A guide to ERO's school reports

This guide will help you to better understand our school reports and navigate the key findings.

Our school reports help parents and whānau to understand what's working well in their child's school and what needs improvement, so that every learner is supported to achieve their potential.

Our school reports also provide key information to help parents / whānau when they are talking with their school about their child's education.

Section 1 explains how we make judgements about schools and kura during a review.

Section 2 provides definitions for the language and terms we use in our reports.

1. How ERO makes judgements

Here, we explain the judgement terms we use in our school reports and how we make that judgement.

Judgements in the report	What we look for as part of the review
Progress since previous ERO report	• What improvements were expected in the previous ERO report and what progress has the school made in relation to these? • What does this mean for students' attendance, engagement in learning and achievement outcomes?
How well are learners succeeding?	• Are all students learning and progressing to achieve their goals and improve over time? *This includes patterns for the whole school, broken down by ethnicity, gender, cohort, retention, pathway, students with additional needs, international students, hostel students.*

Judgements in the report	What we look for as part of the review
What is the quality of teaching and learning?	• We observe teaching in classrooms to look at the quality of teaching. What are teachers doing to improve progress and achievement and to support students' learning? • Are teachers clear about what they are teaching and why? Are they planning well for each student and using reliable assessment information? *We know that quality teaching can make the biggest difference for your child's learning.*
How well does the school curriculum respond to all learners' needs? (Breadth and depth of the curriculum)	• Is the curriculum engaging for all students? • Do students learn about a wide range of topics? • Are students progressing over time and building on what they have learnt in previous years? • Do students have opportunities to explore and learn more deeply within the breadth of the curriculum? *The New Zealand Curriculum and Te Marautanga o Aotearoa set the direction for teaching, learning, and assessment in schools. It guides schools on what they should teach and how they should teach it, with the goal of fostering lifelong learners who are confident, creative, connected, and actively involved.*
How well does school planning and conditions support ongoing improvement?	• Does the school have an improvement plan that focuses on the key priorities for the school that are making a difference for the outcomes of the learners? We would expect to see initiatives that enhance the quality of education and lift student achievement. • Do school leaders regularly check to see how they are going in meeting these goals and targets? • Is the school effective in implementing change?

Judgements in the report	What we look for as part of the review
How well does the school include all learners and promote their engagement and wellbeing?	• Does the school's policies and practices support all learners to have a strong sense of belonging and be confident in their learning? • How are students who may need additional support identified and supported?
How well does the school partner with parents, whānau and its community for the benefit of learners?	• Are the school's reports helpful to parents and whānau, telling them about their child's learning, achievement and progress? • How are the ideas and feedback from parents and whānau gathered and used to inform strategic planning and curriculum decisions? • Are parents and whānau valued as partners in their child's learning?
Student Health and Safety	• Is the school board adequately providing for and monitoring student health and safety? *All schools are required to promote student health and safety and to regularly review their compliance with legal requirements. The board of trustees attests to whether it is meeting requirements to do with student health and safety.* *The final part of the school report summarises the school board's attestation to meeting legislative and regulatory requirements, as well as provision for international and hostel students, if appropriate.*
Achievement in Years 0 to 8	• How well are students achieving in reading, writing and mathematics and pānui, tuhituhi and pāngarau? • How do students compare to other students within the school for their age?

Judgements in the report	What we look for as part of the review
Attendance – Regular attendance, Chronic Absence	• How is the school tracking student attendance? • What is the school doing to address any issues and improve attendance?
Appropriate and reliable information about achievement	• How is the school tracking student achievement? *This is to provide a larger picture of student achievement across the school.*
Progress	• How does the school plan to improve the rate of progress for all groups of students, including those students who need the most support? • Is the school on track to achieve Government targets for reading, writing and mathematics and/or pānui, tuhituhi and pāngarau?

2. Definitions

Here, we explain the language and terms we use in our school reports.

Language used in report	Explanation
Rumaki	In a Rumaki class, students are taught through the provision of te reo Māori at least 80% of the time. These environments provide teaching and learning that has derived from traditional Māori beliefs and perspectives.
Bilingual	A bilingual class is where students are taught in two languages.

Language used in report	Explanation
Reo Rua	In a Reo Rua class, students are taught through the provision of te reo Māori at least 50% of the time. These environments provide teaching and learning that has derived from traditional Māori beliefs and perspectives.
Equity Index (EQI)	A school's EQI number is based on factors that get in the way of a student achieving at school. The number supports the Ministry of Education to fund schools to address these barriers. The EQI includes a numerical scale ranging from 344 – 569 (226-point scale).
Learner success	Learner success means all students, regardless of background, learn and progress, achieve their goals and improve over time. It is ERO's expectation that learners achieve more than a year's progress for every year of learning.
Quality of teaching	Effective teaching is evident when teachers are clear about what they are teaching and why, in relation to the curriculum. It includes forming strong relationships with students and ensuring learning environments that are good for learning. There are high expectations of students' success and teachers respond to individual learning needs of students. Teaching is differentiated and additional supports are provided for students who may be struggling. Students' voices shape their learning experiences giving them a sense of ownership over their educational journey.
Breadth and depth of the curriculum	The **breadth of the curriculum** is about the range of subjects or learning areas, topics and content students have opportunities to learn about and make learning progress in over time. These opportunities enable students to build on previous learning as they move through year levels. The **depth of the curriculum** refers to the opportunities students have to explore and learn more deeply within the breadth of the curriculum. A deep curriculum allows students to explore subjects thoroughly, so they understand, remember and can apply what they have learnt in different contexts.

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Language used in report	Explanation
Student Health and Safety	All schools are required to promote student health and safety and to regularly review their compliance with legal requirements. ERO reports on whether the board is meeting its legal requirements related to student health and safety and whether the board adequately provides for and monitors student wellbeing, health and safety.
Achievement in Years 0 to 8 **Curriculum level**	Curriculum level refers to the expectations of the curriculum learning area that students achieve at each year level and phase throughout their schooling. Phase 1 (Years 1-3); Phase 2 (Years 4-6); Phase 3 (Years 7-8).
Equitable/Equity	Equity is about creating a level playing field where every student is given what they need to thrive, acknowledging that different students may require different resources and opportunities to achieve their full potential. It includes the provision of targeted supports, for students who may face barriers to learning. It is also about promoting inclusivity and efforts to meet the diverse needs and cultural backgrounds of students within the school. Equity means the gap in achievement between groups of learners of **less than 10 percentage points.** It means that all students/groups of students within the school are achieving at a similar rate.

Language used in report	Explanation
Reading, writing and maths targets	80% of Year 8 students are **meeting or exceeding** the expected curriculum level for their age in reading, writing and mathematics by December 2030.
Attendance – Regular attendance, Chronic Absence	**Regular attendance** is when a student attends 90% or more of the time during a school term.

Regular attendance is when a student attends 90% or more of the time during a school term.

Chronic absence is when a student attends 70% or less of the available school days.

The **attendance target** is that by 2030, 80% of students are present for more than 90% of the term.

The following descriptors are used in the report, and this is what they mean in terms of the percentage of all the students at the school.

Descriptor	*Meaning*
Significantly behind	30% or less of students attend school regularly.
Behind	31-59% of students attend school regularly.
Approaching	60-79% of students attend school regularly.
At target	80% of students attend school regularly.
Exceeding	More than 80% of students consistently attend school regularly.

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Language used in report	Explanation
Appropriate and reliable information about achievement	Assessment that is designed and used with a clear purpose to collect good quality information that accurately and fairly represents what a student knows and can do. To ensure reliability, schools often use multiple sources of data, including standardised tests, classroom observations, and samples of student work. This helps to provide a comprehensive picture of student learning. Assessment information is the information teachers gather and document about student progress and achievement. It can include observations, assessment of student work (including presentations, lab work, artistic performance, artwork etc), test results, feedback/feedforward, progress against learning goals. A standardised assessment is a test designed to be used and scored in a consistent, or "standard," manner. This means that all students answer the same questions or a selection from a common set of questions under the same conditions. Results can be compared across students, and across schools.
Explanation of terms used to refer to percentages of students.	*Descriptor* / *Meaning* (see table below)

Descriptor	*Meaning*
almost all	*over 90%*
most	*80% to 90%*
large majority	*65% to 79%*
small majority	*50% to 64%*
less than half	*34% to 49%*
less than a third	*up to 33%*

If you have any questions for us about our reviews or reports, please contact info@ero.govt.nz

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