schools now receive

the newsletter with regular updates on *Te Ara Huarau*. In the past year, five newsletters have been shared with school leaders that they could share with others.

Summary of progress during 2021/2022

Despite significant disruption over the past two years, by the end of June 2022 we have onboarded 56 percent (1,282 out of 2,306 schools) into *Te Ara Huarau*. Our goal is that all English-medium state and state integrated schools will be included by late 2023.

By 30 June 2022, we completed:

126

reports (comprising 39 Profile reports and 87 Board Assurance Statement reports)

8

private school reports were also completed

16

reports for schools with international students

3

hostel reports

ERO received clear endorsement in sector feedback with an opportunity to strengthen our approach

This year, we have made improvements and modifications to strengthen our impact. This was informed by valuable feedback from sector reference groups, schools, our own evaluation partners and independent external evaluations during the first year of implementation.

ERO received strong sector feedback endorsing the way ERO is working with the sector. Positive highlights were the many opportunities to collaborate with ERO in the evaluation process, openness of communication with ERO and ease of working together. Feedback also provided an opportunity for improvement and further development of evaluation resources and support for evaluation activities.

Further feedback on *Te Ara Huarau* through schools survey 2021/22

Schools already enrolled in *Te Ara Huarau* were invited to provide feedback through an ERO survey. We received 110 responses of which:

68%

said evaluations are making a contribution to their decisions on how to improve learner outcomes

72%

said evaluations had helped them identify or confirm opportunities for more effective practice and building capacity.

Case study shows ERO's approach aligns with the school's strategic direction

Part of our own process is to evaluate our approach alongside progress on its implementation. This year, we conducted case studies with 75 schools who were part of the initial pilot.

A high proportion of the schools reported that the evaluation focus and/or evaluation plan aligned well with the school's strategic direction. This has added value and relevance to the evaluation process and avoided duplication of effort. Schools reported that this alignment enhanced the usefulness of the evaluation process and ERO's work within the school.

Schools highlighted the importance of ERO sharing learnings and direct examples from schools about the attributes of good internal evaluation. During recent years we have developed several publications on best practice for good internal evaluations.



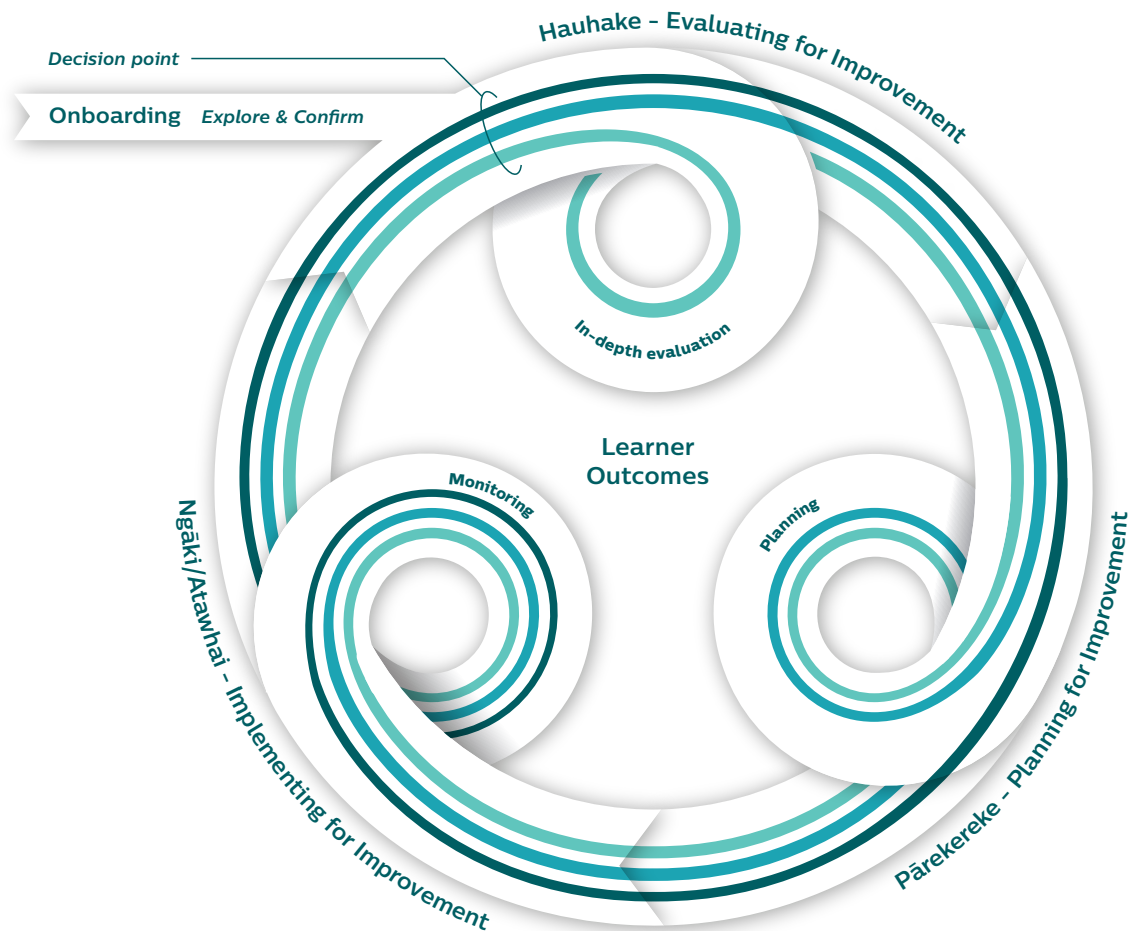


Figure 5: ERO's school evaluation approach (*Te Ara Huarau*) and the three phases of the school improvement journey

ERO streamlines its school evaluation cycle to facilitate capacity building for evaluation, continuous improvement and sustainability

ERO's new *Te Ara Huarau* evaluation cycle helps ERO to facilitate capacity building for evaluation, continuous improvement and sustainability within schools (figure 5).

Hauhake | The Evaluating for Improvement phase

ERO works alongside the school to gather evidence on learner outcomes and school conditions. The schools that need the most assistance in their improvement journey receive a greater proportion of ERO's support.

Pārekereke | The Planning for Improvement phase

ERO identifies key priorities and works with the school to ensure that improvement actions are appropriately stair-cased and resourced, that key milestones are clearly identified, and to support improvement teams in identifying potential external expertise or support.

Ngāki/Atawhai | The Implementing for Improvement phase

ERO revisits schools to support ongoing monitoring and reporting of progress and outcomes, consult on adjustments to planning and implementation, and engage in problem solving.

A School Improvement Framework that supports internal evaluation for every school

This year, ERO developed a draft School Improvement Framework to support each school throughout their evaluation cycle. This supports their internal evaluation process and help schools identify and sharpen their focus for improvement and monitor their own progress. The framework is used collaboratively by ERO and the school and draws on ERO's School Evaluation Indicators. It includes expectations for schools regarding learner outcomes in the Education and Training Act 2020. The National Education and Learning Priorities (NELP) are incorporated into the framework.

ERO will ensure the draft framework continues to align with the reporting and monitoring requirements for schools. Most school leaders who have responded through an ERO survey found the framework useful and an effective tool for reviewing their own practices.

Measuring our impact

This year we established a baseline for the Annual Report to gauge the impact the approach is having on school improvement.

Initial measures in ERO's School Improvement Framework tool provides collective insights to the sector.

Early indications show more work is needed, particularly in:

- Te Tiriti o Waitangi to respond effectively to the expectations of the Education and Training Act 2020
- Lifting learner progress and achievement outcomes for all learners, which will improve through a responsive curriculum and planning; effective teaching; educationally powerful connections with parents, family and whānau; and strengthening evaluation for improvement.

“It gives us a clear understanding of where we currently are and what we need to do to ensure we are effectively improving.”

“Very aspirational which is good and assisted with reviewing current practices and reviewing where to for our kura.”

“This was great - we see value in using this more widely in the school and more frequently. I like that it was not 'boxed' that it was an evolving progression.”

“Hugely valuable to reflect on each domain.”

“Useful in identifying strengths and areas for development to inform strategic planning.”

“Great to have words and a structure to think about school improvement.”

“Uplifting and reassuring.”

“It has really action focused wording and is a great reflective tool.”



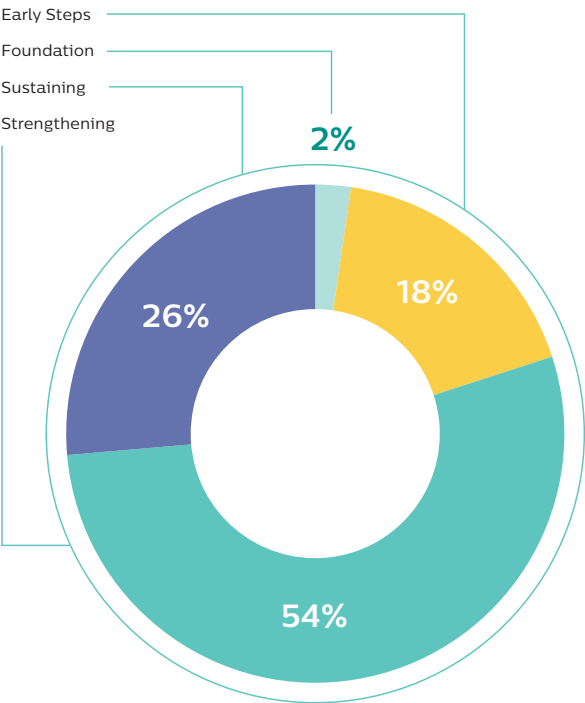


Figure 6: Where schools are placed on their journey of improvement

Schools have indicated that ERO’s approach is positively influencing strategic planning and identifying key priorities for improvement. These include:

- outcomes for learners in progress and achievement
- teaching and teacher capability
- building partnerships with communities.

Over time, we expect to see continuous improvement shifts in schools and the sector and look forward to working together to achieve better outcomes for all learners and the system as a whole.

Figure 6 provides a further breakdown of how schools are performing across domains (shown in Figure 7) from foundation (those schools that are found to have low levels of maturity in a particular domain) to sustaining (high performing). Areas where a large number of schools are in the early stages or establishing their systems and practices, include embedding Te Tiriti o Waitangi into the fabric of the school, effectively responding to the learner and their learning; and the ongoing use of evaluation, data, and inquiry within teaching practices and

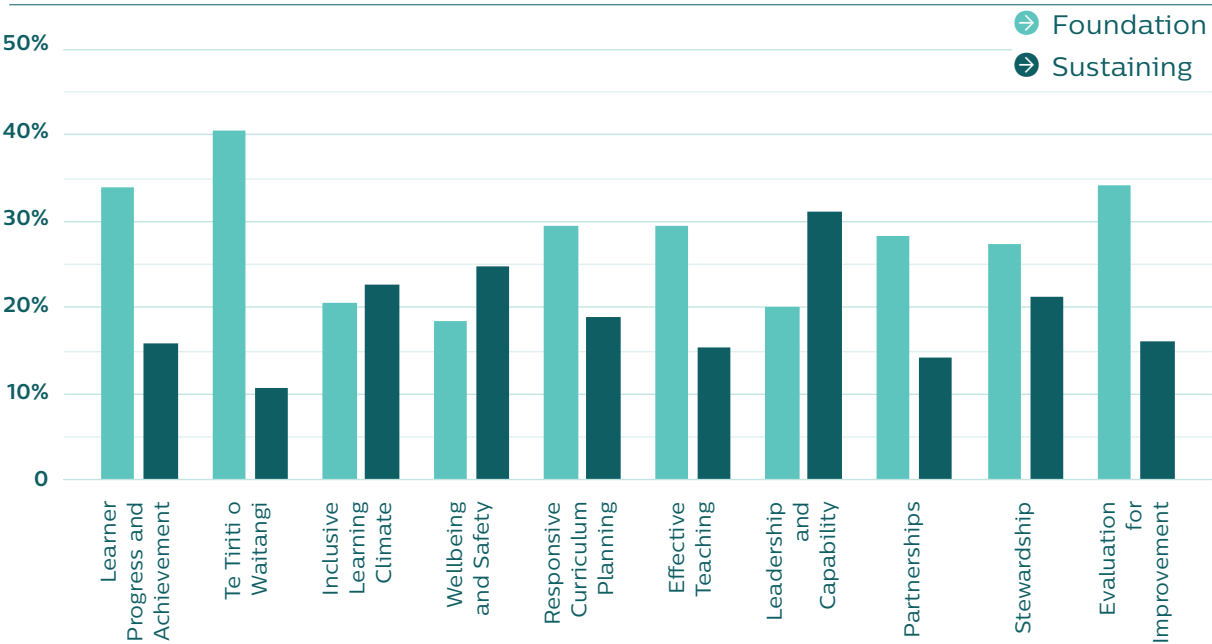


Figure 7: Current assessment of where schools sit across 10 performance domains

in decision making. Just under a third of schools were judged as having effective leadership and processes for capability building, and a quarter had a strong focus on learner wellbeing.

Figure 7 describes ERO's current assessment of where schools are at on the basis of our judgements across 10 performance domains. This provides a baseline measure which over time ERO proposes to assess our impact.

While just over half of Aotearoa New Zealand's English-medium state and state integrated

schools onboarded into the new approach have been judged as "strengthening" (with established and embedded systems, processes and practices), only one in four schools were found to have the conditions for ongoing sustained high performance. Approximately 20 percent of schools in this group have been judged as requiring intensive effort across multiple domains to bring about improved learner outcomes.

ERO's Leadership Partners Programme promotes understanding, confidence, and trust in educational evaluation within the sector

Our leadership partners build knowledge, understanding and awareness of ERO's role in evaluation across the sector, in a range of contexts. Within ERO, leadership partners contribute widely and bring current experience in education leadership, along with empathy and understanding, to school evaluation.

Leadership partners have contributed to other workstreams including the 2020 Covid-19 surveys and student research. Several leadership partners took a significant role in the review of Te Aho o te Kura Pounamu (Te Kura) alongside the ERO team.

This year, 25 leadership partners have been trained with a total of 46 since the programme was launched in 2020.

A year-long professional development programme

The Leadership Partners Programme offers professional development that promotes understanding, confidence, and trust in educational evaluation within the sector. The programme greatly contributes to the sector's own evaluative knowledge and leadership practice and also builds ERO's own knowledge base. After working with ERO, leadership partners are able to apply their learning in their own settings. Its power and positive influence

"It has been one of the highlights of my year professionally – in my view only good can come out of it."

Evaluation Partner

"Gaining a helicopter view of education is hard to maintain when leading a school – this gave me the opportunity to step out and have a bigger view."

Leadership Partner

"This has honed the way I think and operate in my own setting. I'm more evaluative in the way I do things. Everything I have gained from this experience has come back to benefit my kura."

Leadership Partner



lies in the supportive partnerships that develops between the school sector, ERO and school leaders (including principals and senior school leaders).

All senior leaders chosen for the programme participate in a national induction and are designated as evaluation partners (review officers). They spend the year partnered with an ERO evaluator, working with a portfolio of schools.

Following an evaluation at the end of 2021, the overall findings were hugely positive.

Highlights included leadership partners having:

- **strengthened their own evaluative knowledge and leadership practice**
- **applied learnings to their own settings**
- **developed the ability to review their own school's strategic planning and review cycle**
- **developed a more collaborative practice with colleagues**
- **used ERO indicators and evaluation frameworks for school improvement**
- **gained a deeper understanding of data use.**



Te Aho o te Kura Pounamu (Te Kura) Review

In November 2021, ERO published its review of Te Aho o te Kura Pounamu (Te Kura), formerly known as the Correspondence School. Te Kura is Aotearoa New Zealand's largest state school. The report considers how well the current education system settings and implementation practices enable Te Kura to meet the needs of its learners and the government's overall expectations of Te Kura.

Te Kura has been part of Aotearoa New Zealand's education system for almost 100 years. Its role has continued to evolve in response to changing needs and trends of the education system. Provision of distance education to learners in isolated and rural communities no longer defines the school's primary purpose, although the school remains an important access point for over 400 geographically isolated learners.

Te Kura's role in the education system is significantly changing. Its roll has increased, specifically in the numbers of full-time and at-risk learners and a disproportionate number of these under-served learners are Māori. Te Kura now has a large proportion of students who experience complex social circumstances and psychological issues, with many not succeeding at their local schools. Many have become excluded and/or alienated from education.

Education agencies are placing greater reliance on Te Kura as a place of enrolment for non-enrolled and high needs learners, with referrals often coming from the Ministry of Education, but also Oranga Tamariki and the Department of Corrections. Prior to being referred to Te Kura, these learners are often out of education for a long period of time for a range of reasons, such as transience, expulsion and alienation from their local school. The number of at-risk learners on Te Kura's roll is now equal to that of a large New Zealand secondary school; around 1200 learners.



There is a clear role for Te Kura in the education of diverse and at-risk learners. This includes supporting the system to prevent disengagement and promoting reengagement of learners. Meeting the needs of these learners should be a whole-of-system responsibility. There needs to be confidence that such referrals to Te Kura are in the best interests of learners, that they are getting the support they need and that the rest of the system is doing all it can to retain and engage its learners.

The review in 2021 identified how the school has responded and adapted to meet the additional needs of at-risk learners. ERO has made a range of recommendations to both Te Kura and the Ministry of Education based on its review findings, with a focus on more collaboration, priority funding reviews and deeper consideration of Te Kura's role in the education system.

Te Kura provides a personalised curriculum for its learners using sound digital teaching and learning capabilities and face-to-face learning opportunities. It adapts and responds quickly to rapid shifts in enrolments. Re-engaging students in education and supporting their wellbeing is a school priority. Ongoing modest gains in student engagement and achievement can be seen across the school. Raising full-time student qualification acquisition is a persistent

challenge, as is the growing number of students requiring additional learning support.

It is inequitable that some of the country's most disadvantaged and at-risk learners are accessing a part of the system with the least support. The basis of the funding model for Te Kura has not been revisited since it was implemented in 2007. It does not reflect the subsequent changes in the composition of Te Kura's roll, or the high level of disadvantage and additional learning support required by a large proportion of Te Kura's full-time and young adult roll. Te Kura does not receive any equity funding adjustments. If these learners were enrolled in their local schools, they would generate greater levels of individual and school-level entitlements.

The Ministry of Education referral practices should better optimise students' chances to re-engage successfully in education. Opportunities should be explored and actioned to increase Te Kura's participation when risks of disengagement are identified at an earlier stage.

A wider set of responses is needed beyond Te Kura. Meeting the needs of these learners should be a whole-of-system responsibility. There needs to be confidence that such referrals to Te Kura are in the best interests of learners, that they are getting the support they need and that the rest of the system is doing all it can to retain and engage its learners.

As Te Kura's role in the system continues to shift, there is a risk that opportunities to leverage its broader experience and connections in the education system are overlooked. The breadth and depth of its role may not be sufficiently visible and understood by the education sector. Greater clarity and direction is needed from the Ministry of Education on how it sees the role of Te Kura evolving.



Valuing and supporting Kaupapa Māori and Māori-medium education through partnerships and innovation

ERO's work in Kura Kaupapa Māori and Ara Māori is done by Māori, with Māori, for Māori, as Māori and in te reo Māori, where quality of performance and provision will be determined through te reo Māori, tikanga Māori, te ao Māori and mātauranga Māori.

ERO's supports a system where Māori enjoy and achieve education success as Māori

ERO's aim is to influence and support the education system to create environments where Māori enjoy and achieve education success as Māori.

Our vision is for all mokopuna, tamariki, and uri to experience and achieve success as learners in an environment that recognises their mana motuhake while nurturing their taha wairua, taha hinengaro, taha whānau, and taha tinana. Where every mokopuna, tamaiti, student, uri and whānau benefits from a system that responds and values the worth they bring to the iwi and hapū.

Building relationships is at the heart of learner success

Mokopuna and tamariki are taonga, inherently connected to their wider whānau, iwi and hapū. Relationship building is therefore crucial. These relationships ensure ERO's reviews are meaningful, making the most of opportunities

for continual improvement and capability building across education settings.

Te Uepū ā-Motu, our National Māori Review team focus on working together with the education profession, whānau, hapū and iwi to co-construct bespoke reviews within a kaupapa Māori evaluation approach. This results in evaluation practices and processes that are deemed credible while upholding the unique contexts of learners.

ERO adapted its evaluation approaches during Covid-19 disruptions

Because of Covid-19 disruptions, ERO embraced new technology and approaches, alongside Kaupapa Māori and Māori-medium. This became an important strategy that enabled us to remain connected, while also focusing on the wellbeing of Māori communities, learners, whānau, hapū and iwi.

Consequently, ERO used an agreed hybrid version of online and onsite evaluation. Honouring the direction set by kura and kōhanga reo, we continue to ensure

all reasonable steps are taken and the expectations of whānau, hapū and iwi are upheld during periods where Covid-19 has had an impact in this area and continues to do so.

Importantly, this approach enabled us to work with Kaupapa Māori and Māori-medium educators to share their authentic insights about educating and supporting learners through Covid-19 impacts as part of ERO's research. These research insights capture strong messages about how the profession, whānau, hapū and iwi focus on whakapapa and protection, wrap around support that suits their communities, while continuing to attend to the needs of learners.

Building capability through authentic connections

ERO, Kura Kaupapa Māori and Māori-medium and whānau, hapū and iwi, share specialist skills and strengths that not only enhances the capability of those we work with but also our own internal capability. This is made possible because we place a high value on making authentic connections and building reciprocal relationships with all Kura Kaupapa Māori and Māori-medium.

ERO offers secondments that results in mutually beneficial professional sharing opportunities. This greatly benefits ERO in building an up-to-date picture of what is happening in the sector, while kaiako, tumuaki and kaimahi gain a more nuanced understanding of ERO's approaches.

Reviews in Kaupapa Māori and Māori-medium

ERO places great value on our work with Māori, building capability, while focused on improvement and outcomes for learners, whānau, hapū and iwi. As we work with kōhanga reo and puna reo communities we know that our reviews are more meaningful and philosophically underpinned. Together in this

“Te Kōhanga Reo National Trust (TKRNT) and ERO have adapted to a balance of online and onsite reviews with every intention to lighten the load by ensuring our reviews work in the best interest of our whānau. The opportunity to meet kaiarotake online and submit documentation prior to arrival provides a more meaningful onsite visit that helps cater to the principles and values of our frameworks namely Te Korowai and Te Whāriki ā Te Kōhanga Reo.”

Te Kōhanga Reo National Trust

“ERO has provided TRN Kaitiaki with valuable, professional insights regarding review and evaluation functions and TRN has provided ERO staff with essential insights into the embodiment of Te Aho Matua in the classroom and broader kura functions.

Together, we are assured that a Te Aho Matua education and evaluation supports us to gather judgements that are valid and valued. Kaitiaki, kaimahi and kaitautoko work alongside kaiarotake to uphold Te Aho Matua, the philosophical underpinning of the Kura Kaupapa Māori movement.”

Te Rūnanga Nui o ngā Kura Kaupapa Māori o Aotearoa



collaborative professional space we capture success and identify where support is required to achieve the best the best outcomes for mokopuna and tamariki.

In our work, self-review informs ERO's external review process. Self-review acknowledges processes, practice and learner outcomes, and provides information so that whānau, hapū and iwi understand what they do, why they do it and what's next.

“The ERO team has listened and been responsive to our needs as Ngā Kura a Iwi (NKAI) schools and helped us co-design review practices that are fit for purpose – for example, NKAI kura were given the opportunity to co-construct the evaluation questions for review cycles and evidence gathering was sought from these questions.”

Ngā Kura a Iwi

“Reporting back to the community was a respectful and engaging process and what was verbally reported was what we actually saw and received in our report. Due to the change in ERO's approach to the way we think and teach as Kaupapa Māori kura, we engaged the value of Mana Orite meaning equal authority in all we do in our relationship together. Through this approach this value has been adopted in other areas of the Ministry of Education and Educational organisations such as The Teaching Council.”

Ngā Kura a Iwi o Aotearoa

Ngā Kōhanga Reo

The National Te Kōhanga Reo Trust (TNTKRT) is the governing body for all kōhanga reo who provide te reo Māori education for mokopuna while responding to the aspirations of their whānau, hapū and iwi.

ERO works alongside the National Trust, and kōhanga reo to ensure ongoing refinement to our evaluation and review approach. In the past couple of years, we have developed a hybrid approach to review as a result of Covid-19. This meant we could work both online and onsite with whānau.

Co-construction enables us to reflect the plans of whānau, hapū and iwi, focus on outcomes for mokopuna, while supporting kaimahi and whānau to build on their success and make improvements where necessary. This year, we engaged with kōhanga reo from across Aotearoa.

Ngā Puna Reo and Immersion Learning Services

Ngā Puna Reo and Immersion Learning Services provide education and care for tamariki while supporting and building aspirations of whānau, hapū and iwi.

We work with individual puna and centres, co-constructing focus for reviews while considering the quality of education and care.

Our approach with each of these two similar yet different types of provision, is strengths based, and reflects, working with, for, as and in te reo Māori. This year, we engaged with a number of Puna Reo and Immersion Learning Services that identified areas for improvement.

Summary of Kōhanga Reo and Puna Reo reviews during 2021/2022

134

We engaged with 134 of the institutions (27 percent) in our care:

128

Kōhanga Reo and produced 128 reports

6

Puna Reo and Immersion Learning Services and produced 6 reports.

Kura kaupapa Māori

ERO values the importance of partnership with Māori where an education system, while working collaboratively with Māori, will become stronger through collaboration, advice and guidance from, as, with, for and in te reo Māori.

Since 2001, ERO has worked closely with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (Te Rūnanga Nui) to develop and monitor a specialist review methodology for Te Aho Matua kura kaupapa Māori.

The Framework for Kura Kaupapa Māori Reviews, which includes evaluation indicators, is used in ERO's Kura Kaupapa Te Aho Matua review process. ERO and Te Rūnanga Nui o ngā Kura Kaupapa Māori o Aotearoa, work alongside Kura to achieve the best outcomes for their learners. These reviews uphold the philosophy of Te Aho Matua and support the aspirations of whānau, hapū and iwi.

In 2015, ERO then worked with Ngā Kura ā Iwi (Nkai) to develop an approach that too upheld kaupapa Māori theory. The framework and indicators for Ngā Kura ā Iwi provide overarching support, linking internal and external evaluation, while acknowledging the philosophies of whānau, hapū and iwi and their aspirations for uri.

All Kaupapa Māori reviews are a part of a differentiated review process.

ERO has three types of review for Kura

Expansion Evaluation

Empower and Improve: This acknowledges the need for development.

Development Evaluation

Strengthen and Grow: This acknowledges the ongoing cycle for improvement.

Enrichment Evaluation

Influence and Enhance: This acknowledges exceptional performance.

Summary of engagement with Kaupapa Māori

This year ERO worked alongside 28.6 percent of the Kura, whānau, hapū and iwi we serve.

45

We completed 45 reviews - of these...

29%

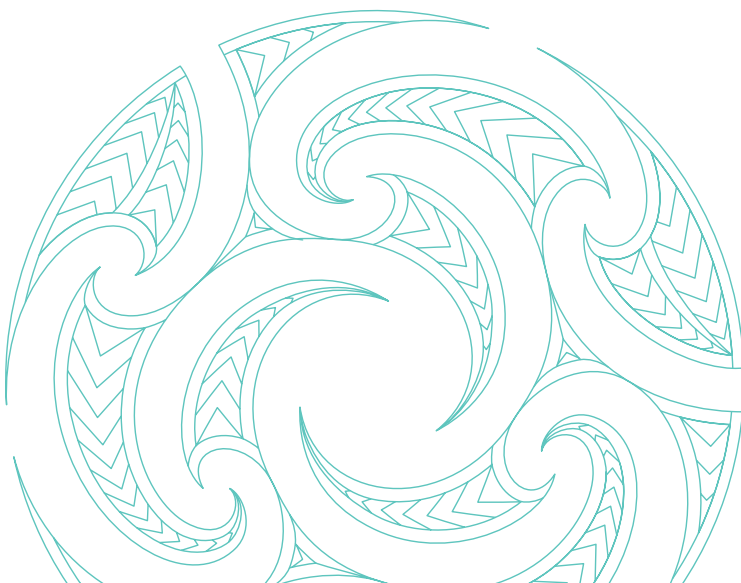
are categorised as Enrichment reviews, and are a low priority

64%

are categorised as Expansion reviews, and are medium priority

7%

are categorised as Development reviews and are high priority.



ERO's capability and capacity

ERO's workforce

ERO has a workforce of approximately 250 staff, the majority with extensive experience having previously worked in leadership roles across the education sector. Our staff have wide ranging and broad skills sets related to research, evaluation, analysis, education, organisational performance and development.

We have a dedicated specialist team with skills in kaupapa Māori, te ao Māori, te reo Māori, tikanga Māori and Mātauranga Māori who work through the medium of te reo Māori. This team also supports the wider ERO team in advancing their cultural competency.

Approximately 135 Review Officers are located in three regions: Northern-Te Tai Raki, Central-Te Tai Pūtahi Nui, Southern-Te Tai Tini, and Te Uepū ā-Motu, ERO's Māori Review Services Unit. Our Pacific Review Services are based in Tāmaki Makaurau - Auckland.

The organisation is supported by a Corporate Services function, with the majority of these team members based in Te Whanganui-a-Tara - Wellington.

Managing Covid-19

See the section Adapting and responding to the challenges of Covid-19 (pg 12) in this report.

Becoming a bilingual and bicultural organisation

See the section *He Taura Here Tangata: The Braided Threads That Bind Us* (pg 16) on ERO's Māori Strategy.



Enhancing frameworks, methodologies and tools to drive ongoing improvement

ERO continues to develop its frameworks and methodologies for evaluation in both early childhood education and schooling. For early childhood services, see more in the sections Strengthening the quality and performance of early childhood services (pg 32) and Reviews in Kaupapa Māori and Māori-medium - Ngā Puna Reo, Kura Motuhake (pg 50) in this report. For schools and kura, see more in the sections Encouraging and supporting improvement in school performance (pg 40) in this report.

Developing new skills to build on our workforce capabilities

Professional practice leaders, together with managers, provide comprehensive learning programmes to support our team as they implement new methodologies in schools and early childhood environments.

Digital technology has enabled systematic and in-depth approaches to capability building, including the successful use of blended learning strategies.

New evaluators joining ERO are supported to develop their capabilities through induction programmes that include formal checkpoints to monitor their progress.

ERO has continued to provide support for post-graduate study in evaluation and related fields, including online evaluation study through the University of Melbourne.

Evaluators and managers have taken advantage of online learning opportunities provided by the Aotearoa New Zealand Evaluation Association.

Building enduring partnerships and networks

Establishing and maintaining partnerships within the sector is crucial to ERO's future direction.

Groups and agencies

The Ministry of Education is a critical partner in our work with the sector, along with the New Zealand Council for Educational Research (NZCER) in building the knowledge base to support decision-making at all levels of the system.

We work equally closely with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, Ngā Kura ā Iwi o Aotearoa and the National Te Kōhanga Reo Trust, the Teaching Council, New Zealand School Trustees Association, unions, education sector peak bodies, and the New Zealand Qualifications Authority (NZQA).

In June 2022, ERO renewed its Memorandum of Understanding with the New Zealand Qualifications Authority (NZQA). ERO and NZQA will continue to work together in the secondary education sector to support a high performing secondary school system through formalised approaches to collaboration, transparency and data sharing.

Te Ara Pae – Māori Advisory Group

ERO's intent is to be an organisation that builds purposeful, authentic, trusting, collaborative partnerships with Māori. To support this, the rūpu Te Ara Pae is working with ERO to advise as we continue to focus on Māori tamariki and rangatahi enjoying and achieving education success as Māori. The rūpu includes well respected Māori leaders who will support ERO to uphold Te Tiriti o Waitangi as a cornerstone of our mahi.

Early Childhood External Stakeholder Group

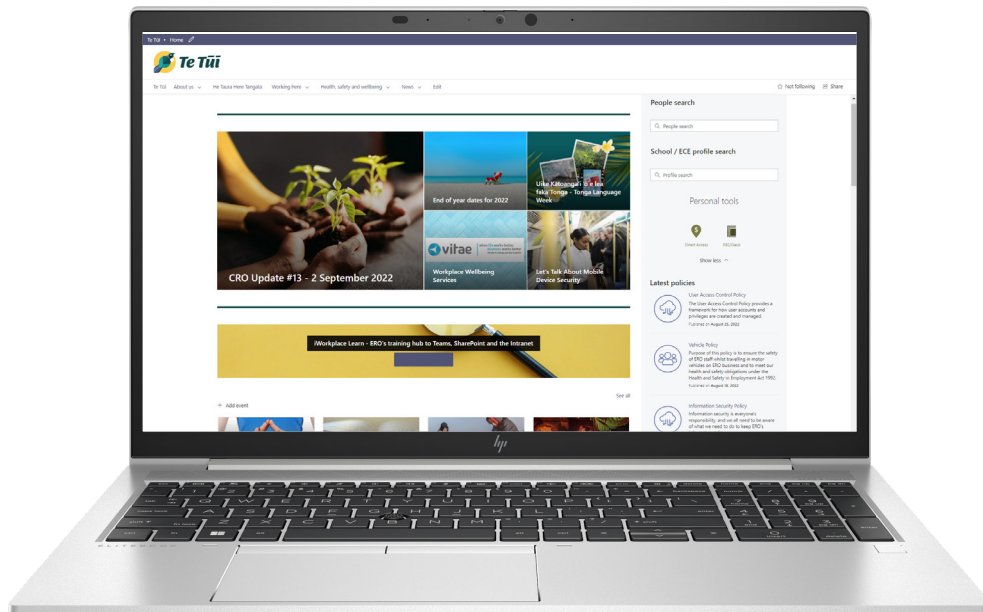
Our Early Childhood External Stakeholder Group includes leaders from early childhood organisations across the country.

Principals Reference Group

This group includes principals from across the country who guide ERO and its programme and engagement with the sector. It meets on a regular basis.

Leadership Partners Programme in schools

ERO's Leadership Partners Programme promotes understanding, confidence, and trust in educational evaluation within the sector.



Modernising our technology systems

SharePoint Migration driving collaboration

A substantial portion of our workforce is distributed, often working offsite within the sector. To support this mahi, and to drive greater collaboration across the organisation through 2020/21 we began a migration to Microsoft SharePoint.

The move to SharePoint will also assist with file management organisation-wide, enabling us to archive and surface information with greater speed ensuring our technology systems align to our need for efficiency and transparency. This project will be completed by the end of December 2022.

ERO's website

Following an earlier refresh of ERO's website, we continue to make improvements to respond to new ways of working. This includes updating information, increasing accessibility, and making improvements to the site's navigation.

Growing leadership in our people

ERO is working to support and strengthen leadership capability across all functions. We have developed a Leadership in Action resource to support leadership development objectives and as outlined in Te Waka Hourua Arotake Mātauranga, ERO's Leadership Strategy.

This framework provides for leadership development planning and to identify senior leaders and leadership talent. The strategy allows for senior leaders to provide development opportunities for suitable team members. These include both formal and improvised approaches, such as a programme for aspiring leaders, formal training or being coached by an ERO team member.

Developing our future leaders

Seven staff are currently part of a pilot programme to develop future aspiring leaders. The pilot uses the Leadership Development Centre's 360-degree feedback reports providing the impetus for focused follow-up and leadership development plans. ERO continues to make targeted use of LDC's suite of diagnostic tools, resources and expertise.



Coaching

Seventeen managers have completed a 'Leader as Coach' development programme; to help establish a coaching mindset and higher levels of accountability, problem-solving and quality practice. This is important as it builds on a manager's capability skills set and ability to guide and grow their teams.

A small group of managers are studying for coaching qualifications to ensure ERO continues to develop coaching capability.

Leadership forum

ERO offered two Leadership Forums this year (in March and December). These are regular annual hui where leaders can participate and contribute to our strategic direction setting and organisational development. These forums provide an opportunity for communication, discussion and the development of shared understanding and agreement about leadership accountabilities and practice and strategic goals. Topics covered this year include ERO's strategic priorities 2022; ERO's Information Technology systems; Te Reo Māori quality framework; research and evaluation priorities; and Covid-19 updates. We also heard from guest speaker Nigel Latta on leading teams and supporting wellbeing in Covid-19 times.

Health, Safety and Wellbeing

A key focus for health and safety was to support our employees and managers in dealing with the impacts of Covid-19 and Covid-19 lockdowns. ERO worked through vaccination mandates and adopted a new approach to working under the Orange traffic light setting.

Review staff in schools were included within the Education vaccination mandate. After careful consideration and consultation, ERO implemented a vaccination policy which was extended to all employees. We were able to achieve a very high vaccination rate across ERO (95+ percent) as well as a high rate of staff members having booster vaccinations. We continue to encourage staff to keep vaccinations up-to-date.

ERO developed a risk assessment tool for field employees to safely guide their visits to schools and centres, which we shared and reinforced regularly through ERO's communications channels and managers.

During the year we saw an increase in absences due to Covid-19 and self-isolation requirements. Staff have accessed the Employee Assistance Programme (EAP) at levels similar to previous years. Results from a Wellbeing survey were used to guide our activities.

ERO has adopted a 'work from anywhere' approach allowing staff to work from home when required. This also allows us to draw from a wider labour pool that better represents our different regions and communities.

We regularly share health, safety and wellbeing information with staff through the fortnightly Chief Review Officer's update, ERO's intranet and direct communications between managers and their teams.

Staff and managers have access to a dedicated space within our intranet to guide each individual to comply with their responsibilities. ERO's annual Legislative Compliance Survey reinforces these responsibilities with our staff.

We will focus on implementing our Diversity and Inclusion plan in the coming year. This work will include:

- reviewing our recruitment and induction policy/processes to see where we can improve diversity and inclusion outcomes
- focusing on inclusive leadership styles
- the issues impacting on the retention of our diverse staff
- increasing the visibility of our employee led networks, promoting use of the rainbow network and the across government networks
- advancing our use of the D&I hub on Te Tūi with training modules for programmes like unconscious bias, and resources and tools e.g: inclusive language
- reviewing our approaches to hybrid working to ensure they meet the needs of different groups and staff
- continuing working to address our gender and ethnic pay gaps.

The national Health, Safety and Wellbeing Committee meets on a regular quarterly basis and receives feedback from employee representatives. Key issues though the year included Covid-19 workload, working from home, looking after families, and travel.

The work programme for the year ahead includes a review of our current Health and Safety framework to ensure that it remains robust, especially in the light of changing working conditions.

Diversity and Inclusion

Strategic approach

ERO is a small geographically spread organisation which is characterised by having a high percentage of female staff (80 percent), with an average age of 53, a very small number of job families and low or cyclical turnover. Most of our staff are in one of only three roles; Manager Review and Improvement Services, Review Officers and administrative support (with most being in the first two). In addition, the possible pool of candidates available to work at ERO is limited by the most suitable applicants coming from the education sector. This has an impact of curtailing our ability to demonstrate diversity through gender and ethnicity in the people who work here given the demographics of the education sector. At the same time, however, ERO gains a benefit as given the majority of those we recruit have been teachers. They join us already well-versed in addressing bias, inclusive leadership, building inclusive relationships and encouraging inclusivity.

Being a small organisation also places constraints on our ability to refocus efforts beyond individual's business as usual activity which has impacted our desire to achieve all we wanted in relation to diversity and inclusion. This means that in the coming year we will be looking to improve the range and type of data about our people we collect to provide more targeted and evidence-based activity addressing our Papa Pounamu and Kia Toipoto (Gender, Māori, Pacific, and Ethnic Pay Gaps) milestones.

As part of our wider strategic intent, ERO's approach to diversity, equity and inclusion is to weave it through our internal policies, guidance and practices with a view to our external service delivery enabling culturally responsive teaching and learning for the New Zealand public.

Addressing Bias

Our intranet, Te Tūi, provides support material for our people to access information as and when they need it, along with a self-paced module on overcoming bias. By 30 June 2022, 30 percent of our staff had completed the module.

As our people-related policies and practices are updated, we continuously review and amend them to identify bias and, if necessary, remove barriers. This process will continue over the coming year with an ongoing emphasis on our recruitment and induction practices.

Cultural competence / Building relationships

To increase our cultural competence, a survey was undertaken in 2021 to determine the confidence levels of our staff against Te Arawhiti capabilities. As at the end of the year, 80 percent had set individual te reo goals and the accompanying He Taura Here Tangata Growth framework was in place.

A second response to the results of the Te Arawhiti survey is the rollout of Te Rito in August 2022. Te Rito supports ERO delivering He Taura Here Tangata and the accompanying growth framework.

How ERO operates internally in terms of growing our own capability in te reo and tikanga Māori, and building trusting meaningful relationships with iwi, enables a direct influence externally on more culturally responsive teaching and learning.

Inclusive leadership

Te Waka Hourua, our leadership strategy, reinforces our commitment to honouring Te

Tiriti o Waitangi with the three articles of Te Tiriti underpinning the exercise of leadership (and an organisational culture) that is responsive to our Māori and all our people. Te Waka Hourua is the cornerstone of our people leaders being inclusive in how they work with their people through the expectations of being, amongst other things, culturally responsive and respectful of others, inclusive and valuing diversity.

We have made the Te Kawa Mataaho module on Inclusive Leadership available to all our people leaders to further cement their understanding of inclusive leadership in the context of Papa Pounamu.

In addition, we have subscribed to Diversity Works to provide another avenue for our people leaders to understand and appropriately manage/lead in relation to Papa Pounamu expectations.

Employee-led networks

Given ERO's small population, geographic spread and the impact of Covid-19 with the consequence of more of our staff working from home, maintaining employee-led networks has had challenges.

Having said that, ERO has two employee-led networks: Te Uepū and Fono Pasifika and have joined the Women's Network. Work is continuing on setting up a viable Rainbow Network.

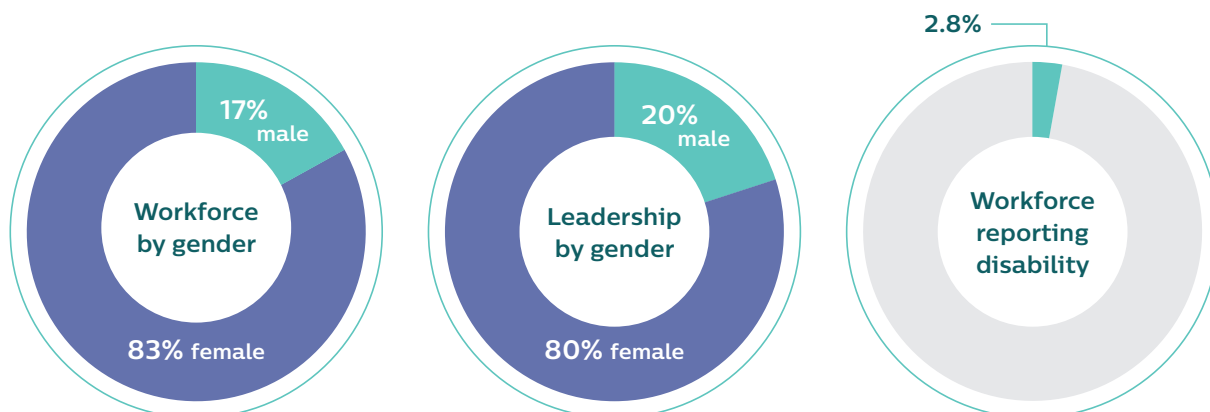
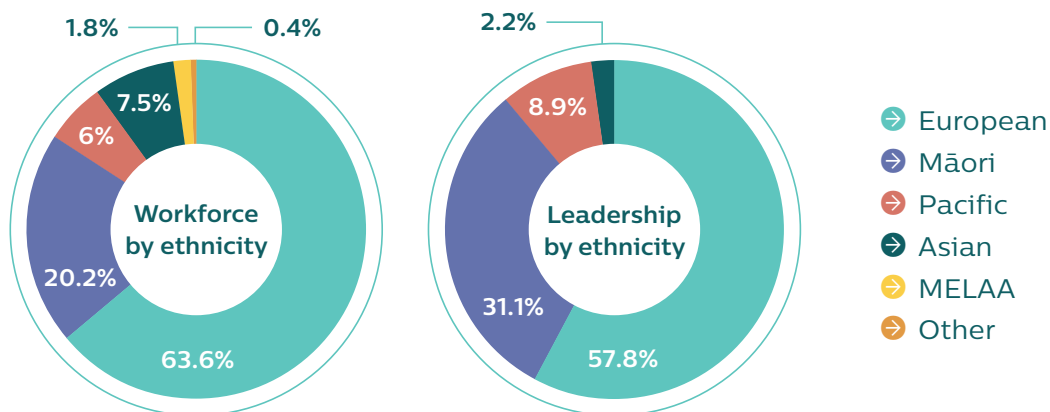
Fono Pasifika provides a national forum for all our people who have Pacific Indigenous heritage and meets twice yearly for members to reconnect as Pacific Peoples, share experiences, learn from one another and to contribute to our strategic vision and direction.

Members of Te Uepū also meet regularly. Over the year both Te Uepū and Fono Pasifika focused on supporting their colleagues through Covid-19.

We also encourage all our people to consider what the employee-led networks in place across the whole public sector have to offer.

Demographic Profile

ERO Demographic Profile June



We have maintained our levels of diversity in some areas, but recognise there is more work to do.

Workforce

Work undertaken in recent years to develop and grow our Māori staff has had a positive impact, however more work can be done particularly for our Pacific staff.

A consequence of ERO being a small department, to maintain confidentiality we are limited (either by role or ethnicity) by the data we can share and use for comparative purposes.

ERO continues work to increase the representation of Māori, Pacific and Asian, in particular in the review officer group.



Kia Toipoto

Kia Toipoto – Public Service Pay Gaps Action Plan 2021–24

When reporting on Kia Toipoto, agencies must include:

Impact: Gender, Māori, Pacific and ethnic pay gaps by median and mean at an organisational level. 33 If the department has too few employees to calculate any or all of these pay gaps, please include a note to this effect.

Plan: Link to departments agency's pay gaps action plan.

Progress: A statement about progress towards closing the departments pay gaps and towards meeting Kia Toipoto's milestones.

ERO's pay gaps action plan is published on our website at [Gender pay action plan | Education Review Office \(ero.govt.nz\)](https://www.ero.govt.nz/gender-pay-action-plan).

ERO is a small organisation with a high union membership (85 percent) and with salary ranges and movements specified for all those covered by the CEA, and as such is constrained in terms of closing pay gaps. The current (expired) CEA incorporated significant movements for the salaries of the administration staff in ERO, which included targeted movements for some staff identified as needing remediation. We have continued to review the data across the board and for 'like for like' roles with statistics indicating the gaps are reducing.

Work undertaken in recent years to develop and grow our Māori staff has had a positive impact, however more work can be done particularly for our Pacific staff.

ERO will continue work to increase the representation of Māori, Pacific and Asian in the organisation; in particular in the review officer group. There is good representation of Māori at senior levels, but this data is collated from small groups of employees. Amalgamating the top three leadership levels of the organisation shows that representation for Māori is 27 percent, and Pacific and Asian both 5 percent.

Impact

- ➔ Māori: -7.7%
- ➔ Pacific: 5.5%
- ➔ Asian: 6.7%
- ➔ MELAA: This group is too small to report

Reducing our carbon footprint

As a response to climate change and the Carbon Neutral Government Programme (CNGP), ERO has joined businesses and communities already leading the way to reduce their emissions as we transition to a low-emissions economy. ERO aligns its strategies and procedures with wider Government strategies and guidance.

While review officers are required to travel extensively, ERO's carbon footprint has reduced over the past two years due to Covid-19. ERO's carbon footprint is now in line with the CNGP, which aims to accelerate the reduction of emissions within the public sector.

Further sustainability and emissions reporting information is available on page 93, appendix 1.



Ngā Pūrongo Pūtea, Ngā Tutukihnga Ratonga Hoki | Financial Statements and Performance

Statement of Responsibility

I am responsible, as Chief Executive of the Education Review Office (ERO), for:

- the preparation of ERO's financial statements, and statements of expenses and capital expenditure, and for the judgements expressed in them;
- having in place a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting;
- ensuring that end-of-year performance information on the appropriation administered by ERO is provided in accordance with section 19A to 19C of the Public Finance Act 1989 included in this annual report; and
- the accuracy of any end-of-year performance information prepared by ERO included in this annual report.

In my opinion:

- the annual report fairly reflects the operations, progress, and the organisational health and capability of ERO;
- the financial statements fairly reflect the financial position of ERO as at 30 June 2022 and its operations for the year ended on that date; and
- the forecast financial statements fairly reflect the forecast financial position of ERO as at 30 June 2023 and its operations for the year ending on that date.



Nicholas Pole
Chief Executive

30 September 2022





Te pūrongo a te kaitātari kaute motuhake

Independent Auditor's Report

To the readers of Education Review Office's annual report for the year ended 30 June 2022

The Auditor-General is the auditor of Education Review Office (the Department). The Auditor-General has appointed me, Grant Taylor, using the staff and resources of Ernst & Young, to carry out, on his behalf, the audit of:

- the financial statements of the Department on pages 71 to 91 that comprise the statement of financial position, statement of commitments, statement of contingent liabilities and contingent assets as at 30 June 2022, the statement of comprehensive revenue and expense, statement of changes in equity, and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information;
- the performance information prepared by the Department for the year ended 30 June 2022 on pages 24 to 53 and 68 to 70; and
- the statements of expenses and capital expenditure of the Department for the year ended 30 June 2022 on page 92.

Opinion

In our opinion:

- the financial statements of the Department on pages 71 to 91:
 - present fairly, in all material respects:
 - its financial position as at 30 June 2022; and

- its financial performance and cash flows for the year ended on that date; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Benefit Entity reporting standards;
- the performance information of the Department on pages 24 to 53 and 68 to 70:
 - presents fairly, in all material respects, for the year ended 30 June 2022:
 - what has been achieved with the appropriation; and
 - the actual expenses or capital expenditure incurred compared with the appropriated or forecast expenses or capital expenditure; and
 - complies with generally accepted accounting practice in New Zealand.
- the statements of expenses and capital expenditure of the Department on page 92 are presented fairly, in all material respects, in accordance with the requirements of section 45A of the Public Finance Act 1989.

Our audit was completed on 30 September 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Chief Executive and our responsibilities relating to the information to be audited, we comment on other information, and we explain our independence.



Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Chief Executive for the information to be audited

The Chief Executive is responsible on behalf of the Department for preparing:

- financial statements that present fairly the Department's financial position, financial performance, and its cash flows, and that comply with generally accepted accounting practice in New Zealand.
- performance information that presents fairly what has been achieved with each appropriation, the expenditure incurred as compared with expenditure expected to be incurred, and that complies with generally accepted accounting practice in New Zealand.
- statements of expenses and capital expenditure of the Department, that are presented fairly, in accordance with the requirements of the Public Finance Act 1989.

The Chief Executive is responsible for such internal control as is determined is necessary to enable the preparation of the information to be audited that is free from material misstatement, whether due to fraud or error.

In preparing the information to be audited, the Chief Executive is responsible on behalf of the Department for assessing the Department's ability to continue as a going concern. The Chief Executive is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to merge or to terminate the activities of the Department, or there is no realistic alternative but to do so.

The Chief Executive's responsibilities arise from the Public Finance Act 1989.



Responsibilities of the auditor for the information to be audited

Our objectives are to obtain reasonable assurance about whether the information we audited, as a whole, is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers, taken on the basis of the information we audited.

For the budget information reported in the information we audited, our procedures were limited to checking that the information agreed to the Department's *information on strategic intentions*.

We did not evaluate the security and controls over the electronic publication of the information we audited.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the information we audited, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is

sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Chief Executive.
- We evaluate the appropriateness of the reported performance information within the Department's framework for reporting its performance.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Chief Executive and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Department's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the information we audited or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Department to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the information



we audited, including the disclosures, and whether the information we audited represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Chief Executive regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Chief Executive is responsible for the other information. The other information comprises the information included on pages 2 to 23, 54 to 67 and pages 93 to 95, but does not include the information we audited, and our auditor's report thereon.

Our opinion on the information we audited does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

Our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the information we audited or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the Department in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests, in the Department.

Grant Taylor

Ernst & Young

On behalf of the Auditor-General

Wellington, New Zealand

Performance information for appropriations

for the year ended 30 June 2022

This section provides an assessment of our delivery against the performance measures set out in the 2021/22 Estimates of Appropriation and those as amended by the 2021/22 Supplementary Estimates.

Evaluations of the Quality of Education

Scope

This appropriation is limited to evaluations of national and local education programmes and providers and to evaluation services provided to third parties under contract.

What we intended to achieve

This appropriation is intended to achieve improvements in teaching and learning practices by assisting early childhood learning services, schools and other education service providers to improve their capacity in internal evaluation, governance and leadership through ERO's independent evaluations. It also includes influencing and informing on the development and implementation of education policy and practices through ERO's system-wide evaluations and through the provision of other services.

What we achieved

Actual 2021		Note	Actual 2022	Target 2022
	Monitor and Evaluate			
59%	Proportion of hours of evaluation services provided to ERO's high priority providers	1	41%	Up to 40%
	Influence			
79%	Percentage of early childhood learning services that indicate ERO's evaluations are making a contribution to their decisions about how to improve learner outcomes	2	74%	>85%
82%	Percentage of early childhood learning service respondents that indicate that their ERO evaluation had helped to identify or confirm opportunities for more effective practice and building capacity	2	76%	>80%
69%	Percentage of schools that indicate ERO's evaluations are making a contribution to their decisions about how to improve learner outcomes	3	68%	>85%

Actual 2021		Note	Actual 2022	Target 2022
71%	Percentage of school respondents that indicate that their ERO evaluation had helped to identify or confirm opportunities for more effective practice and building capacity	3	72%	>80%
96%	Key audiences report that ERO's national evaluations are informative and useful for identifying or planning improvement within the system or its component parts.	4	100%	>80%
New measure	Progress of bringing schools onto the new schooling review approach	5	55%	>40%

Note 1: ERO's high priority providers are those institutions that are new, or that require longer term evaluation capability building for improvement and internal evaluation capacity.

Note 2: Online surveys were used to measure this performance.

Note 3: The survey in 2020/21 was taken during the early phases of a new model where ERO works with schools over an extended period and reflects the uncertainty occasioned by the early stages of this implementation. The survey in 2021/22 was completed in July 2022 from a larger sample. Due to COVID-19 the approach to implementing the new model has operated in a challenging environment.

Note 4: Surveys are carried out for each of the research projects, or evaluations. For each piece of work a group of key stakeholders are identified, which can include education peak bodies, unions and government agencies as well as the teachers, Kaiako, and leaders that attended any webinars or events. Each report has a different set of key stakeholders, depending on the nature of the material and the intended impact of the evaluation. The responses are summarised below:

	Not Useful	Somewhat useful	Useful	Very useful	Total
Not Informative	-	-	-	-	-
Somewhat Informative	-	11	-	-	11
Informative	-	3	13	1	17
Very Informative	-	-	2	7	9
Total	-	14	15	8	37

Note 5: This is the proportion of eligible schools that were notified and ERO had completed some evaluation activity on or before 30 June 2022.

Financial performance

Actual 2021 \$000		Actual 2022 \$000	Unaudited main estimates 2022 \$000	Unaudited supps. estimates 2022 \$000
Revenue				
34,450	Revenue Crown	34,807	33,753	34,807
657	Other revenue	775	500	1,300
35,107	Total revenue	35,582	34,253	36,107
34,696	Total expenses	34,514	34,253	36,107

Capital Expenditure Permanent Legislative Authority

Scope

This appropriation is limited to the purchase or development of assets by and for the use of the Education Review Office, as authorised by section 24(1) of the Public Finance Act 1989.

What we intended to achieve

This appropriation is intended to achieve the renewal and replacement of ERO's assets that support the delivery of its services.

What we achieved

Actual 2021		Note	Actual 2022	Target 2022
44%	Expenditure is in accordance with ERO's capital expenditure plan	1	11%	75%-100%

Note 1: ERO's capital expenditure was lower than expected due to the change of accounting treatment for software as a service and decreased spending on ERO's leasehold properties due to COVID-19.

Financial performance

Actual 2021 \$000		Actual 2022 \$000	Unaudited main estimates 2022 \$000	Unaudited supps. estimates 2022 \$000
887	Total capital expenditure	129	1,710	1,191

Ngā tauākī pūtea

Financial statements

Statement of comprehensive revenue and expense for the year ended 30 June 2022

Actual 2021 \$000		Notes	Actual 2022 \$000	Unaudited Budget 2022 \$000	Unaudited Forecast 2023 \$000
Revenue					
34,450	Revenue Crown	2	34,807	33,753	36,795
698	Other revenue	2	775	500	1,000
35,148	Total revenue		35,582	34,253	37,795
Expenses					
24,211	Personnel	3	25,045	25,450	27,274
9,004	Other expenses	4	8,076	7,236	9,095
1,210	Depreciation and amortisation	8,9	1,198	1,352	1,241
196	Capital charge	5	195	195	165
34,621	Total expenses		34,514	34,233	37,775
527	Surplus		1,068	20	20
-	Other Comprehensive Revenue and Expense		-	-	-
527	Total Comprehensive Revenue and Expense		1,068	20	20

Explanations of major variances against the original 2022 budget are provided in Note 18.

The accompanying notes form part of these financial statements.

Statement of financial position

As at 30 June 2022

Actual 2021 \$000		Note	Actual 2022 \$000	Unaudited Budget 2022 \$000	Unaudited Forecast 2023 \$000
Assets					
Current Assets					
5,418	Cash and cash equivalents	6	6,988	3,302	3,801
21	Receivables	7	17	65	65
86	Prepayments		130	103	103
5,525	Total current assets		7,135	3,470	3,969
Non-current assets					
4,091	Property, plant, and equipment	8	3,199	4,563	3,463
589	Intangible assets	9	288	791	922
4,680	Total non-current assets		3,487	5,354	4,385
10,205	Total assets		10,622	8,824	8,354
Liabilities					
Current liabilities					
1,673	Payables and deferred revenue	10	1,558	1,325	1,325
527	Repayment of surplus		1,068	20	20
263	Provisions	11	208	51	263
67	Lease incentive	12	67	67	67
2,128	Employee entitlements	13	2,906	1,959	1,922
4,658	Total current liabilities		5,807	3,422	3,597
Non-current liabilities					
1,018	Provisions	11	1,073	1,001	1,018
226	Lease incentive	12	159	159	92
396	Employee entitlements	13	276	335	340
1,640	Total non-current liabilities		1,508	1,495	1,450
6,298	Total liabilities		7,315	4,917	5,047
Equity					
3,907	Taxpayers' funds		3,307	3,907	3,307
3,907	Total equity		3,307	3,907	3,307
10,205	Total liabilities and equity		10,622	8,824	8,354

Explanations of major variances against the original 2022 budget are provided in Note 18.

The accompanying notes form part of these financial statements.

Statement of changes in equity

for the year ended 30 June 2022

Actual 2021 \$000		Actual 2022 \$000	Unaudited Budget 2022 \$000	Unaudited Forecast 2023 \$000
3,907	Balance at 1 July	3,907	3,907	3,907
527	Total comprehensive revenue and expense	1,068	20	20
	Owner transactions			
-	Capital withdrawal	(600)	-	-
(527)	Repayment of surplus to the Crown	(1,068)	(20)	(20)
3,907	Balance at 30 June	3,307	3,907	3,907

Explanations of major variances against the original 2022 budget are provided in Note 18.

The accompanying notes form part of these financial statements.

Statement of cash flows

for the year ended 30 June 2022

Actual 2021 \$000		Actual 2022 \$000	Unaudited Budget 2022 \$000	Unaudited Forecast 2023 \$000
Cash flows from operating activities				
34,450	Receipts from Revenue Crown	34,807	33,753	36,795
649	Receipts from other revenue	813	500	1000
(23,922)	Payments to employees	(24,307)	(25,304)	(27,252)
(8,796)	Payments to suppliers	(8,299)	(7,448)	(9,201)
(196)	Payment for capital charge	(195)	(195)	(165)
2,185	Net cash flows from operating activities	2,819	1,306	1,177
Cash flows from investing activities				
88	Receipts from sale of property, plant and equipment	-	20	5
(467)	Purchase of property, plant and equipment	(92)	(1360)	(650)
(455)	Purchase of intangible assets	(30)	(350)	(350)
(834)	Net cash flows from investing activities	(122)	(1,690)	(995)
Cash flows from financing activities				
-	Capital withdrawal	(600)	-	-
(2,287)	Repayment of surplus to the Crown	(527)	(530)	(20)
(2,287)	Net cash flows from financing activities	(1,127)	(530)	(20)
(936)	Net increase/(decrease) in cash	1,570	(914)	162
6,354	Cash at start of the year	5,418	4,216	3,639
5,418	Cash at the end of the year	6,988	3,302	3,801

Explanations of major variances against the original 2022 budget are provided in Note 18.
The accompanying notes form part of these financial statements.

Statement of cash flows

for the year ended 30 June 2021 (continued)

Reconciliation of surplus/(deficit) to net cash flow from operating activities

Actual 2021 \$000		Actual 2022 \$000
527	Surplus/(deficit)	1,068
	Add/(less) non-cash items	
1,210	Depreciation and amortisation expense	1,198
1,210	Total non-cash items	1,198
	Add/(less) items classified as investing or financing activities	
(15)	(Gains)/losses on disposal of property, plant and equipment and intangibles	127
(15)	Total items classified as investing or financing activities	127
	Add/less movements in statement of financial position items	
(21)	(Increase)/decrease in receivables	4
-	(Increase)/decrease in prepayments	(44)
402	Increase/(decrease) in payables	(125)
2	Increase/(decrease) in provisions and lease incentive	(67)
80	Increase/(decrease) in employee entitlements	658
463	Net movements in working capital items	426
2,185	Net cash flow from operating activities	2,819

The accompanying notes form part of these financial statements.

Statement of commitments

as at 30 June 2022

Actual 2021 \$000		Actual 2022 \$000
	Non-cancellable operating lease commitments	
1,651	Not later than one year	1,608
4,814	Later than one year and not later than five years	3,694
89	Later than five years	-
6,554	Total non-cancellable operating lease commitments	5,302
6,554	Total commitments	5,302

Non-cancellable operating lease commitments

ERO leases all its seven offices in New Zealand, which have a non-cancellable leasing period of up to nine years.

The non-cancellable leases have varying terms, an escalation clause and renewal rights.

There are no restrictions placed on ERO by any of its leasing arrangements.

The amounts disclosed above as future commitments are based on the current rental rates.

Statement of contingent liabilities and contingent assets

as at 30 June 2022

Contingent assets

ERO has no contingent assets (2021: \$nil).

Quantifiable and non-quantifiable contingent liabilities

ERO has no quantifiable and non-quantifiable contingent liabilities (2021: one staffing matter quantified at \$33,000).

The accompanying notes form part of these financial statements.

Notes to the financial statements

for the year ended 30 June 2022

1. Statement of accounting policies

Reporting entity

The Education Review Office (ERO) is a government department as defined by section 5 of the Public Service Act 2020 (PSA) and is domiciled and operates in New Zealand. The relevant legislation governing ERO's operations include the Public Finance Act 1989 (PFA), Public Service Act 2020, and the Public Accountability Act 1998. ERO's ultimate parent is the New Zealand Crown.

ERO is the New Zealand government's external evaluation agency that informs and facilitates improvement in early learning, kōhanga reo, puna kōhungahunga, kura and schools. ERO does not operate to make a financial return. Accordingly, ERO has designated itself as a Public Benefit Entity (PBE) for financial reporting purposes.

The financial statements of ERO are for the year ended 30 June 2022 and were approved for issue by the Chief Executive on 30 September 2022.

Basis of preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been applied consistently throughout the period.

Statement of compliance

The financial statements of ERO have been prepared in accordance with Tier 1 PBE Accounting Standards and the requirements of the PFA, which include the requirement to comply with New Zealand generally accepted accounting practice (NZ GAAP) and Treasury Instructions.

The financial statements have been prepared in accordance with and comply with PBE Accounting Standards.

Presentation currency and rounding

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000).

Changes in accounting policies

Software as a service

The International Financial Reporting Standards Interpretations Committee (IFRIC) has issued two final agenda decisions which impact SaaS arrangements:

- Customer's right to receive access to the supplier's software hosted on the cloud (March 2019) – this decision considers whether a customer receives a software asset at the contract commencement date or a service over the contract term.
- Configuration or customisation costs in a cloud computing arrangement (April 2021) – this decision discusses whether configuration or customisation expenditure relating to SaaS arrangements can be recognised as an intangible asset and if not, over what time period the expenditure is expensed.

ERO's accounting policy has historically been to capitalise all costs related to SaaS arrangements as intangible assets in the Statement of Financial Position. As it is not material ERO has not restated its 2021 balances and this change has been reflected from 2022 onwards. Refer to note 4 for the other expenses and note 9 for the intangible assets.

New amendment applied

An amendment to PBE IPSAS 2 Cash Flow Statements requires entities to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. This change does not currently impact ERO's financial statements.

Other changes

There have been no other changes in ERO's accounting policies since the date of the last audited financial statements.

Standards issued and not yet effective and not early adopted

Standards and amendments, issued but not yet effective that have not been early adopted, and which are relevant to ERO are:

PBE IPSAS 41 Financial instruments

PBE IPSAS 41 replaces PBE IFRS 9 Financial Instruments and is effective for the year ending 30 June 2023, with earlier adoption permitted. ERO has assessed that there will be little change as a result of adopting the new standard as the requirements are similar to those contained in PBE IFRS 9. ERO does not intend to early adopt the standard.

PBE FRS 48 Service Performance Reporting

PBE FRS 48 replaces the service performance reporting requirements of PBE IPSAS 1 Presentation of Financial Statements and is effective for the year ending 30 June 2023, with early adoption permitted. ERO has not yet determined how application of PBE FRS 48 will affect its statement of service performance. It does not plan to adopt the standard early.

Summary of significant accounting policies

Significant accounting policies are included in the notes to which they relate. Significant accounting policies that do not relate to a specific note are outlined below.

Goods and services tax (GST)

All items in the financial statements and appropriation statements are stated exclusive of GST, except for receivables and payables, which are stated on a GST-inclusive basis. Where GST is not recoverable as input tax, then it is recognised as part of the related asset or expense.

The net amount of GST recoverable from, or payable to, the Inland Revenue Department is included as part of receivables or payables in the statement of financial position.

The net GST paid to or received from the IRD, including the GST relating to investing and financing activities, is classified as an operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

Income tax

ERO, as a government department, is exempt from the payment of income tax. Accordingly, no provision for income tax has been provided.

Critical accounting estimates and assumptions

In preparing these financial statements, ERO has made estimates and assumptions concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are in respect of measuring:

- provision for reinstatement – refer note 11
- retirement leave and long service leave – refer note 13

Critical judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

- Software as a Service – refer to note 9

Budget and forecast figures

The 2022 budget figures are for the year ended 30 June 2022 and were published in the 2020/21 annual report. They are consistent with ERO's best estimate financial forecast information submitted to the Treasury for the Budget Economic and Fiscal Update (BEFU) for the year ending 30 June 2022.

The 2023 forecast figures are for the year ending 30 June 2023, which are consistent with the best estimate financial forecast information submitted to Treasury for the BEFU for the year ending 30 June 2023.

The forecast financial statements have been prepared as required by the PFA to communicate forecast financial information for accountability purposes.

The budget and forecast figures are unaudited and have been prepared using the accounting policies adopted in preparing these financial statements.

The 30 June 2023 forecast figures have been prepared in accordance with PBE FRS 42 Prospective Financial Statements.

The forecast financial statements were approved for issue by the Chief Executive on 30 September 2022.

The Chief Executive is responsible for the forecast financial statements, including the appropriateness of the assumptions underlying them and all other required disclosures.

While ERO regularly updates its forecasts, updated forecast financial statements for the year ending 30 June 2023 will not be published.

Significant assumptions used in preparing the forecast financials

The forecast figures contained in these financial statements reflect the Office's purpose and activities and are based on a number of assumptions on what may occur during the 2022/23 year. The forecast figures have been compiled on the basis of existing government policies and Ministerial expectations at the time the Main Estimates were finalised.

- The main assumptions, which were adopted as at 7 April 2022 were as follows:
- ERO's activities will remain substantially the same as for the previous year.
- personnel costs are based on 240 full time equivalents.
- operating costs are based on historical experience adjusted for any known expected increase or decrease in expenditure items.

→ estimated year-end information for 2021/22 is used as the opening position for the 2022/23 forecasts.

The actual financial results achieved for 30 June 2022 are likely to vary from the forecast information presented, and the variations may be material.

2. Revenue

Revenue Crown

Revenue from the Crown is measured based on ERO's funding entitlement for the reporting period. The funding entitlement is established by Parliament when it passes the Appropriation Acts for the financial year. The amount of revenue recognised takes into account any amendments to appropriations approved in the Appropriation (Supplementary Estimates) Act for the year and certain other unconditional funding adjustments formally approved prior to balance date.

There are no conditions attached to the funding from the Crown. However, ERO can incur expenses only within the scope and limits of its appropriations.

The fair value of Revenue Crown has been determined to be equivalent to the funding entitlement.

Other revenue

ERO derives revenue from the provision of services to third parties and rent recoveries.

Services provided to third parties on commercial terms are exchange transactions. Revenue from these services is recognised at the time of completion of the services or in accordance with the terms of specific contracts.

Rental revenue under an operating sublease is recognised as revenue on a straight-line basis over the term of the lease term.

Breakdown of other revenue

Actual 2021 \$000		Actual 2022 \$000
558	Sale of services	663
99	Rental revenue from sub-leases	112
41	Other revenue	-
698	Total other revenue	775

3. Personnel

Salaries and wages

Salaries and wages are recognised as an expense as employees provide services.

Superannuation schemes

Employee contributions to the State Sector Retirement Savings Scheme, KiwiSaver, and the Government Superannuation Fund³⁶ are accounted for as defined contribution superannuation schemes and are expensed in the surplus or deficit as incurred.

Actual 2021 \$000		Actual 2022 \$000
23,254	Salaries and wages	23,457
812	Employer contribution to superannuation schemes	797
51	Increase/(decrease) in employee entitlements	722
94	Other	69
24,211	Total personnel	25,045

4. Other expenses

Operating leases

An operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset.

Lease payments under an operating lease are recognised as an expense on a straight-line basis over the lease term.

Lease incentives received are recognised in the surplus or deficit as a reduction of rental expense over the lease term.

Other expenses

Other expenses are recognised as goods and services are received.

Actual 2021 \$000		Actual 2022 \$000
73	Fees to auditors for audit of the financial statements	90
1,948	Consultancy and contractors	1,395
958	Information technology costs	1,612
1,893	Property costs	1,953
243	Publication costs	173
2,234	Travel	1,390
-	Net loss on disposal of property, plant and equipment and intangible assets	127
1,655	Other expenses	1,336
9,004	Total other expenses	8,076

For the year ended 30 June 2022 ERO's audit service provider was Ernst & Young (2021: Audit New Zealand).

5. Capital charge

The capital charge is recognised as an expense in the financial year to which the charge relates.

ERO pays a capital charge to the Crown on its equity as at 30 June and 31 December each year. The capital charge rate for the year ended 30 June 2022 was 5% (2021: 5%).

6. Cash and cash equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with banks, and other short-term highly liquid investments with original maturities of three months or less. ERO is permitted to expend its cash and cash equivalents only within the scope and limits of its appropriations.

7. Receivables

Short-term receivables are recorded at the amount due less an allowance for credit losses when probable. ERO has applied the simplified expected credit loss model of recognising lifetime expected credit losses for receivables and no loss allowance has been recognised. ERO predominantly transacts with public service entities with no credit risks.

Actual 2021 \$000		Actual 2022 \$000
21	Receivables from contractual services (exchange transactions)	17
21	Total receivables	17

8. Property, plant and equipment

Property, plant, and equipment consists of leasehold improvements, furniture and fittings, office equipment, computer hardware and motor vehicles.

Property, plant and equipment are stated at cost less accumulated depreciation and any impairment losses.

The initial cost of property, plant and equipment includes the purchase consideration and those costs that are directly attributable to bringing the asset into the location and condition necessary for its intended purpose.

Capitalisation thresholds applied for individual assets or group of assets are set out as follows:

Capitalisation Thresholds	\$
Computer hardware, office equipment, furniture and fittings and leasehold improvements	1,500
Motor vehicles	5,000

Additions

The cost of an item of property, plant, and equipment is recognised as an asset only when it is probable that future economic benefits or service potential associated with the item will flow to ERO and the cost of the item can be measured reliably.

Work in progress is recognized at cost less impairment and is not depreciated.

In most instances, an item of property, plant and equipment is recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

Disposals

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the surplus or deficit.

Subsequent costs

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to ERO and the cost if the item can be measured reliably.

Depreciation

Depreciation is charged on property, plant and equipment on a straight-line basis over their estimated useful lives, which will write off the cost of the assets to their estimated residual value.

The estimated useful life, residual values and associated depreciation rates applied to each class of property, plant and equipment are as follows:

Depreciation of Property, Plant and Equipment	Estimated Useful Life (Years)	Depreciation Rates (%)	Residual Values (%)
Computer hardware	4	25	–
Motor vehicles	4-5	20-25	25
Office equipment	5	20	–
Furniture and fittings	10	10	–

Leasehold improvements are depreciated over the shorter of the unexpired period of the lease or the estimates remaining useful lives of the improvements.

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at each financial year end.

Impairment

Property, plant, and equipment are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount might not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, a restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to its recoverable amount. The impairment loss is recognised in the surplus or deficit. The reversal of an impairment loss is also recognised in the surplus or deficit.

Movements for each class of property, plant, and equipment are as follows:

	Computer Hardware \$000	Motor Vehicles \$000	Office Equipment \$000	Furniture & Fittings \$000	Leasehold Improvements \$000	Total \$000
Cost						
Balance at 1 July 2020	1,381	2,032	439	794	2,908	7,554
Additions	170	236	55	6	-	467
Disposals	(326)	(209)	-	-	-	(535)
Balance as at 30 June 2021	1,225	2,059	494	800	2,908	7,486
Additions	82	-	9	11	-	102
Disposals	(125)	-	(53)	-	(20)	(198)
Balance as at 30 June 2022	1,182	2,059	450	811	2,888	7,390
Accumulated Depreciation						
Balance at 1 July 2020	(763)	(364)	(293)	(243)	(1,208)	(2,871)
Depreciation	(207)	(328)	(69)	(82)	(300)	(986)
Disposals – Costs	305	157	-	-	-	462
Balance as at 30 June 2021	(665)	(535)	(362)	(325)	(1,508)	(3,395)
Depreciation	(211)	(339)	(72)	(84)	(280)	(986)
Disposals	117	-	53	-	20	190
Balance at 30 June 2022	(759)	(874)	(381)	(409)	(1,768)	(4,191)
Carrying Amounts						
As at 30 June and 1 July 2020	618	1,668	146	551	1,700	4,683
As at 30 June and 1 July 2021	560	1,524	132	475	1,400	4,091
As at 30 June 2022	423	1,185	69	402	1,120	3,199

There are no restrictions over the title of ERO's property, plant and equipment and no assets are pledged as security for liabilities.

9. Intangibles

Intangible assets with finite lives are stated at cost less amortisation and any impairment losses.

Acquired intangible assets are initially recorded at cost. The cost of an internally generated intangible asset represents expenditure incurred in the development phase of the asset only. The development phase occurs after the following can be demonstrated: technical feasibility; ability to complete the asset; intention and ability to sell or use; and when the development expenditure can be reliably measured.

Where an intangible asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

Capitalisation thresholds applied for individual assets or group of intangible assets are set out as follows:

Capitalisation Thresholds	\$
Computer software	1,500

Amortisation

The carrying value of an intangible asset with a finite life is amortised on a straight-line basis over its useful life. Amortisation begins when the asset is available for use and ceases at the date that the asset is derecognised. The amortisation charge for each financial year is recognised in surplus or deficit. The estimated useful lives and associated amortisation rates applied to these assets are as follows:

	Estimate useful life (years)	Amortisation rates (%)
Computer software	4	25
Review procedures	5	20

Impairment

Intangible assets subsequently measured at cost that have an indefinite useful life, or are not yet available for use, are tested annually for impairment, irrespective of whether there is any indicator of impairment.

For further details, refer to the policy for impairment of property, plant, and equipment in note 8. The same approach applies to the impairment of intangible assets.

Critical judgements in applying accounting policies

Software as a Service (SaaS) arrangements

SaaS arrangements are service contracts providing ERO with the right to access the cloud provider's application software over the contract period. As such the ERO does not receive a software intangible asset at the contract commencement date.

Costs incurred for the development of software code that enhances or modifies, or creates additional capability to, existing on-premise systems and meets the definition of and recognition criteria for an intangible asset are recognised as intangible software assets.

Movements for each class of intangible asset are as follows:

	Computer Software \$000	Review Procedures \$000	Intangibles Total \$000
Cost			
Balance at 1 July 2020	1,587	1,384	2,971
Additions	420	-	420
Disposals	-	-	-
Balance as at 30 June 2021	2,007	1,384	3,391
Additions	27	-	27
Disposals	(1,601)	(1,355)	(2,956)
Balance as at 30 June 2022	433	29	462
Accumulated Amortisation			
Balance at 1 July 2020	(1,339)	(1,239)	(2,578)
Amortisation	(125)	(99)	(224)
Disposals	-	-	-
Balance as at 30 June 2021	(1,464)	(1,338)	(2,802)
Amortisation	(165)	(47)	(212)
Disposals	1,484	1,356	2,840
Balance as at 30 June 2022	(145)	(29)	(174)
Carrying Amounts			
As at 30 June and 1 July 2020	248	145	393
As at 30 June and 1 July 2021	543	46	589
As at 30 June 2022	288	-	288

There are no restrictions over the title of ERO's intangible assets, nor any intangible assets pledged as security for liabilities.

10. Payables and deferred revenue

Short-term payables are recorded at the amount payable.

Actual 2021 \$000		Actual 2022 \$000
742	Creditors	362
541	Accrued expenses	649
128	Income in advance for contractual services	162
1,411	Payables and deferred revenue under exchange transactions	1,173
262	Tax Payables – GST, FBT and PAYE	385
262	Payables and deferred revenue under non-exchange transactions	385
1,673	Total payables and deferred revenue	1,558

The carrying value of creditors and other payables approximate their fair value as they are normally settled within three months.

11. Provisions

Reinstatement provision

ERO has entered into leases on its premises in Auckland, Christchurch, Hamilton, Napier, Whanganui, Wellington and Dunedin. As part of the lease agreements, ERO has some reinstatement obligations at the termination of the leases.

Actual 2021 \$000		Actual 2022 \$000
	Current portion	
263	Reinstatement	208
263	Total current portion at end of year	208
	Non-current portion	
1,018	Reinstatement	1,073
1,018	Total non-current portion at end of year	1,073
1,281	Total provisions at end of year	1,281
	Reinstatement	
1,213	Balance at start of year	1,281
68	Additional provision during the year	-
1,281	Total reinstatement provision at end of year	1,281
1,281	Total provisions at end of year	1,281

12. Lease incentives

Lease incentives received are recognised in the surplus or deficit as a reduction in lease expense on a straight-line basis over the minimum term of the lease.

Actual 2021 \$000		Actual 2022 \$000
66	Lease incentive - current	67
226	Lease incentive - non-current	159
292	Total lease incentives	226

13. Employee entitlements

Short-term employee entitlements

Employee entitlements expected to be settled within 12 months of balance date are measured at nominal values based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave not yet taken at balance date, sick leave, and retiring and long service leave entitlements expected to be settled within 12 months.

Long-term employee entitlements

Employee entitlements that are due to be settled beyond 12 months after the end of the reporting period in which the employee renders the related service, such as long service leave and retiring leave, are calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlements information; and
- the present value of the estimated future cash flows.

Actual 2021 \$000		Actual 2022 \$000
Current liabilities		
1,401	Annual and special leave	2,113
230	Retirement leave and long service leave	233
472	Accrued salaries	535
25	Sick leave	25
2,128	Total current portion	2,906
Non-current liabilities		
396	Retirement leave and long service leave	276
396	Total non-current portion	276
2,524	Total employee entitlements at end of year	3,182

Within annual leave and special leave ERO has recognised a liability relating to the remediation of the Holidays Act 2003 of \$0.650 million as at 30 June 2022.

Critical accounting estimates and assumptions

The present value of retirement leave and long service leave obligations depend on factors that are determined on an actuarial basis using several assumptions. Two key assumptions used in calculating this liability include the risk-free discount rate and the salary inflation factor. Any changes in these assumptions will affect the carrying amount of the liability.

The present value of the estimated future cash flows using the discount rates prescribed by the Treasury as at 30 June 2022 and a salary inflation factor of 3.01 percent (2021: 3.08 percent). The risk-free discount rates used are based on the yields on Government Bonds and range from 3.34 percent to 4.29 percent (2021: 0.38 percent to 3.080 percent).

If the risk-free discount rates were to differ by 1 percent from ERO's estimates, with all other factors held constant, the carrying amount of the liability would be an estimated \$14,000 higher/lower.

If the salary inflation factor were to differ by 1 percent from ERO's estimates, with all other factors held constant, the carrying amount of the liability would be an estimated \$15,000 higher/lower.

14. Related parties

ERO is a wholly owned entity of the Crown.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect ERO would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Related party transactions required to be disclosed

ERO has no related party transactions required to be disclosed. Any related party transactions have been entered into on an arm's length basis by ERO.

Key management personnel compensation

Key management personnel include the Chief Executive and six members of the Executive Leadership Team.

Actual 2021 \$000		Actual 2022 \$000
1,508	Remuneration (\$000s)	1,392
6	Full-time Equivalent Staff	5.5

The Minister of Education does not have responsibility for planning, directing and controlling the activities of ERO. The Minister's remuneration and other benefits have therefore been excluded from the above disclosure.

15. Financial instruments

ERO is party to financial instruments entered into during its normal operations. All financial instruments are measured at amortised cost in the statement of financial position. All associated revenue and expenses are credited to, or charged against, the net surplus/deficit.

The carrying amounts of financial assets and liabilities in each of the PBE IFRS 9 financial instrument categories are as follows:

Actual 2021 \$000		Actual 2022 \$000
Financial assets measured at amortised cost		
5,418	Cash	6,988
21	Receivables	17
5,439	Total financial assets measured at amortised costs	7,005
Financial liabilities measured at amortised cost		
1,283	Payables (excluding deferred income and taxes payable)	1,011

16. Events after balance date

On the 24 August 2022 the Oversight of Oranga Tamariki System Bill and the Children and Young People's Commission Bill have passed its Third Reading in Parliament. The legislation establishes an Independent Monitor of Oranga Tamariki as a statutory officer that is legally independent. ERO will host the new agency in late 2022/23.

17. Impact of COVID-19 on ERO

From August 2021 until April 2022 ERO's operations have been significantly impacted by COVID-19, most notably in the Auckland region. Where possible ERO has continued to review online, however, as each review requires an onsite visit to complete the review the number of reviews completed is down from prior year. Refer to pages 12 and 13.

The main impact on ERO's financial statements has been decreased spending on travel as reflected in note 4.

18. Explanation of major variances against budget

The major variances to budget were as follows:

Statement of comprehensive revenue and expense

Revenue Crown

Revenue Crown was \$1.054 million above budget due to:

- \$0.454 million transfer from 2020/21 to 2021/22 due to the delays in ERO's work programme from COVID-19.
- \$0.600 million capital to operating swap due to the change in accounting treatment of software as a service.

Other expenses

Other expenses were \$0.840 million above budget mainly due to the change in accounting treatment of software as a service, resulting in additional operating costs of \$0.698 million. This is partly offset by a decrease in amortisation expense.

Statement of financial position**Cash and cash equivalents**

Cash and cash equivalents was \$3.686 million above budget due to the surplus of \$1.068 million, lower capital expenditure on ERO's leasehold properties and intangibles assets \$1.588 million and the Holidays Act 2003 liability of \$0.650 million as at 30 June 2022.

Property, plant and equipment

Property, plant and equipment was \$1.364 million below budget due to decreased spending due to COVID-19 in 2021 and 2022.

Intangibles

Intangibles was \$0.503 million below budget due the change in accounting treatment of software as a service which resulted in software previously budgeted for as an asset, expensed in year.

Employee entitlements

Employee entitlements were \$0.888 million above budget mainly due to the recognition of the Holidays Act 2003 liability as at 30 June 2022.

Statement of cash flows**Payments to employees**

Payments to employees is \$0.997 million less than budget mainly due to the recognition of the Holidays Act 2003 liability as at 30 June 2022.

Capital withdrawal

ERO returned \$0.600 million to the Crown following the swap of capital to operating.

Ngā tauākī wāwāhinga

Appropriation statements

The following statements report information about the expenses and capital incurred against the appropriations administered by ERO for the year ended 30 June 2022. They are prepared on a GST exclusive basis.

Statement of budgeted and actual expenses and capital expenditure incurred against appropriations for the year ended 30 June 2022

Expenditure after re-measurements 2021 \$000		Expenditure before re-measurements 2022 \$000	Remeasurements 2022 \$000	Expenditure after re-measurements 2022 \$000	Approved Appropriation 2022 \$000
	Vote Education Review Office				
	Departmental output expenses				
34,621	Evaluations of Quality Education	34,514	28	34,542	36,107
	Permanent Legislative Authority (PLA)				
887	Capital expenditure PLA	129	-	129	1,191
35,508	Total annual and permanent appropriations	34,643	28	34,671	37,298

*The appropriation figures are those presented in the 2021/22 Estimates of Appropriations, as amended by the 2021/22 Supplementary Estimates.

End of year performance information for each appropriation can be found on pages 68 to 70.

Statement of expenses and capital expenditure incurred without appropriation or other authority, or in excess of an existing appropriation or other authority for the year ended 30 June 2022

ERO has not incurred expenses or capital expenditure without, or in excess of appropriation, or other authority (2021: nil).

Statement of departmental capital injections without, or in excess of, authority for the year ended 30 June 2022

ERO has not received any capital injections during the year, without, or in excess of, authority (2021: nil).

Appendix

Appendix 1: Reducing our carbon footprint

Sustainability Reporting

The effective management of our emissions is key to our environmental and sustainability objectives. We are committed to meeting the requirements of the CNGP and operating in an emissions and energy-efficient environment.

Using the Toitu Envirocare certification process, we established an emissions base position in accordance with the requirements of CNGP achieving Toitu carbon reduce certification.

Our sustainability reporting highlights areas of progress and where we need to make organisational, behavioural, and investment changes to reduce our operational greenhouse gas emissions.

Carbon emission results

In large part due to Covid-19 impacts on our travel, we have reduced our carbon emissions by 33 percent from 690.03 tCO₂ e in 2020/21 to 464.54 tCO₂ e in 2021/22. While positive, the reduction is due mainly to limited travel because of Covid-19 and the necessary changes we had to make to on-site reviews. The Omicron variant has further impacted on our travel in the first half of 2022.

ERO's role requires us to visit schools and early childhood services across Aotearoa New Zealand. This is reflected in our GHG emissions which are mainly related to travel and servicing ERO's seven offices across the motu.

Our emissions per FTE (tCO₂e) have decreased by 32 percent compared to our 2020/2021 baseline year (Figure 2)

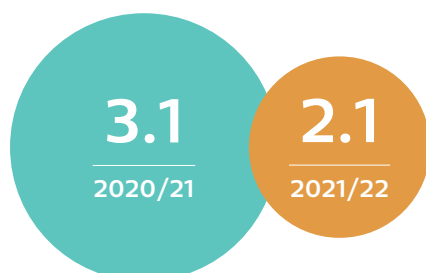
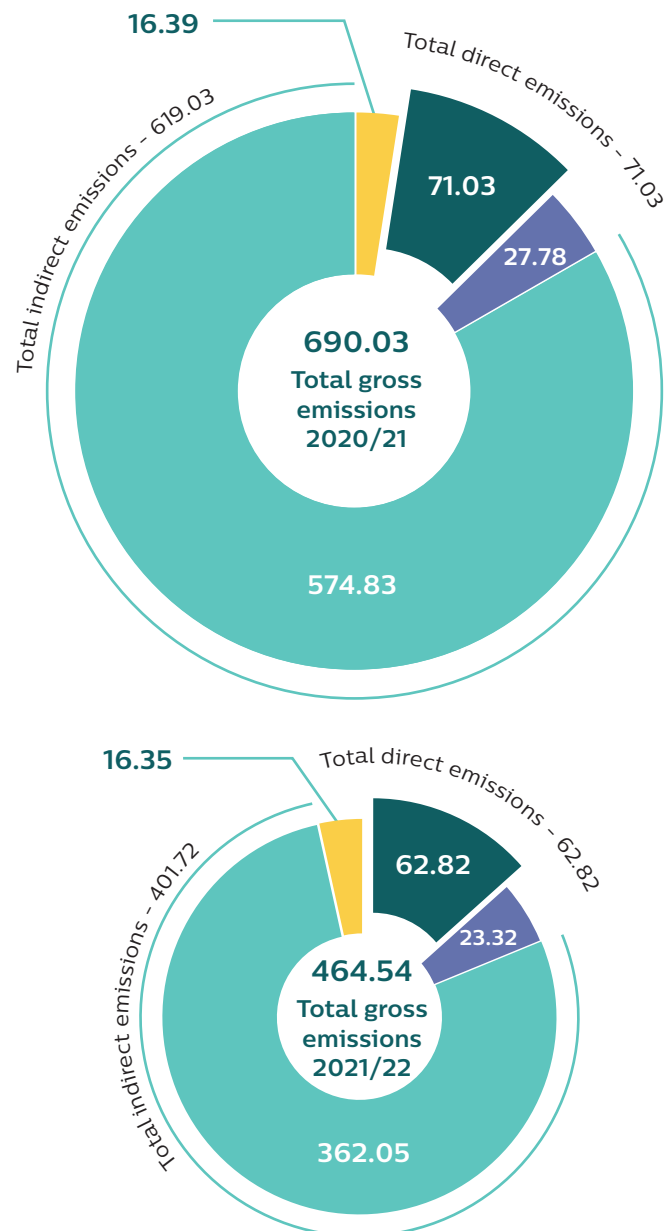


Figure 2: Total Gross Greenhouse Gas Emissions Per Full Time Equivalent, 2020/21-2021/22

Figure 1: Total emissions by source (tCO₂) 2020/21 and 2021/22



- Scope 1: Direct emissions
- Scope 2: Indirect emissions from imported energy
- Scope 3: Indirect emissions from transportation
- Scope 3: Indirect emissions from products and services used by organisation

Progress on achieving our two goals set in 2020/21



Goal 1: Air Travel

Goal: 5 percent year on year reduction to air travel from 1 July 2021 to 2025/26.

Outcomes: We have achieved our target of a 5 percent reduction with over a 39 percent decrease. During the year we began quarterly reporting to management to track progress towards our commitment to reduce air travel emissions (the most significant contributor to ERO's CO₂ profile).



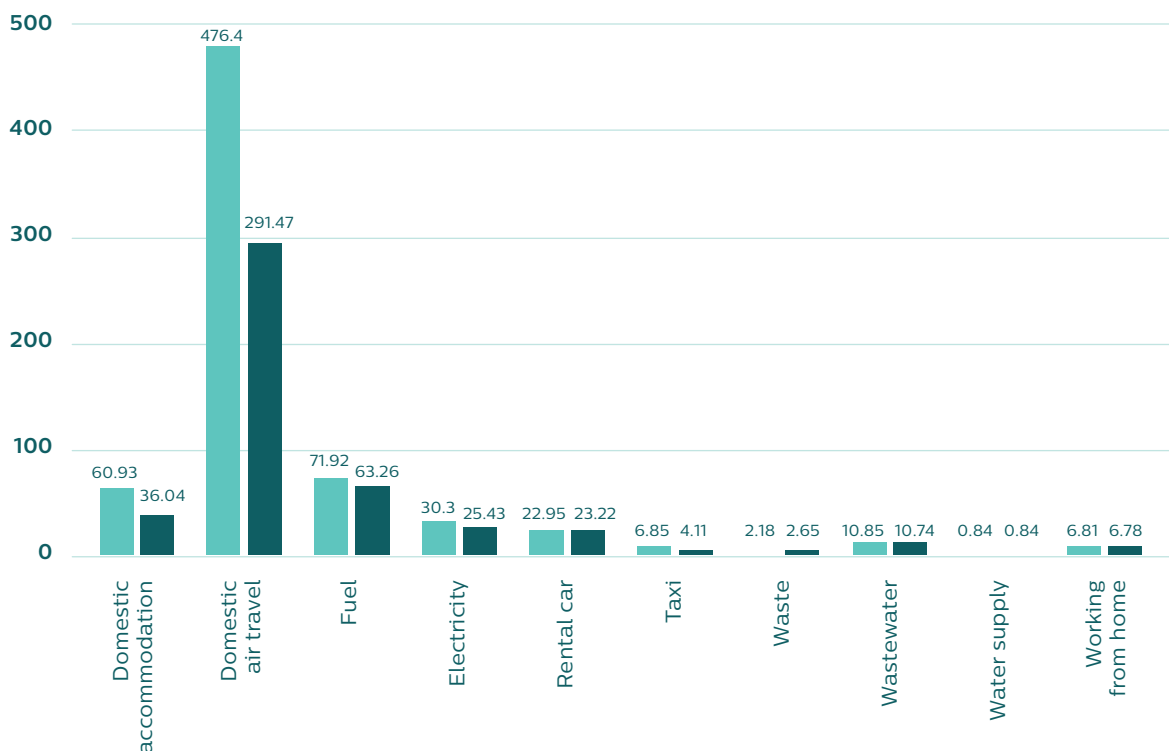
Goal 2: Office lease NABERSNZ rating

NABERSNZ is a system for rating the energy efficiency of office buildings. It is an independent tool, backed by the New Zealand government.

Goal: As the office lease expires, ERO will consider buildings that have NABERS rating of 5 or more if ERO decides to move to different premises.

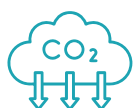
Outcomes: During 2021/22 we did not relocate to any new premises. ERO did enter one new lease in Napier but remains in the same location.

Figure 3: Total emissions by source (tCO₂) 2020/21 and 2021/22



Our emission reduction targets align with the CNGP target aiming to keep global warming to an increase of less than 1.5°C.

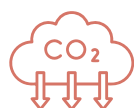
Our target



19%

2025 target

Gross emissions (all categories) to be no more than 558.93 tCO₂e, or a 19 percent reduction in gross emissions (all categories) compared to base year (2020/21).



42%

2030 target

Gross emissions (all categories) to be no more than 400.22 tCO₂e, or a 42 percent reduction in gross emissions (all categories) compared to base year (2020/21).

ERO continues its efforts to reduce its carbon footprint in line with the commitment for the public service to be carbon-neutral by 2025.

Our plans for the 2022/23 financial year include:



Air travel

We are developing plans to sustainably achieve our target of a 5 percent year on year reduction in air travel by 2025/26



Renewables

We are investigating purchasing renewable energy certificates from our electricity provider

Painting an accurate picture of improvement:

We have reached our 2025 target sooner than anticipated due to the impact that Covid-19 has had on our travel plans. We expect to lock in some of these reductions based on new ways of working, enabling lower future travel.

Until we embed longer-term initiatives, we anticipate a short-term rise in travel emissions during the 2022/23 period. Our aim is to enable a sustained 30 percent reduction.

Impacts of Covid-19 on data collection

Our first attempt measuring working from home emissions using a survey-based method was impacted by Covid-19. For this reason, we only conducted the survey once.

Data quality

Due to the unavailability of data the following sources were not included in ERO's emissions inventory results in 2020/21 and 2021/22:

- Electricity for Napier Office
- Bus and Rail Travel
- Car Average for Thrifty.

In 2022/23 ERO will focus on improving its data in the following areas:

- Work with waste pickup providers to obtain more accurate waste weights.
- Conduct working from home survey twice per year with encouragement for a higher response rate.
- Capture electricity data for the Napier office following the relocation of its office in August 2022.



12%
of our fleet will be EVs

Electric fleet

Improving the carbon output of our 67 ERO owned vehicles, ERO have invested in three plug-in hybrid electric vehicles.

We also set a target of 12 percent of the ERO fleet being converted to EV's by the end of 2022/23 and 100 percent EVs by 2025

