



ERO's new School Reports:

Example report for a secondary school



About the school

The College High School provides a broad curriculum and National Certificate of Education Achievement (NCEA). The school offers co-curricular programmes in sports, arts, and service to enrich student experiences and foster leadership. The college maintains strong partnerships with parents, whānau and the wider community, reflecting its mission to prepare young people for lifelong learning and contribution.

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?

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

- | | |
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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.

The College High School: Snapshot

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

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



The College High School: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing Well, Working Towards or Improvement Required and why. This provides more information about the judgements in the Snapshot.

Student achievement	Excelling	Students experience high levels of success, make excellent progress and achieve well in National Certificate of Educational Achievement.
Student progress	Excelling	Almost all students make progress and are well prepared for the next steps in their learning.
Foundational Literacy	Excelling	Almost all students achieve or exceed expectation in literacy across Years 7 to 13.
Foundational Numeracy	Excelling	Almost all students achieve or exceed expectation in numeracy across Years 7 to 13.
Attendance	Doing well	A large majority of learners attend school regularly. Regular attendance is improving.
Engagement & belonging	Doing well	School systems are beginning to ensure every learner feels supported and included at school.
Equity	Excelling	Student achievement is consistently high across all groups, reflecting equitable and excellent outcomes.
Leadership	Excelling	Leadership is strategic, evidence-informed, and drives sustained improvement in learner outcomes and wellbeing.
Teaching	Doing well	Teaching practices are consistently high quality and responsive to learner needs across the school.
Curriculum	Excelling	Students have rich opportunities to learn across the breadth and depth of the curriculum and access meaningful pathways that enable success.
Assessment	Excelling	Assessment is regular, and reliable and used well to inform teaching and learning.
Provision for learners with additional needs	Doing well	Systems to identify and support students with additional needs are well established and consistently applied.
School Improvement	Doing well	School-wide planning processes are well established and consistently informed by data, supporting ongoing improvement.
Governance & the School Board	Excelling	The School Board upholds strong governance and ensures ongoing improvement.

How do we report percentages?

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

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

The College High School: Full Report

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

Outcomes for students

Achievement

Student achievement information shows sustained strong performance across learning areas. Almost all students achieve NCEA Levels 1, 2 and 3 and almost all students achieve University Entrance.

A large majority of students in Years 7 and 8 achieve at or above curriculum expectation with targeted interventions in place to lift achievement further.

Progress

Students are well prepared for success through a strong focus on foundation skills, engagement and wellbeing. Students transition well into the senior years and achieve sustained success.

Almost all students in Years 7 to 10 make progress across the curriculum. They are set up well to achieve more highly as they progress through to the senior years and national qualifications. The school maintains strong oversight and tracking of each student's progress and provides close mentoring, follow-up support and a range of enrichment opportunities to drive individual success.

Achievement in literacy and numeracy

Literacy and numeracy achievement is consistently strong. A large majority of students in Years 7 to 10 achieve at or above expected curriculum levels in reading, writing, and mathematics.

Almost all students achieve NCEA literacy and numeracy standards. There is no significant disparity between groups of students.

Attendance

Attendance is improving but is slightly below the Government target of 80% of students regularly attending. In Term 1, 2026 a large majority of students across the school attended regularly.

The school has robust systems for monitoring attendance, including electronic roll checks, dedicated attendance management, and regular reporting to the school Board. The school works closely with parents and whānau to support and sustain high attendance and engagement at school.

Strategic initiatives are in place to strengthen engagement and reduce student absence. Further improvement is required to meet national expectations and ensure equitable attendance across all year levels.

Engagement and belonging

The school promotes a positive and respectful culture through well-established pastoral care systems, restorative practices, and targeted wellbeing initiatives. Students report feeling connected to the school.

Student engagement in learning and in the classroom are actively monitored through surveys and engagement data, and responsive actions are taken to address emerging trends. These practices reflect the school's focus on creating an inclusive environment where every student can thrive academically, socially, and emotionally.

The school establishes purposeful connections with parents and whānau. Their voice and support promotes high levels of student engagement. Students across the school demonstrate a sense of belonging and are encouraged to learn through inclusive practices. Students are motivated to learn in an environment where their identity, well-being, and achievement is supported and valued.

Equity

The school provides all students access to high-quality teaching and learning opportunities. Achievement data over time shows that Māori and Pacific students perform at levels comparable to their peers across all senior qualifications. Targeted strategies are in place to accelerate progress for priority students in literacy and numeracy. Inclusive practices and responsive teaching and learning approaches support equitable outcomes across the school.

School systems for monitoring achievement and engagement enable timely interventions, and resources are allocated to address identified need, ensuring students are supported to succeed.



School conditions for success

Leadership

Leadership is highly effective. Leaders promote a culture of continuous improvement and student-centred learning. Senior leaders articulate a clear vision focused on equity, excellence, and wellbeing, and this is evident in strategic planning and decision-making. Collaborative leadership practices foster strong professional relationships and empower staff to take ownership of initiatives that enhance teaching and learning.

Leaders use robust data analysis to monitor achievement and engagement, ensuring timely interventions for priority learners. Professional development is well aligned to school priorities, supporting teachers to implement evidence-based practices. Leadership is proactive, reflective, and committed to sustaining positive outcomes for all learners.

Teaching

Teaching and learning at The College High School is characterised by high expectations, strong curriculum delivery, and a commitment to continuous improvement. Teachers use a range of effective strategies to engage students and promote deep learning, with increasing emphasis on responsive practices and integration of digital technologies. Professional learning fosters collaborative discussion and reflective practice among staff. Teachers contribute to positive student outcomes across learning areas. Teaching and learning are well planned, purposeful and focused on raising achievement for all.

Curriculum

The curriculum is broad, balanced, and responsive to the diverse needs of learners. It reflects the principles of *The New Zealand Curriculum* and provides meaningful pathways that enable students to achieve success in both academic and co-curricular areas. Curriculum design emphasises literacy and numeracy foundations in the junior years, while offering a wide range of subject choices. The school offers NCEA at Level 2 and 3 in the senior school.

Responsive practices and integration of te ao Māori are evident, supporting equity and inclusion of for all students. Digital technologies are embedded and enhance learning and engagement. The curriculum is regularly revisited to ensure relevance and alignment with school priorities, preparing students effectively for future learning and life after school.

Assessment

Assessment practices are well-developed and effectively used to support teaching and learning. Teachers gather a range of reliable data to monitor student progress and achievement, particularly in literacy and numeracy. Teachers use this information to inform planning and targeted interventions. Regular moderation ensures consistency and validity of judgements across the school.

Students receive timely feedback that helps them understand their learning goals and next steps. Assessment systems are aligned with curriculum expectations and national qualifications, enabling accurate reporting to parents and the Board. Assessment practices support ongoing improvement and attention to equitable outcomes for all learners.

Provision for students with additional needs

Students with additional needs are well supported to achieve success across the school. They benefit from strong and responsive support, ensuring equitable access to the curriculum and positive outcomes. Systems for early identification are well established, and personalised support plans are developed collaboratively with whānau and specialist staff.

Staff work alongside students with intensive wrap around support. Students are well supported through strong partnerships and purposeful connection with whānau. Targeted interventions, including literacy and numeracy support, assistive technologies, and scaffolded learning strategies, are effectively implemented across all areas of the school.

Governance

Governance is effective and strongly focused on improving outcomes for all learners. The Board demonstrates a clear understanding of its stewardship role and works collaboratively with school leadership to set strategic priorities aligned with equity, excellence, and wellbeing. The Board uses clear data and regular reports to track progress and make sure the school meets its improvement goals.

The Board actively engages with the community and values input from families/whānau, ensuring that governance decisions reflect the aspirations of stakeholders. School governance is purposeful, transparent, and committed to sustaining positive educational outcomes.

Next steps for improvement

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

Improvement priority	Action every 6 months	Action annually	Expected outcomes
Embed a key outcomes framework expected from staff professional learning and development	Leaders and teachers monitor the shifts to their teaching practice and student outcomes expected from professional learning.	Leaders evaluate the impact of the professional learning plan against the expected changes to teaching practice and student outcomes	Improved consistency, coherence and impact of professional learning 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

ERO has confidence The College High School can bring about the improvements outlined in this report. The school demonstrates a comprehensive, deliberate and successful approach to increasing student attendance, improving achievement outcomes and foundational school conditions that support students' success.

The next public report on ERO's website will be within four years.

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

Further information about the school

Type of school	State co-educational secondary school
Year levels	Years 7 to 13
School roll	NZ European/Pākehā 51%, Asian 27%, Pacific 18 %, Māori 26%, Middle Eastern, Latin American or African 7%.
Student population	1572
Equity Index (EQI)	This school's EQI is 386 which places it in the lowest range. This means very few students at this school face socioeconomic barriers to achievement than average.
School leadership	Bob Brown is the principal. Mr Brown is a very experienced principal. He has been at the school for 7 years.
Last ERO report	School Report March 2023

School information

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

educationcounts.govt.nz/home

What does EQI mean?

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





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o Aotearoa**
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