

Strategic Intentions 2014–17



Ko te Tamaiti te Pūtake o te Kaupapa

The Child – the Heart of the Matter



**Education Review Office
Te Tari Arotake Mātauranga**

Strategic Intentions 2014–2017

*Presented to the House of Representatives
pursuant to Section 39 of the Public Finance Act 1989*

ISSN: 1175-8295

Contents

FOREWORD FROM THE MINISTER OF EDUCATION	1
INTRODUCTION FROM THE CHIEF REVIEW OFFICER	2
ROLE OF THE EDUCATION REVIEW OFFICE (ERO)	3
Role and scope of ERO’s operations	3
STRATEGIC CONTEXT	4
ERO’s vision, mission and whakataukī	4
Participants and outcomes	4
Better Public Services priorities	5
Current operating context and ERO’s response	6
Our strategic objectives for 2014–2017	6
HOW ERO WILL ASSESS ITS PERFORMANCE	8
Work programme for our national evaluations	8
Work programme for our reviews of schools and early childhood services	9
ORGANISATIONAL CAPABILITY	12
SUMMARY OF OUTPUT CLASSES AND EXPENSES	15
APPENDIX 1 – SCOPE OF POWERS AND ACTIVITIES	17

Foreword from the Minister of Education

The Government is committed to lifting educational achievement for all young New Zealanders. A successful education is the key to every child thriving and being able to meet their full potential in life. In doing this, we will ensure a strong and vibrant New Zealand that performs well in a highly competitive global environment.

To meet this challenge, we have been shifting to an education system that has children and young people and their parents and whānau at its centre. To improve educational achievement, we need greater participation of parents, whānau, iwi, hapū, and communities in the learning process. We want a system-wide lift in achievement, as well as continued focus for those groups of students who must be better served by the education system: Māori, Pasifika, low socio-economic, and those with special needs.

The Government has ambitious Better Public Service targets. These are that 98% of children that start school in 2016 will have participated in early childhood education, 85% of 18-year-olds will have achieved NCEA Level 2 or equivalent in 2017, and 85% of primary school students meeting National Standards in 2017. We are making good progress in meeting these targets.

We know the quality of teaching and leadership in schools has a profound effect on student achievement. The Government is committed to supporting the profession through a range of initiatives to further lift the quality of teaching and to improve professional leadership in schools. We are focusing on ensuring better organisation of education agencies and the greater use of public data and information to inform better practice.

The Education Review Office plays a critical role in helping the Government to achieve this shift. By providing independent and timely information focused on our high priority areas, ERO can pinpoint where improvement is required, and how the education system can better respond to the needs of children, parents and the wider community. I expect to see ERO continue to provide collective insight into those parts of our system that are working well, challenge the status quo and influence our thinking about where we can improve, and ignite the debate about our future priorities for education. I look forward to ERO continuing to strengthen its own capacity to provide high quality evaluation advice, and to promote further improvement to our education system.

I am satisfied that the information on strategic intentions prepared by the Education Review Office is consistent with the policies and performance expectations of the Government.

Whaia te iti kahurangi!



Hon Hekia Parata
Minister of Education
June 2014

Introduction from the Chief Review Officer

The Education Review Office (ERO) has a key role to play in helping improve achievement for all New Zealand children. As the Government's lead evaluator in education, we have a vital stewardship role in the sector. ERO provides assurance to the Government and public about the performance of our schools/kura and early childhood education services/kōhanga reo. At the same time, we also contribute to the Government's focus on improving educational outcomes for our learners and, ultimately, to New Zealand's economic and social success.

ERO's evaluations influence and inform the national education debate, act as change levers in education, and raise systemic issues. They enhance education policy design and implementation, and assist key players to improve the quality of education and student achievement outcomes. We work with policy makers to generate debate about what works best and how future priorities can be shaped to best meet the needs of the learner.

Over recent years ERO has strengthened its work programme. We have highlighted and shared good practice. We have put greater resources into building capacity in those schools and early childhood services that require the most support. We have focused on the sector's response to those children who are not well-served by the system. We have driven improvement through providing evidence-based evaluative information.

Nevertheless, it remains clear that further development is needed across the education sector to improve teaching and learning through effective leadership and collaboration. Such strategies must include encouraging the engagement of parents, whānau and communities in productive partnerships for learning.

New Zealand is recognised internationally for its approach to education evaluation, in particular the way in which external evaluation and internal inquiry (self review) are integrated. We want to ensure that New Zealand maintains its leadership role in education evaluation and that our approaches to evaluation are theoretically rigorous and transparent. Ongoing improvement of our own departmental systems and evaluation approaches is vital. Therefore, in the next three years you can expect ERO to continually improve and develop its evaluation methodologies, while tailoring its services to meet the different needs and expectations of all those who engage in education.

Central to everything we do is our whakataukī which embodies our work:
Ko te tamaiti te pūtake o te kaupapa – The child, the heart of the matter.

In signing this document, I acknowledge that I am responsible for the information on strategic intentions for the Education Review Office. This information has been prepared in accordance with section 38 and section 40 of the Public Finance Act 1989.



Rob McIntosh
Acting Chief Review Officer
Education Review Office
June 2014

Role of the Education Review Office (ERO)

ERO is the government department that evaluates and reports on the quality of education and care in schools and early childhood services, and the implementation of Government education priorities in these sectors. Its legislative mandate and independence from schools and early childhood services, as well as from the agencies that set the policies and standards, enables ERO to provide free and frank advice to the Government and the sector on a wide range of national education issues and assurance to the Government of the quality of education provided.

ERO plays a guardianship and improvement role for the sector. Its evaluation processes and reports lead to improvement at the institution and system levels. Its independence also provides an accountability lever, in that ERO can make authoritative judgements on action to be taken by schools, early childhood services, or interventions by other education agencies.

In addition to evaluating the progress of current Government priorities, ERO informs the development of future priorities and proactively notifies the Minister of emerging issues in the sector.

ROLE AND SCOPE OF ERO'S OPERATIONS

At a system level, ERO evaluates and reports on significant and topical education issues through national evaluations of education sector performance, and reports about good practice in schools and early childhood services.

The core activity of ERO in schools and early childhood services is conducting Accountability Reviews, which include:

- *Education Reviews* – scheduled reviews carried out in schools and early childhood services
- *Special Reviews* – carried out where a matter needs to be reviewed and reported outside regular reviews
- *New School Assurance Reviews* – carried out to provide assurance to new school boards and their communities that the school has undertaken suitable administration processes and curriculum preparation
- *Private School Reviews* – carried out under section 35I and Part 28 of the Education Act 1989
- *Homeschooling Reviews* – reviews of programmes for students exempt from enrolment at a registered school, undertaken in the context of section 21 and Part 28 of the Education Act 1989 and usually at the request of the Ministry of Education
- *Post-Review Assistance workshops* – provided to (home-based) early childhood services on request.¹

¹ Post-review assistance will be in place for home-based services and kōhanga reo until January 2015 when a revised methodology is expected to be implemented.

Strategic Context

ERO'S VISION, MISSION AND WHAKATAUKĪ

Children and young people achieving are central to ERO's work. This is reflected in ERO's whakataukī and is the foundation of ERO's vision and mission statement:

Vision: ERO will be a significant contributor to a world-leading education system.

Mission

To provide high quality evaluation that contributes to high quality education for all young New Zealanders

Whakataukī

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

PARTICIPANTS AND OUTCOMES

The core intent of ERO's strategy has been to utilise evaluation to raise the capacity of the education sector, while continuing to assure the Government of the quality and effectiveness of schools, kura, early childhood services and kōhanga reo.

In the last three years, ERO has helped schools/kura and early childhood services/kōhanga reo build capacity through a complementary approach to evaluation and differentiated review processes that focus on self review and raising student achievement. In particular, we have given increased attention to schools' response to those students who are currently not succeeding.

Our national evaluations have provided information and advice about the performance of the education system. ERO's review processes have therefore given the sector a significant lever to identify where improvement is required, and how the education system can better respond to the needs of children, parents, whānau, hapū, iwi, and the wider community.

Many participants play a role in promoting learning and achievement. ERO's impact comes primarily through providing evidence-based evaluative information to help each of those participants make better decisions.

Table 1: Outputs, participants and outcomes

OUTPUTS		PARTICIPANTS		OUTCOMES	
ERO PROMOTES QUALITY ASSURANCE BY PROVIDING...	<i>complementary evaluation processes (accountability reviews)</i>	SO THAT...	<i>schools and early childhood services, kura and kōhanga reo</i>	CAN...	<i>increase self-review capacity, improve governance, leadership, and teaching and learning practices</i>
	<i>evaluative information and guidance</i>		<i>parents, whānau, hapū, iwi and communities</i>		<i>play a more active part in their children's education</i>
	<i>system-wide evaluations</i>		<i>government agencies</i>		<i>put in place policies and strategies, and focus resources on areas of high priority</i>

The knowledge generated through our evaluation processes enables ERO to make a vital contribution to the strategic leadership of education in New Zealand.

Our evaluation findings are used to shape thinking about future policy and operational strategy, and to look at what is working well or needs improvement. Evidence from ERO plays a key role in the education sector leadership groups and taskforces established to drive further improvements to the system.

BETTER PUBLIC SERVICES PRIORITIES

ERO's work is geared to the priorities of the education sector. These are to:

- increase participation in early childhood education (to 98% by 2016)
- increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification (to 85% by 2017)
- increase the proportion of 25-to 34-year-olds with advanced trade qualifications, diplomas and degrees (level 4 or above on the New Zealand Qualifications Framework) to 55% by 2017.

ERO's evaluation work confirms that for New Zealand to achieve these goals requires more than just improvement in individual schools and early childhood settings, but rather a system shift, supported by education and other agencies working collaboratively.

As our work is primarily out in the field, ERO is well-positioned to contribute to system improvement through our national evaluation programme and review methodologies.

Our relentless focus on the quality of education provided to priority groups of learners includes evaluating and building the capacity of education and other agencies, schools and early childhood services to better meet the needs of those learners.

CURRENT OPERATING CONTEXT AND ERO'S RESPONSE

To continue to meet the Government and public's expectations, we must advance our own work. We are aware that the public is increasingly expecting the Government to improve its own services, that cost pressures will remain, that demand for education services will grow, that the involvement of parents and communities should increasingly be supported, and that our work will need to complement changes to education policy and the way in which services are delivered.

ERO's has responded by seeking further improvements to its evaluation methodology and its professional practice and operating model. This has seen ERO progressing work on:

- its role and focus – to examine how ERO can ensure that a focus on building self-review capability contributes to improved outcomes and achievement
- how it can better meet the needs of users – including tailoring its evaluations and tools to better support the role that parents, learners, and education agencies play
- its own business – to identify further development of ERO's methodologies and professional practice.

ERO's response is in keeping with the recommendations made in the *2012 Performance Improvement Framework (PIF) review* of ERO. The review recommended that ERO provide greater support to its frontline managers and increase the robustness and sustainability of ERO's processes. Alongside the improvements underway to our methodology, we are incorporating elements of professional practice into our operating model, aligning our professional learning and development, and developing our infrastructure.

OUR STRATEGIC OBJECTIVES FOR 2014–2017

ERO's strategic objectives are designed to meet the Minister's priorities by supporting a lift in participation and achievement across the education system, and to address system failures for those learners not well-served by the system. Specific initiatives are:

- *Promoting school/kura, early childhood centre/kōhanga reo improvement* – through ensuring that all providers are focused on and supported in improving student achievement. ERO's review teams will use public achievement information (PAI) to develop lines of enquiry with schools and, in doing so, aim to strengthen schools' own understanding and use of this and other student achievement information. We will encourage the development of sound moderation processes both within and across schools, including through the use of the Progress and Consistency Tool (PACT). ERO will look for and share good examples of collaborative practice that successfully drives improvement.
- *Maintaining a particular evaluation focus on the actions of providers in accelerating achievement for those learners who have not been served well by the system* – so that the Government can advance its goal of increasing the proportion of 18-year-olds with NCEA level 2. This will include evaluative information in relation to the goals of *Ka Hikitia*, the Government's strategy for accelerating success for Māori,

the *Pacific Education Plan*, and *Success for All*, and a continued focus on successful transitions for secondary students including as part of the Youth Guarantee initiatives. In all of this work we will seek to evaluate the value being added by providers as well as absolute levels of achievement.

- *Strengthening engagement of families, parents, whānau, hapū, iwi in their children's education* – by including in our own reporting what parents are interested in knowing about, and by exploring ways that ERO can support parents and communities to have greater involvement in the child's learning, including through a focus on a school's and centre's own reporting.
- *Moving to broaden the focus of reviews beyond individual provider boundaries* – by exploring how ERO might review communities of providers, and incorporate a perspective on how individual providers are working with each other to strengthen student achievement.
- *Supporting the Christchurch rebuild* – by advising the Ministry and assisting the boards of merged and new schools in the Christchurch area through our Readiness to Open review processes and supporting communities of schools through the review process.

How ERO will Assess its Performance

WORK PROGRAMME FOR OUR NATIONAL EVALUATIONS

These evaluations will provide information on significant education issues and education sector performance – as well as including guides to good practice. This information will be used by government education policy agencies to determine the effectiveness of current initiatives and to establish priorities. It will also be used by schools and early childhood education services in their own self review.

ERO will undertake up to 20 national evaluations each year. The national evaluation programme will review topics spanning from early childhood education, through transitions to schooling, and on to the secondary-tertiary interface.

By focusing on the needs of the system, the evaluations are able to provide broad and independent evaluation of the issues that may enhance or impede student achievement. They can subsequently influence and advise on the development and implementation of better education policy and practice.

The information for these reports is gathered from the education reviews carried out by ERO.

In line with its strategic objectives, ERO will provide information for individual schools and the Government on how well schools are helping their students achieve educational standards and qualifications, using assessment, and promoting the educational success of students, particularly Māori and Pacific. ERO has a particular focus on the participation and success of students less well served, and on influencing an improved sector-wide response to these children and their families.

ERO will also undertake contractual services, which will include one-off reviews of particular matters under specific terms of reference agreed with other agencies. Contractual reviews are conducted on a fee-for-service basis.

Performance measures for national evaluations

ERO uses its engagement processes and monitoring activity to ensure that its evaluation reports are of a high quality and consistent with standard procedure.

To assess effectiveness, ERO will commission sample studies of schools, early childhood services, the Ministry of Education and other government agencies to ascertain the extent to which particular reports are found useful and used by these key audiences.

ERO also uses the Kiwis Count survey to assess the level of public satisfaction with ERO's overall evaluation work (national evaluations and institution reviews). The survey is carried out by the State Services Commission.

Table 2: ERO's performance measures for national evaluation services

ASSESSMENT OF PERFORMANCE	2014/15	2015/16	2016/17
Education evaluation reports are consistent with approved presentational standards and agreed terms of reference	100%	100%	100%
Sample studies of key government audiences confirm education evaluation reports used to inform policy and or used to establish priorities for the sector	80–100%	80–100%	80–100%
Sample studies of schools and early childhood services that report use of education evaluation reports to inform and improve their own practice	80–100%	80–100%	80–100%
Level of public satisfaction	70%	70%	75%

WORK PROGRAMME FOR OUR REVIEWS OF SCHOOLS AND EARLY CHILDHOOD SERVICES

The reviews will provide assurance to the Government on the quality of education, through evaluating and reporting on the performance of early childhood education services, schools and other education service providers. To do so, ERO will undertake up to 1,460 early childhood services' reviews and up to 840 school reviews each year.

The reviews will assist both schools and early childhood services to raise achievement by improving their capacity in self review, governance and leadership, and teaching and learning practices. ERO will take account of each school's and service's context and capability, and use the quality of their self review as a critical factor in determining how soon a return visit should be scheduled.

Differentiated school and early childhood review return times allow for longer intervals between reviews where performance is of a good quality and likely to be sustained. This allows ERO to concentrate resources on those schools and services which need most support. Students who are less well served are central to the decision around review return time. For example, ERO considers that no school can be regarded as high performing unless there is evidence that its less well served students are actively engaged in their learning, are progressing well and succeeding as they should.

ERO will also continue to work closely with the Ministry of Education to help build the capacity of the sector, and to notify them of any schools or early childhood services of concern.

In line with ERO's strategic objectives, ERO will be seeking further improvements to its review methodologies so that they continue to meet the expectations of the public, of the Government, and of the school and early childhood profession. This will see ERO examine how it can better tailor its review information to meet the needs of different audiences. Initiatives underway, which are expected to be rolled out from 2014/15, include:

- revising ERO's review methodology for home-based education and care services
- updating and revising ERO's *Evaluation Indicators for School Reviews*
- developing guidelines for school self review, as a joint project with the Ministry of Education
- revising and implementing review methodologies for Māori medium education settings
- developing ERO's review methodology for partnership schools/kura hourua
- developing ERO's evaluation capacity to review across communities of schools
- developing processes for building evaluative capacity in communities of schools.

Performance measures for reviews of schools and early childhood services

To monitor its work programme and quality, ERO will use a moderation panel to assess the levels of compliance against internal standard procedures, as well as to monitor the timeliness and consistency of its reporting to schools and early childhood services. From time to time, ERO will also undertake internal evaluations to determine whether education reviews are meeting quality and professional practice standards.

To assess effectiveness, ERO will undertake surveys to determine the extent that schools and early childhood services will have used the evaluation process to make improvements. ERO also draws from an externally commissioned survey (Kiwis Count) to assess the extent of overall public satisfaction with ERO's reviews.

ERO will also monitor its review return times, assessing the extent that schools and early childhood services have progressed to a new cycle – signalling that schools and early childhood services have improved their own practice.

Table 3: ERO's Performance Measures for Reviews of Schools and Early Childhood Services

ASSESSMENT OF PERFORMANCE		2014/15	2015/16	2016/17
Levels of compliance with approved standard procedures (ERO will use a moderation panel to assess a sample of education review reports)	early childhood services	Establish baseline	Establish baseline	90–100%
	schools	Establish baseline	Establish baseline	90–100%
Unconfirmed (near final) reports sent to schools and early childhood education services for confirmation of accuracy and comment will meet target for reporting to the Minister (% within working days of the end of the last week on site)	early childhood services	80% within 20 days	80% within 20 days	80% within 20 days
		90% within 25 days	90% within 25 days	90% within 25 days
		98% within 35 days	98% within 35 days	98% within 35 days
	schools	80% within 20 days	80% within 20 days	80% within 20 days
		90% within 25 days	90% within 25 days	90% within 25 days
		98% within 35 days	98% within 35 days	98% within 35 days
% of schools and early childhood services evaluated will have used the review and evaluation process to make improvements	early childhood services	80%	80%	80%
	schools	80%	80%	80%
% of schools and early childhood services evaluated previously within the 2 year review cycle moving to the 3 year review cycle	early childhood services	Establish baseline*	Establish baseline*	Establish baseline*
	schools	60–65%	60–65%	60–65%
% of schools and early childhood services evaluated previously on the 3 year review cycle moving to the 4-5 year review cycle	early childhood services	Establish baseline*	Establish baseline*	Establish baseline*
	schools	12–15%	12–15%	12–15%
Level of public satisfaction	all	70%	70%	75%

* Note: ERO introduced a new methodology for early childhood services in May 2013 including four new differentiated return times. The return times range from:

- very well placed – the next ERO review in four years, or
- well placed – the next ERO review in three years, or
- not well placed – the next ERO review within two years, or
- the next ERO review in consultation with the Ministry of Education.

2014 will be the first year of reporting these differentiated return times for early childhood services. ERO will be in a better position to report on these performance targets from 2015.

Organisational Capability

ERO is committed to delivering a responsive and valued service to the Government and New Zealanders. So that ERO can better support the Government's learner focus and continue to implement its methodological changes, improving our organisational practice is essential.

Staff capability and professional learning and development

ERO will continue to strengthen professional practice by developing skilled education evaluators, complemented by good quality managers and support staff who are committed to ERO's goals. This is reflected in ERO's workforce strategy, its associated workforce planning, and professional learning and development programme. The programme focuses our professional development on knowledge of evaluation and self review, use of student achievement information to inform the review process, and keeping staff up to date with developments in effective teaching practice, assessment, the curriculum, and management in schools.

ERO will continue to engage with internationally renowned evaluators to seek feedback and guidance on our evaluation practice.

In addition to supporting staff to study for the Post Graduate Diploma in Social Sector Evaluation and Research, ERO is also working with Massey University to provide new review officers/evaluators and experienced non-review staff with an accessible, high quality introductory course about evaluation.

Accelerating success for Māori

ERO has reported on Māori achievement for over 20 years and has integrated success for Māori in its methodologies and work programmes. *He Toa Takitini*, ERO's internal strategy for Māori Success, articulates the priorities and actions aimed specifically at improving our capacity for improving outcomes for Māori. The strategy has recently been refreshed to align more closely with Ka Hikitia.

Pacific success

ERO's *Pacific Strategy* also contributes to the wider education sector's commitment to accelerating Pacific success. ERO reports on how responsive schools and early childhood services are to the educational needs of Pacific learners. The strategy outlines the goals ERO will pursue in order to strengthen its contribution in this area.

Culture and climate

To achieve our objectives, we will need to maintain a high level of engagement with staff and continue to develop a culture that is participatory, collaborative and high trust. Our most recent staff engagement survey, undertaken in March/April 2013, showed continued improvements in staff engagement and satisfaction. Managers and staff continue to work through action plans to address the survey findings. We plan to undertake a further staff engagement survey in 2015.

Efficient and effective operation

ERO's four-year plan update (to 2015/16), including its workforce strategy, identifies how ERO will improve the effectiveness of its operations while managing its financial pressures over the next two to three years. Key initiatives will include:

- increasing responsiveness and customer interaction through the use of tailored and effective communications to our different audiences. This will include looking at ways to increase public awareness and understanding of ERO's work.
- examining ways in which we can improve the collation of our knowledge and data, and make it more accessible to the public.
- participating in whole of government initiatives for reducing expenditure and improving services – with a further focus on property.
- working with other sector agencies to make better use of expenditure and resources across the sector. This includes participating in a number of joint learning and development sessions with other sector agencies and contributing to developments on the shared platform that hosts our website.

Departmental capital and asset management intentions

The major capital investment planned for 2014/15 is for computer equipment, motor vehicles and office accommodations. These are essential to the effective deployment of review staff.

Table 4: 2014/15 Forecast Capital Expenditure and Comparisons with Previous Financial Years

Department Capital Expenditure	Forecast 2014/15 \$000	Estimated Actual 2013/14 \$000	Budget 2013/14 \$000	Actual 2012/13 \$000	Actual 2011/12 \$000	Actual 2010/11 \$000	Actual 2009/10 \$000
Office plant and equipment	468	1,186	1,186	1,285	543	636	1,081
Intangibles	500	121	121	234	146	114	575
Total	968	1,307	1,307	1,519	689	750	1,656

Internal evaluation and risk and assurance committees

ERO continues to be active in evaluating its own performance. To support our ongoing improvement, ERO has working programmes for:

- Internal evaluation – which will focus on ERO’s own self-review processes in the next three years (and inform ERO’s next formal review of the Performance Improvement Framework). An internal committee reports directly to the Chief Executive Officer on the progress of this programme.
- Risk and assurance – which will promote ERO’s risk management activities. An independently chaired Risk and Assurance Committee will continue to provide advice and assurance to the Chief Executive Officer on the progress of the risk and assurance programme.

Relationship with the Public Service Association

ERO and the PSA continue to meet regularly at national and local levels as part of the Working Relationship Agreement. Both parties find these meetings useful.

Equal employment opportunities

Equality and diversity

In line with the *New Zealand Public Service Equal Employment Opportunities Policy*, ERO will:

- treat people fairly and with respect, ensuring equality of access to opportunities (equality)
- understand, appreciate and realise the benefits of individual differences (diversity).

Integrating equality and diversity is a key ingredient for organisational success.

It helps to improve services to the Government and people of New Zealand, and to attract and retain talented staff. ERO remains committed to integrating equality and diversity into all aspects of its business and has reflected this in its ongoing work plans.

Summary of Output Classes and Expenses

Expenses and Revenue

	2014/15	2013/14	
	Budget \$000	Budgeted \$000	Estimated Actual \$000
<i>Total Appropriation</i>			
Early Childhood Education Services	9,919	9,927	9,926
Schools and Other Education Service Providers	14,835	15,110	14,872
Quality of Education Reports and Services	3,136	3,962	3,857
<i>Revenue from the Crown</i>			
Early Childhood Education Services	9,904	9,908	9,908
Schools and Other Education Service Providers	14,801	15,069	15,069
Quality of Education Reports and Services	2,594	2,438	2,438
<i>Revenue from Others</i>			
Early Childhood Education Services	15	19	18
Schools and Other Education Service Providers	34	41	38
Quality of Education Reports and Services	542	1,524	1,419

In addition to Crown revenue, ERO provides contract-based services to third parties on a fee-for-service basis and generates a small amount of revenue from rent recoveries.

Summary of Outputs

	2014/15 Estimated Quantity	2013/14 Estimated Quantity
<i>Early Childhood Education Services output class</i>		
Number of early childhood services education reviews	1,300–1,460	1,300–1,460
<i>Schools and Other Education Service Providers output class</i>		
Number of state schools education reviews	710–840	710–840
Number of homeschooling education reviews	Up to 35	25–35
Number of private school education reviews	15–25	15–25
<i>National Evaluation Reports</i>		
Number of national evaluation reports	Up to 20	Up to 20

Appendix 1 – Scope of Powers and Activities

Legislative authority and scope of statutory powers

The Education Review Office is a government department established under the State Sector Act 1988. The Chief Executive of ERO is the Chief Review Officer.

Under Part 28 of the Education Act 1989 it is a function of the Chief Review Officer to administer reviews of general or particular matters about the performance of pre-tertiary education providers in relation to the educational services they provide.

The Chief Review Officer can initiate reviews. The Chief Review Officer may also carry out reviews when directed to do so by the Minister of Education.

Review Officers are statutory officers designated under Part 28 of the Education Act. They exercise powers of entry, investigation and reporting.



Education Review Office
PO Box 2799
Wellington
New Zealand
www.ero.govt.nz