



ERO's new School Reports: Example report for a primary school



About the school

This Primary School is a rural, coeducational school for students in Years 1 to 8 with a roll of approximately 267. The school serves a wide catchment of farming settlements and small townships in Countryside community.

The school vision '*Kia māia, kia manaaki, kia angitū: Be brave, be kind, succeed together*' guides its approach to teaching and learning and underpins school operations.

The school's values of *whanaungatanga* (relationships), *ako* (learning together), *manaakitanga* (care and respect), and *manawaroa* (resilience) shape expectations for students, staff, and the wider community. The school is supported by high levels of community involvement.

About the review

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for students and what needs to be improved. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

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

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

What do our judgements mean?

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

This Primary School: Snapshot

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

Judgement	Number of areas
Excelling	
Doing well	
Working towards	
Improvement required	
Student Health and Safety	Meets expectation. This Primary School is taking reasonable steps to ensure student health and safety.



This Primary School: Overview

The Overview below shows for each of the areas whether this school is Excelling, Doing Well, Working Towards or Improvement Required and why. This provides more information about the judgements in the Snapshot.

Student achievement	Improvement required	Across the school, improvement is required to increase achievement for most students.
Student progress	Improvement required	Students make some progress in reading, but overall, the rate of progress is below expectation across the school.
Reading & writing	Improvement required	A small majority of students meet or exceed the expected curriculum level in reading. Less than a third of students meet or exceed the expected curriculum level in writing.
Mathematics	Improvement Required	Less than half of students meet or exceed the expected curriculum level in mathematics.
Attendance	Improvement Required	Less than half of students attend school regularly. Attendance is yet to improve.
Engagement & belonging	Working towards	School systems are in place to ensure students feel supported and included at school.
Equity	Working towards	Groups of students do not achieve at similar levels and outcomes remain below expectations, in particular for Māori boys.
Leadership	Doing well	Leadership is starting to bring about improvement in school conditions needed for learning and success.
Teaching	Working towards	Teaching quality is improving in consistency and the use of effective approaches.
Curriculum	Working towards	Students experience a curriculum that responds to their interests. There remains work to do to make sure programmes are suitable for the wide range of students who attend.
Assessment	Working towards	The school is beginning to improve the use of assessment practices. More work is needed to use reliable, standardised data to adapt teaching for students.
Provision for students with additional needs	Working towards	An inclusive environment supports students' engagement. Improvement is needed to ensure all students receive well targeted additional support for their learning.

School Improvement	Working towards	Leadership is beginning to plan for improvement.
Governance & the School Board	Improvement required	Governance is yet to monitor progress against strategic goals.

How do we report percentages?

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

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

This Primary School: Full Report

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa. We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Student achievement

The school has historically achieved positive outcomes for all students; however recent progress has not been sustained. Students’ achievement has declined the across all curriculum areas and outcomes remain below expected levels.

Student progress

Not enough progress is made for students at risk of not meeting expected levels. Students working at or above expected level are yet to make significant progress in their learning.

Achievement in reading, writing and mathematics

Achievement in reading, writing and mathematics require improvement.

By the end of Year 6, only a small majority of students achieve at expected curriculum level in reading. The large majority are not yet achieving at expected levels in writing and mathematics by the end of Year 8.

Initial progress in mathematics achievement since the last ERO review has not been sustained. Mid-year gains made by students in mathematics and writing declined by the end of the year. End-of-year data in 2025 showed that overall achievement dropped significantly over the year.

Achievement levels in reading showed a steady decline for Māori students. End of year data for 2024 showed minimal improvement for less than a third of students in reading.



Attendance

The school is behind the target of 80% regular attendance. The rate of improvement is insufficient, and it is unlikely the school will meet the Government target of 80% of students attending regularly.

Chronic absence is reducing. Chronic absence means a student misses a large amount of school over time, not just the occasional day. The school is embedding systems and procedures for tracking and following up on absences. These are consistently used by staff.

The school has a plan to improve regular attendance, aligned to national priorities and includes specific actions for staff including home visits for students with chronic absences and regular check ins with families/whānau. The school is developing better ways to respond to barriers that prevent students from attending school, but attendance is not yet improving.

Engagement and belonging

Systems are in place to monitor student wellbeing and address discrimination through anti-bullying programmes. Students report a strong sense of belonging and inclusion and benefit from learning opportunities. Students actively show the school's values within both the school and wider community.

The school uses responsive practices and partners with its Māori community and mana whenua. Leaders embed te reo me ngā tikanga Māori into the curriculum.

Equity

Achievement gaps continue across groups of students. Māori girls experience better outcomes than other groups of students. Māori boys consistently achieve at lower levels than all other groups. Disparities between Māori and non-Māori students have increased over time, and outcomes are not yet equitable.

Urgent strategic action is required to address both achievement and equity, with a particular focus on supporting Māori boys to succeed.

Leadership

Leadership across the school requires strengthening. Leaders should set clear, coherent, and student-focused strategic goals that are visible and consistently enacted across the school to bring about improvement. Empowering middle leaders to own and drive the school's strategic priorities through distributed leadership is key to improving student outcomes.

Leaders focus on literacy development, community engagement, and wellbeing. They have improved systems for capturing whānau feedback and supporting leadership pathways for staff.

Teaching

Structured literacy approaches are helping develop teacher capacity and capability by supporting their practice. The use of local history and community expertise positively influence teaching programmes to promote student engagement.

Improvements are needed in consistency of explicit teaching practices, reporting progress and achievement, and professional growth for staff to further strengthen teaching and improve student outcomes.



Curriculum

The school curriculum includes ideas and practices that align with *The New Zealand Curriculum*. It is designed to be responsive and inclusive of all students. Ongoing work is needed to ensure that curriculum design and delivery meet the diverse needs of all students while raising achievement levels. This includes extending the most able students and helping those that are falling behind.

Assessment

The school uses a range of tools, including BSLA, Phonics Plus, Numicon and PRIME, alongside overall teacher judgements, to monitor student progress in literacy and numeracy. They are yet to use expected standardised assessment tools. While information is collected regularly, its use to inform teaching and accelerate student progress is inconsistent across the school. Assessment data is not yet used systematically to identify students requiring targeted support or to evaluate the effectiveness of teaching responses. Strengthening the consistency, reliability and purposeful use of assessment information is required to improve student progress, achievement and reporting.

Provision for students with additional needs

Improvement is needed to ensure all students across the school who require additional support for learning and behaviour receive it.

The school fosters an inclusive environment where committed staff and innovative programmes support some students with additional needs. Teacher aides and volunteers effectively deliver practical learning and structured literacy and numeracy.

Governance and the School Board

The Board does not yet monitor progress against strategic goals. Leadership regularly shares updates across key areas of the school. To support ongoing improvement the Board should analyse achievement data to identify barriers, refine strategic goals, and review engagement, wellbeing, and achievement information, reporting regularly to the school community.

This Primary School Board understands most parts of their governance role and communicates openly with school leadership. The Board actively pursues professional development and maintains strong partnerships with mana whenua.

Next steps for improvement

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

Priority	Within 3 months	Within 6 months	Every 6 months	Annually	Expected outcomes
Strengthen teaching and student outcomes by improving the use of reliable, standardised achievement data and enhancing teaching and assessment practices.	Leadership and teachers to consistently use reliable achievement information and refine moderation and data analysis to set targets for priority students and guide teaching		Leaders and teachers use achievement data to monitor student progress over time, identify trends, and implement targeted interventions to improve outcomes for priority students	The school Board and leaders evaluate assessment and teaching practices to identify strengths, address equity issues and improve student outcomes	Improved progress, achievement and wellbeing for all students, with a focus on accelerated progress for priority student groups.
Refine and implement the attendance management plan to ensure progress towards Government target	Leadership strengthens attendance strategies using accurate data to inform priorities and drive targeted actions		Staff review and refine attendance strategies through an ongoing cycle of inquiry and adjustment as needed.	The School Board review attendance strategies to increase regular student attendance and meet government targets	Significantly improved levels of regular attendance across the school.

Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

School Improvement

This Primary School is a school of concern. ERO does not have confidence in the capability of the School to bring about the improvements signalled within this report without external intervention. The school continues to face challenges in improving student attendance, achievement outcomes, and foundational school conditions.

ERO recommends that the Secretary for Education consider specialist help as listed in section 173 of the Education and Training Act 2020 in order to bring about improvements to:

- The use of reliable, standardised assessment tools and data
- The development and implementation of an attendance management plan that ensures significant improvements to student attendance.

ERO will monitor the progress made by the school through more regular review. The next public report on ERO's website will be within 18 months.

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

Further information about the school

Type of school	State co-educational primary school
Year levels	Years 1 to 8
School roll	New Zealand European/Pākehā 37%, Māori 32%, Pacific 15%, Asian 11%, Middle Eastern, Latin American or African 5%
Student population	267. The school roll has increased since 2024 but decreased since the last ERO review
Equity Index (EQI)	The school's EQI number is 497 which places it in the above average range. This means most students at this school face more socioeconomic barriers in education than average.
Immersion & Bilingual Education	This Primary School does not offer provision of te reo Māori in Māori medium settings.
Last ERO report	June 2018
Leadership	The Principal of This Primary School has been in the role for 3 years

School information

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

educationcounts.govt.nz/home

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from **344** to **569**. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers' students in the school face. EQI is NOT a measure of school quality or performance. It's about funding and support needs for the school.





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o Aotearoa**
New Zealand Government

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