

## **2025 ERO review of homeschooling in the Gloriavale Community**

The review of homeschooling education within the Gloriavale community was a comprehensive process that spanned nearly six months. This document provides a record of the 2025 Education Review Office (ERO) review of homeschooling provision within the Gloriavale community, from initiation through to the completion of ERO's review role.

## **The Review**

### **Part 1 – Introduction**

Homeschool reviews are a statutory function of the Education Review Office (ERO) to assess whether a child who holds a certificate of exemption is being taught at least as regularly and well as they would be in a registered school, as required by [the Education and Training Act 2020](#). Reviews are conducted at an individual child level and focus on education provision rather than parenting or family life. Like all reviews, they are undertaken by qualified evaluators who are bound by [ERO's code of conduct](#). The reviews do not assess parenting practices, family life, or wider community matters.

ERO previously reviewed homeschooling provision at Gloriavale in 2024, with findings released in 2025 (the 2025 Special Review). On 22 September 2025, the Secretary for Education wrote to the Chief Review Officer raising concerns about the quality of homeschooling provision for families associated with the Gloriavale community, including concerns about learning environments. After considering that correspondence, the Chief Review Officer exercised statutory authority under section 466(a) of the Education and Training Act 2020 to commission individual homeschool reviews.

In early October 2025, ERO undertook internal planning to set up the reviews. This included confirming the scope of the work, preparing supporting information for reviewers, and ensuring appropriate oversight and consistency across review teams. A review proposal prepared in October 2025 set out the statutory test to be applied and confirmed that the assessment would include consideration of learning environments as part of the overall judgement. This planning occurred before engagement with families began.

### **Part 2 - The review**

On 3 October 2025, ERO contacted Gloriavale community leadership to advise of the intention to undertake homeschool reviews, followed by written confirmation on 7 October 2025. Families were formally notified by email on 9 October 2025. These communications explained why the review was taking place, the review timeframe, what it would involve, and how families could participate. Links to [ERO's evaluation questions](#) and Code of Conduct were included to support transparency.

Between 20 October and 14 November 2025, ERO carried out individual, child-level homeschool reviews. Evidence was gathered through documentation provided by families, onsite discussions and observations, and other relevant information. Reviews were conducted in line with ERO's Manual of Standard Procedures for homeschool reviews, using standard templates to record evidence and professional judgements.

Following onsite work, reviewers returned to ERO to analyse and assess the evidence collected. Judgements were formed by applying the statutory test as an overall assessment, informed by evidence about curriculum, assessment, progress and achievement, and learning environments. This stage included internal moderation and quality assurance to support consistency and robustness of judgements.

ERO issued unconfirmed (provisional) reports on each individual child to families on 5 and 8 December 2025. These reports set out ERO's initial judgements and explained that findings were provisional. Families were invited to identify errors of fact and provide additional

information that could materially affect the judgements within 10 working days. To support informed responses, ERO also provided families with copies of evidence collected during onsite visits.

ERO advised the Secretary for Education of the provisional findings through formal correspondence on 17 December 2025, while the unconfirmed report process with families was underway.

### **Part 3 – Confirming the reports**

At the request of the families, ERO extended the response deadline to 26 January 2026. ERO considered all responses received, verified and corrected errors of fact where identified, and assessed whether additional information materially affected the judgements. Across the families, more than 6,000 pages of information were provided to ERO for consideration. As part of this, a home school rubric was developed, reviewed and refined, to ensure consistency of approach against the 103 reports. This rubric was developed from standard procedures and reviews frameworks in use for schools. Additionally, an independent investigation was undertaken to ensure standard process had been followed and that our quality assurance was robust and consistent.

After consideration of family responses and completion of moderation and quality assurance, ERO finalised its individual judgements for each child. Confirmed individual child level reports were issued to families on 10 March 2026. The reports were then also shared with the Secretary for Education as the decision maker.

ERO formally advised the Secretary for Education of the final findings and assurance position through correspondence dated 13 March 2026, supported by a system level information update. This confirmed the completion of the review process and ERO's final position.

## **Document table**

### **Part 1 – Introduction**

- Letter from the Secretary for Education seeking a review
- Memo – Establishing the review
- Template for confirming review

### **Part 2 - The review**

- Manual of Standard Procedures
- Evaluation question
- Template unconfirmed reports
- Letter to Secretary for Education of provisional findings

### **Part 3 – Confirming the reports**

- Sending Confirmed reports
- Letter to Secretary for Education confirming findings

## **Consideration against the Official information Act 1982**

### **Information withheld**

The following withholding sections under the Official information Act 1982 (OIA) have been used:

- 9(2)(a) – to protect the privacy of natural persons
  - Information that could identify the children and parents.
  - Correspondence with the families.
  - Evidence collected as part of the homeschool review.
  - ERO staff names who provided support and advice but did not make decisions.
- 9(2)(ba)(i)– information provided under an obligation of confidence, where making it available would prejudice the future supply of such information, which it is in the public interest for ERO to continue receiving.
  - Information provided by the families
  - Information collated as part of independent investigations.
- 9(2)(g)(i) – to protect the effective conduct of public affairs through the free and frank exchange of opinions.
  - Early drafts of documents and preliminary opinions, the substance of which is being released in the final versions that are being released.
  - Communications plans developed to support the release of the reports.
- 9(2)(h) – to maintain legal professional privilege.
  - Legal advice provided to ERO.

In all cases, we have considered the public interest in releasing the specific information or information type withheld and where we do not consider that interest would be served by releasing these specific details. We consider that the information provided in this document adequately meets the public interest in this work.

[IN-CONFIDENCE]



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

22/09/2025

Nicholas Pole

Te Tumu Whakarae mō te Arotake Mātauranga | Chief Executive  
Chief Review Officer  
Education Review Office

Tēnā koe Nicholas

### **Home education review of Gloriavale families**

I have concerns about the quality of the home education for multiple home educating families in the Gloriavale community, specifically around the suitability of the learning environment in which home education occurs.

I have asked Carly Ave, the Director for Nelson Marlborough West Coast to conduct a review of the home education occurring in the Gloriavale community.

The review will be looking at whether the children being home educated in the Gloriavale community are still being taught at least as regularly and as well as in a registered school and if I am not satisfied that they are, then I will need to consider revocation of the relevant exemption certificates.

As part of this consideration section 38(5) of the Education and Training Act requires me to consider a report on the matter from the Chief Review Officer.

There are 37 Gloriavale home educating families in scope of this review and the list of exempted students is attached in Annex 1.



[IN-CONFIDENCE]

I would be grateful if you could make arrangements for an ERO review of each of these families to inform my decision making under the Act.

I note that Gloriavale families are yet to be informed of this review.

I acknowledge that the preparation of a report involving this number of families will require significant resource and time for ERO staff and am happy to discuss this with you.

The home education review process is being led out of the Nelson office and the Ministry's contact person for the review, including coordination the communication of the review to the Gloriavale community, is Carly Ave, Director of Education for Nelson Marlborough West Coast. Carly can be contacted on 9(2)(a) or email [carly.ave@education.govt.nz](mailto:carly.ave@education.govt.nz).

Ngā mihi



**Ellen MacGregor-Reid**  
Te Tumu Whakarae mō te Mātauranga | Secretary for Education

**Annex 1:** List of exempted students at Gloriavale in scope of home education review

16 October 2025

**TO:** Shelley Booysen (Deputy Chief Executive Review and Improvement Services)  
**Nicholas Pole (Chief Review Officer)**

**AUTHOR:** Sharon Kelly (Director Schools)

**SUBJECT:** SECRETARY OF EDUCATION REQUESTED GLORIAVALE HOME SCHOOL SPECIAL REVIEW

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This proposal outlines Education Review Office (ERO's) response to the Secretary of Education's request to undertake a review of provision of education for children exempted from the requirements of s35 Education and Training Act 2020 at the Gloriavale Community. The Special Review will respond to concerns about learning environments and whether children are being taught as regularly and as well as in a registered school. Specifically, we seek to:

1. Conduct reviews of all home school provision in the Gloriavale Community in response to the Secretary of Education's request to review families
2. Generate a report for each child being home-schooled by the end of December 2025.
3. Seek resourcing approval for end-to-end process.
4. Develop a summary report of home school provision at Gloriavale for future education reviews.

## July 2025 ERO Special Review – Home-Schooling Findings

ERO reviewed home-schooling provision across the Gloriavale community at a time when many children had had exemptions approved very recently (less than 6 months).

The July 2025 ERO Special Review Report identified that the large majority of the 96 children receiving education through home-schooling are taught at least as regularly and as well as in a registered school. At the time of this review about half of the approximately 224 school aged children living within the Gloriavale community were home-schooled.

Across home school provision, ERO had the following concerns about:

- a range of home school curricula are used by parents to support their children's learning. Over half the children are now using different curricula than approved in the exemption.
- some curricula not providing pathways to recognised secondary school qualifications although they were sufficient for many junior learners at that current time. In future, as children age, fewer home school programmes will meet the threshold for educating children as well as in a registered school, if not adapted overtime.
- resourcing for home schooling families is not equitable across the community. A wide range of factors contribute to this, including where people are permitted to live and the number of people living within an area. Some learning environments were not conducive to quality learning.

- many children with additional learning needs, previously enrolled in the Awhina Class, were required to seek exemption and are supported by their families in a home school programme. External agencies are used to target behaviour management, mental health, disability support and social services.
- home schooled children living on the main site can participate in some school activities and access the wider community environment during the school day. Supervision for children is expected to be provided by the parents of home-schooled children. It is unclear who has responsibility for the health and safety of children while they participate in school activities.

## Home School Special Review 2025 scope

Following the request by the Secretary for Education, home school reviews for all children with an exemption will consider:

- whether exempted students are being taught as regularly or as well as in a registered school.
- a review scope for 'as well as' that will include the quality of:
  - Curriculum
  - Teaching
  - Learning Environment
  - Assessment
  - Achievement and progress
  - Support and resourcing
- reporting on provision for each child
- any other matters that the team see relevant to the review.

## Review process

The Manual of Standard Procedures (MOSP) outlines the process for reviewing home schools. Onsite home visits will be conducted in an ERO pair of review officers.

## Reporting

The criteria for this Homeschool Special Review is:

- Children aged from 6 years until their 16<sup>th</sup> birthday
- Have current exemptions
- Families living in the geographical region and attend Gloriavale events

A total of 104 children, from 29 families, meet the review criteria. The children were identified through comparison with the Secretary for Education letter and list of children reviewed in 2024. Of those 104 children:

- 79 received a report in 2024
- 25 children new to homeschooling and have not received a report
- [REDACTED] new families have begun homeschool education

This number differs from the 37 families, and 92 children, referred to in the Secretary for Education letter. Some reasons for the variance:

- children have since enrolled into the Gloriavale Private School

- children reviewed in 2024 have since turned 16 years of age and no longer fit the criteria for homeschool reviews
- new exemption applications have been approved.

Individual reports for each child will be produced and shared with the Secretary of Education, after natural justice processes with each family. The individual report will include:

- a judgment for each exempted student that determines whether or not the exempted student is taught at least as regularly and well as in a registered school
- curriculum description for each exempted student
- assessment processes, progress and achievement statements for each exempted student
- learning conditions for each exempted student
- areas for improvement of provision for the family.

In addition, a Summary Report will be provided to the Secretary of Education reporting on:

- the suitability of the learning environment that home education occurs
- if the children are taught as regularly and as well as in a registered school
- the quality of the curricula used, particularly as a pathway to qualifications
- equitable resourcing to support home education
- access to equitable education experiences and support for children with additional learning needs
- health and safety, including child protection, of children in the range of settings used in the home education programme.

*Copy and paste the contents into an email message, and then complete the sections*

To be sent as **High Importance** and with read receipt

If couriered – please change language where applicable

Please Blind CC the RO/MRIS – please remove these prompts.

**[SUBJECT LINE] Notification of an Education Review Office (ERO) Homeschool Review for**  
**<Child/children's Name/s>**

This letter is to notify you the parents/caregivers of those students who are home-schooled, that the Chief Review Officer has delegated his function under section 466 of the Education and Training Act 2020 (the Act) to me to carry out reviews of the provision of home-school education.

The primary purpose of the review is to answer the questions:

- a) Is the exempted student taught at least as well as in a registered school? and
- b) Is the exempted student taught at least as regularly as in a registered school?

Or

- a) Is the exempted student taught at least as well as in a specialist school or service? and
- b) Is the exempted student taught at least as regularly as in a specialist school or service?

The reviews will be conducted by a designated team of Review Officers from **20 October to 14 November 2025** under section 468 of the Act. The team are likely to be in the community for up to four days per week. Each review team will be onsite, with you and your home-schooled children, for up to four hours on one of these days. The intention is to arrive at the individual family's home at 9.30am and leave at approximately 12.30pm.

The Secretary of Education has requested a review of your , who currently exempted from enrolment at a registered school. The Secretary of Education needs to be assured that your being *taught at least as regularly and well as in a registered school*.

To assure the Chief Review Officer that this is happening, ERO would like to visit you and your , on .

There are two attachments to this email:

1. *Confirmation of Review of Exempted Students*
2. *Education Review: Exempted Students (Homeschooling)*.

Please would you complete Attachment 1: *Confirmation of Review of Exempted Students* and return by email, to the Education Review Office ([homeschools@ero.govt.nz](mailto:homeschools@ero.govt.nz)) **15 October 2025**. This attachment identifies the planned day and time for the visit to your home.

During the review, we will talk about the curriculum you are providing. By curriculum, we mean the sorts of things your as part of an educational programme. The conversation will focus on key

questions. They can be downloaded from the following link: [Evaluation Questions for ERO Homeschooling Reviews | Education Review Office](#).

Also, during the review, the Review Officers will talk to your . When they talk to your [choose an option](#) , you, or another person must be present. In carrying out reviews, Review Officers are required to follow a formal Code of Conduct. This can be downloaded from the following link: [Code of Conduct | Education Review Office \(ero.govt.nz\)](#).

Attachment 2 is a set of guidelines for the review process.

ERO will send a copy of the report to the parents and the Ministry of Education. These reports are not published on ERO's website.

During the course of our visit, please feel free to ask any questions about the review process. Please do not hesitate to contact us if you have any queries or concerns.

**For further information**

[Homeschools | Education Review Office \(ero.govt.nz\)](#)

We look forward to meeting you.

Nāku noa

Attached:

- Confirmation of Review of Exempted Students
- Education Review: Exempted Students (Homeschooling)



**Re:** *name students*

Please fill in this form, and sign and return it to the Education Review Office by email to [homeschools@ero.govt.nz](mailto:homeschools@ero.govt.nz)

|   |                                                                                                                                                                                                                                                   |        |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1 | The date is satisfactory                                                                                                                                                                                                                          | Yes/No |
| 2 | The time is suitable                                                                                                                                                                                                                              | Yes/No |
| 3 | I agree to the review being conducted in my home                                                                                                                                                                                                  | Yes/No |
| 4 | I agree to providing information about our homeschooling programme, via a questionnaire, before the visit.                                                                                                                                        | Yes/No |
| 5 | The information given about the student/s is correct<br>[Please correct the information below if necessary]                                                                                                                                       | Yes/No |
| 6 | Are there other exempted children in your household, aged below 16 years who are not listed above.                                                                                                                                                | Yes/No |
| 7 | If yes, please list the children<br><br><div style="display: flex; justify-content: space-between;"> <div>Name:</div> <div>DOB:</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Name:</div> <div>DOB:</div> </div> |        |

[If you would like a different date/time/place please highlight 'Yes' in the table below and contact the ERO Manager Review and Improvement Services with oversight of Home School reviews, to discuss this further by **15 October 2025**.

|   |                                          |        |
|---|------------------------------------------|--------|
| 8 | I would like a different date/time/place | Yes/No |
|---|------------------------------------------|--------|

The Manager Review and Improvement Services with oversight of Home School reviews is [REDACTED]

Please provide directions to the place where your children are homeschooled.

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**Sign**

**Date**

Proactively released

## Education Review: Exempted Students (Homeschooling)

### Review Process

- Review Officers must sight the Ministry of Education *Certificate of Exemption* for the exempted student and the approved programme based on the information provided in the original application to homeschool.
- Review Officers and family agree on a time and date for the onsite visit.
- The location in which the exempted student is taught is the preferred place in which to conduct the review. If a parent does not want the review to take place there then an alternative venue acceptable to both parties is negotiated.
- Each Review Officer must produce her or his designation and present it to the parent(s) and/or person providing the educational programme when they first enter the venue where the review will take place, and at any time later requested.
- Review Officers must have the opportunity to talk with the exempted student/s. A parent or other responsible adult must be present during all discussions with the exempted student/s. The responsible adult could be another Review Officer or another adult nominated by the parent. No review will take place, and the onsite part of any review will stop immediately, if it is clear that reasonable arrangements cannot be made for a satisfactory discussion with the exempted student/s.
- Review Officers must have access to and be able to observe and discuss the exempted student's work. Reviewers must be satisfied that it is the exempted student's own work.
- A parent may have another person present at the review as an observer and supporter.
- Reviews will not be carried out for the education being provided to students no longer required to enrol at a school, within the meaning of the *Education and Training Act 2020*.

# Manual of Standard Procedures

## Chapter 10

### Exempted Students (Homeschooling) Reviews

March 2025

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## Section 1. Review Framework

### 1.2 Definition and purpose

ERO carries out Education Reviews: Exempted Student/s (Homeschooling) to determine whether students exempted from enrolment at a registered school are “taught at least as regularly and well as in a registered school”.

Homeschooling reviews are conducted on an “as required” basis. They are carried out in a similar manner to education reviews in schools. This means the review process is:

- **Transparent.** Information about the review process is provided to parents or guardians.
- **Open.** ERO actively seeks parents or guardians’ participation.
- **Independent.** ERO’s judgements are based on evidence gathered during the review.

Homeschooling reviews are undertaken to provide information to the Secretary for Education, and parents or guardians<sup>1</sup> of exempted students, about whether exempted students’ educational programmes meet the requirements of the Education and Training Act 2020.

Individual children’s homeschooling reports are considered confidential to the Ministry of Education and the parent(s) and are not placed on ERO’s website.

Reviews will not be carried out of the education being provided to students no longer required to enroll at a school within the meaning of the Education and Training Act 2020.

## Section 2. Statutory context<sup>2</sup>

### 2.1 Exemption from enrolment and attendance at a registered school

Under the Education and Training Act 2020 (the Act), every New Zealand citizen or resident aged 6 to 16 (inclusive), who is not a foreign student, is required to be enrolled at a registered school. Enrolled students are required to attend that registered school whenever it is open.

However, the Secretary for Education is able to exempt a person from these requirements by issuing a certificate of exemption. Parents or guardians applying for a certificate of exemption for their child must meet the criteria that the exempted student will be “taught at least as regularly and well as in a registered school”, or, in the case of a person otherwise likely to need special education, “at least as regularly and well as in a specialist school or a special service” ( section 38 (1) of the Act).

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<sup>1</sup> The Education and Training Act 2020 defines **parent** as: *the mother, father, or guardian of the individual*.

<sup>2</sup> Please refer to [www.legislation.govt.nz](http://www.legislation.govt.nz) or the Office Solicitor for actual wording of legislation.



## 2.2 Functions of the Chief Review Officer

Homeschooling education reviews are carried out either at the discretion of the Chief Review Officer, or as directed by the Minister (section 466 of the Act).

The Chief Review Officer's report on whether a student's home-schooling meets the teaching criteria must be considered by the Secretary for Education when:

- the Secretary for Education has refused an exemption from **enrolment** at school and the applicant parent has appealed
- the Secretary for Education seeks to revoke an exemption from **enrolment** at school.

In practice, many homeschooling reviews are carried out in response to requests from the Ministry of Education.

Homeschooling reviews are not carried out for students who have reached their 16<sup>th</sup> birthday because the law no longer requires them to be enrolled at school.

## 2.3 Review context

In conducting a review on whether an exempted student is taught at least as regularly and well as in a registered school, review officers must consider:

- information in the application for exemption. This should include information about:
- any special education needs the student may have
- the educational programme to be provided by the home educator<sup>3</sup>
- the home educator's knowledge of the educational programme.
- information in the Ministry of Education's Homeschooling Desk File.<sup>4</sup>

Review officers do not need to consider how well an educational programme reflects national curricula (NZC or TMoA) as homeschooling educational programmes are not required to be based on the National Curriculum.

Review officers will likely find it helpful to judge if an exempted student is being taught as well as in a registered school by comparing the Ministry-approved programme in use to what a successful implementation of the NZC or TMoA looks like in a registered school. Similarly, comparison with other suitable curricula sometimes used in registered private schools may be useful.

The Ministry of Education's *Homeschooling Desk File* currently contains the following notes:

- Under sections 35 and 36 of the Education and Training Act (the Act) students who have turned 6 and have not yet turned 16 years old must be enrolled at and attending a registered school.

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<sup>3</sup> Home educator' is the person who delivers the programme. This is usually, but not always, the parent of the exempted student. However, the parent is responsible in law to ensure that the requirements of the Education and Training Act are met.

<sup>4</sup> The Homeschooling Desk File is obtainable from any Ministry of Education National Operations office.



However, since the inception of a formal education system in New Zealand parents or guardians have been able to apply for exemption from enrolment at a registered school.

- An exemption certificate enables parents or guardians to teach their children outside of a registered school (often but not exclusively at home). Parents or guardians must apply to the Ministry to receive an exemption certificate.
- Before parents or guardians can be granted an exemption certificate, they must meet the requirements of section 21 (s21) of the Act which are that the Ministry must be 'satisfied that the person will be taught at least as regularly and well as in a registered school'. 'Or in the case of a person who would otherwise be likely to need learning support (special education), will be taught at least as regularly and well as in a specialist school or a special service'.

## 2.4 Meeting s38 requirements

Parents or guardians must demonstrate to the Ministry that their child **will be taught at least as regularly and as well as in a registered school**. However, s38 does not say that the parents or guardians have to teach their child. Parents or guardians can arrange for someone else to teach their child and/or they may also use educational programmes provided by others. ERO's view is that the reference in s38 to "the child will be taught" implies that the child will have learned.

While parents or guardians do not have to deliver their home education teaching and learning programme, they must demonstrate how they will continue to be responsible for providing, supervising, and monitoring it.

For example, besides Te Aho o Te Kura Pounamu/The Correspondence School (Te Kura), other groups (especially religious groups such as Home Schooling New Zealand) prepare and distribute educational material for home educators to purchase. Stating the name of one (or more) of these groups or a particular course or programme in an application will not on its own ensure the granting of an exemption certificate.

## Section 3. Review Process

### 3.1 Scheduling the review

Homeschooling education reviews are scheduled as required but are usually in response to:

- requests from the Ministry of Education
- information supplied by members of the public or other government agencies.

The Secretary for Education grants certificates of exemption for individual children, so an ERO review will focus on the education received by one exempted student. However, where exemptions have been granted to more than one child in a family, ERO reviews of provision for those family members are usually undertaken concurrently.

### 3.2 Scoping the review

Review Officers consider all available information when planning the review, including:

- a copy of the original application to homeschool, and any subsequent amendments<sup>5</sup>
- information provided before the review by the parent/guardian of the exempted student
- any relevant information received from the Ministry of Education or other credible source, for example Oranga Tamariki
- previous ERO reports.

Initial scoping may suggest areas of strength and/or risk in the exempted student's programme. These potential strengths and/or risks will be evaluated during the review and, depending on the outcome, may be reported.

### 3.3 Undertaking the review

The location in which the exempted student is taught is the preferred place in which to conduct the review. If a parent does not want the review to take place there then an alternative venue acceptable to both parties is negotiated.<sup>6</sup>

Each Review Officer must produce their designation and present it to the parent(s) and/or person providing the educational programme when they first enter the venue where the review will take place, and if requested any time later.

Review Officers must have the opportunity to talk with the exempted student/s. A parent or other responsible adult must be present during all discussions with the exempted student. The responsible adult could be another Review Officer, or another adult nominated by the parent. No review will take place, and the onsite part of any review will stop immediately, if it is clear that reasonable arrangements cannot be made for a satisfactory discussion with the exempted student.

Review Officers must have access to and be able to observe and discuss the exempted student's work. Review Officers must be satisfied that it is the exempted student's own work.

A parent may have another person present at the review as an observer and supporter.

When onsite if the review team becomes aware of a complaint, allegation or disclosure that is of a potentially criminal nature, ERO should follow the Onsite Risk Escalation Process for all Review and Improvement Services (RIS) and Te Uepū ā-Motu (TUAM). The Onsite Risk Escalation Process includes the potential instigation informing of other agencies (e.g. Oranga Tamariki, the New Zealand Police).

### 3.4 Review and evaluation

ERO's judgement about whether the teaching criteria set out in section 38(1) of the Act are being met, is based on evidence about the quality and effectiveness of the **educational programme**, the quality and

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<sup>5</sup> Review Officers must sight the Ministry of Education's *Certificate of Exemption* for the exempted student and the approved programme based on the information provided in the original application to homeschool.

<sup>6</sup> ERO will be flexible in meeting parents or guardians' needs. In turn, ERO expects that parents or guardians will take a reasonable approach to finding a suitable venue for the review to take place. In negotiating an alternative location for the review, Review Officers bear in mind travel/time costs and the overall review programme.



effectiveness of its **implementation - teaching and management**, and the exempted student's **learning: engagement, progress and achievement**.

Evaluative questions provide the **basis for investigation**. The questions relate to the framework contained in the original application to homeschool. These include:

- the exempted student's special education needs
- the parents or guardians' knowledge and understanding of the approved educational programme
- the written description of the programme including how well the programme is taught and managed
- resources and reference material available
- use of the environment and the community
- the exempted student's need for social contact with other children
- assessment and evaluation of the exempted student's learning:
- engagement, progress and achievement
- commitment to regularity
- any other information.

Evidence for ERO's judgements about the **quality and effectiveness of the educational programme**, and whether it meets the criteria under section 38(1) of the Act, is drawn from:

- the parent or guardian's application for exemption
- Ministry of Education information and guidelines
- observation and discussion of the educational programme with the parent and exempted student
- the exempted student's learning: engagement, progress and achievement, as
- assessed and evaluated by the parent.

Evidence for ERO's judgements about **the quality and effectiveness of teaching and management of the educational programme** is drawn from:

- ERO's observations
- interviews with the parents or guardians, home educator and exempted student
- evidence of the exempted student's learning: engagement, progress and achievement according to the parent's assessment and evaluation
- records
- the exempted student's work
- other documentation.

Sufficient verifiable evidence must be collected and recorded to support all key review judgements.

**Standard Worksheets for Homeschooling Education Reviews** are used to guide the review and record the evidence.

### 3.5 Making Evaluative Judgements

At the conclusion of the review, ERO reports its **overall evaluative judgement** as to whether the exempted student *is taught at least as regularly and well as in a registered school. Or as in a specialist school or a special service (if the student would be likely to need special education).*



To inform the overall judgement, review officers synthesise and analyse the evidence obtained during the review to make evaluative judgements about the:

- the exempted student's learning: engagement, progress and achievement.
- the quality and effectiveness of the teaching and management of the approved programme
- the quality of the educational programme as described in the original application or a subsequently amended programme and its
- effectiveness in promoting the student's learning.

### 3.6 Reporting and due process

**The Education Review Report: Exempted Student** records ERO's evaluative judgments and commentary based on the evidence gathered during the review. The unconfirmed report is quality assured and edited, then sent to the exempted student's parent(s).

The exempted student's parent(s) is invited to comment on any errors of fact in the unconfirmed report before it is confirmed. ERO considers responses and comments carefully, weighs up the evidence, and discusses any issues with the parent where appropriate. If considered appropriate, changes may be made to the unconfirmed report. The report is then confirmed and sent to both the parent(s) and the Secretary for Education.

The Education Review Report: Exempted Student includes:

- a judgement about whether the exempted student is being taught at least as regularly and well as in a registered school or a specialist school.

Where the unconfirmed report is proposed to be sent with a conclusion stating that the teaching does not meet the criteria for regularity and/or as well as a registered school, **the** MRIS with oversight of homeschooling forwards the unconfirmed report to the **Director Schools** for approval and **Office Solicitor** for advice.

When there are serious concerns about the quality of the programme the Director Schools informs the Secretary for Education immediately.

### 3.7 Quality Standards

Review officers conducting homeschooling reviews must adhere to ERO's quality standards<sup>7</sup> and the requirements and expectations of ERO's *Code of Conduct*. Quality checks are conducted according to ERO's usual processes for education reviews.

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<sup>7</sup> The same Quality Standards apply to homeschooling reports as for all ERO review reports.

## Section 4. Completion of the Review File

Throughout the review process, review officers keep a record of observations, conversations, relevant documentation, notes and other evidence supporting the judgements made in the final report.

At the end of the review, the review team makes sure this information is correctly filed in the SharePoint Home School register.

## Section 5. Review Procedures

| Process                              | ERO's role                                                                                                                                                                                                                                                                                                             | Parent's or guardian's role                     | References                                                                                 |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Scheduling the review</b>         | Reviews usually scheduled when Ministry of Education requests.<br>Based on: <ul style="list-style-type: none"> <li>identified criteria</li> <li>risk analysis</li> </ul> MRIS assigns review officer. MRIS signals likely timeframe for completion to Ministry of Education.                                           |                                                 |                                                                                            |
| <b>Obtaining initial information</b> | MRIS forwards to review officer undertaking the review: <ul style="list-style-type: none"> <li>Name and contact details of exempted student</li> <li>Copy of original application for exemption</li> <li>Copy of certificate of exemption</li> <li>Review officer arranges for a visit.</li> </ul>                     |                                                 |                                                                                            |
| <b>Setting up the review file</b>    | A case file is created in the SharePoint Home School Register by Corporate Services Support Officer                                                                                                                                                                                                                    |                                                 |                                                                                            |
| <b>Notifying the parent</b>          | Review officer phones parent/s to initiate review.<br>ERO sends communication notifying exempted student's parent(s) or guardian(s) of the review.<br>Communication indicates purpose of review, when review will take place, and names of review officers undertaking review. Documents are enclosed with the letter: | Receives and reads information about the review | Email notification of a Homeschool review template<br><br>Attachment 1<br><br>Attachment 2 |



|                                            |                                                                                                                                                                                                                   |                                                                                                                          |                                           |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• copy of Confirmation of Review of Exempted Students (Attachment 1)</li> <li>• copy of ERO's Procedural Guidelines (Attachment 2)</li> </ul>                              |                                                                                                                          |                                           |
| <b>Exchanging information</b>              | ERO contacts parent(s) or guardian(s) to discuss review process, check understandings and confirm details for review visit where the parent(s) or guardian(s) has not replied or has replied indicating concerns. | Clarifies any errors in the notification<br>Informs ERO about changes to the programme<br>Confirms venue, time and date. |                                           |
| <b>Scoping the review</b>                  | ERO considers information on file and information provided by the parent(s) or guardian(s) and forms tentative views about areas of strength and/or risk.                                                         | Provide any further relevant information requested by ERO.                                                               |                                           |
| <b>Investigating</b>                       | ERO investigates, gathers evidence, reaches judgements about the programme                                                                                                                                        | Provides on-site information                                                                                             |                                           |
| <b>Analysing and synthesising evidence</b> | ERO: <ul style="list-style-type: none"> <li>• analyses and synthesises evidence</li> <li>• develops judgements</li> </ul>                                                                                         | Parent(s) clarifies information as necessary                                                                             |                                           |
| <b>Discussing findings</b>                 | ERO discusses tentative findings with parent(s). This can be onsite or at a later time (not face to face)                                                                                                         | Parent(s) participate in discussion of review findings, tentatively confirming findings or suggesting changes            |                                           |
| <b>Drafting the report</b>                 | ERO writes report according to ERO quality standards                                                                                                                                                              |                                                                                                                          |                                           |
| <b>Completing the review file</b>          | ERO: <ul style="list-style-type: none"> <li>• completes evidential file</li> <li>• stores the file according to current ERO policy</li> <li>• notifies MRIS with responsibility for homeschooling</li> </ul>      |                                                                                                                          |                                           |
| <b>Controlling quality</b>                 | ERO: <ul style="list-style-type: none"> <li>• MRIS checks evidence</li> <li>• MRIS peer reviews report</li> <li>• signs quality attestation sheet</li> </ul>                                                      |                                                                                                                          | Peer Review and Quality Attestation forms |



|                              |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                   |                                                                                      |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Preparing the report</b>  | <p>ERO:</p> <ul style="list-style-type: none"> <li>• formats report</li> <li>• MRIS edits report</li> <li>• sends report</li> </ul>                                                                                                                                                                                                                         | <p>Parent(s):</p> <ul style="list-style-type: none"> <li>• considers the report and accepts it as the confirmed report, or</li> <li>• within 10 working days advises ERO of any errors of fact</li> <li>• may query the evidential basis for judgements</li> <li>• provides supporting documentation where challenging report findings</li> </ul> | <p>Homeschool Review Unconfirmed/Confirmed Report Email</p> <p>Homeschool Report</p> |
| <b>Confirming the report</b> | <p>ERO:</p> <ul style="list-style-type: none"> <li>• confirms report if there are no errors notified after 10 working days</li> <li>• modifies the report if there are any errors</li> <li>• sends confirmed report to parent(s)</li> <li>• sends report to Secretary for Education.</li> </ul> <p>NB: The report is <b>not</b> posted on ERO's website</p> | <p>Parent(s) receives confirmed copy of the report</p>                                                                                                                                                                                                                                                                                            |                                                                                      |

## Section 6. Appeal of an exemption refused by the Secretary for Education

The Secretary for Education may refuse an exemption from **enrolment** at school. As a result, a parent/caregiver may choose to appeal this decision. An appeal is made to the Ministry of Education by the parent/caregiver. Under subsection 38(2) of the Education and Training Act 2020, the Secretary for Education must confirm the refusal or grant a certificate after considering a report on the matter from the Chief Review Officer following the appeal by the applicant's parent/caregiver or someone who is acting as an authorised agent on behalf of other.



The Senior Adviser for the Ministry of Education informs ERO of an appeal and the subsequent requirement of a report to support or not support the refused exemption. ERO undertakes a review of the process and documentation and provides a Homeschool Appeal Letter to the Ministry of Education.

ERO's report on the matter is based on the information supplied to ERO by Ministry of Education. Specifically, this is the information contained in the initial application form, the peer review by an Education Advisor Ministry of Education, the letter declining the home school exemption, and emails between the parent and Ministry of Education staff.

The report discusses the regularity of provision; the planned curriculum coverage appropriateness; and the Ministry of Education process and response. The report outlines on this basis of information provided, whether ERO's assessment of the learning programme presented in the home school application is that the programme does or does not appear to meet the requirement that will be taught at least as regularly and as well as in a registered school.

ERO has no contact with the family. All communication is directly with the Ministry of Education. This is a desktop analysis only using templated documents for recording evidence and judgments. A folder is established in the Home Schools Register and all records of the appeals process is stored in accordance with ERO's information management policy.

MRIS with oversight of homeschooling will assign a review officer to undertake the appeal. Once the appeal information has been read and appraised by a review officer with home school experience, it is prepared and processed as a letter and quality assurance is undertaken by the MRIS with oversight and approved by DRIS. The letter is sent to the Ministry of Education.

## Evaluation Questions for ERO Homeschooling Reviews (2021)

This is a resource for parents of children who are exempted from enrolling at a registered school and are homeschooled.

It indicates the kinds of questions ERO reviewers may ask in a homeschooling review. You may wish to consider these in preparation for the review and use them yourself when you are thinking about how well homeschooling is going for your child.

The **key evaluation questions** to be answered by a homeschooling review are:

1. Is the exempted student taught at least as **well** as in a registered school?
2. Is the exempted student taught at least as **regularly** as in a registered school?

To answer these questions, reviewers investigate the quality of the student's educational programme, and how effectively it promotes the student's learning: engagement, progress and achievement. To establish context, reviewers will also ask you about your reasons for homeschooling and what you see as the benefits.

The evaluative and prompt questions below are used to guide the review of the homeschooling programme. They are not a 'checklist' but a guide for reviewers and parents to help them think about the homeschooling programme.

Relevant sections of ERO's *School Evaluation Indicators (2016)* may be used in reaching judgements about homeschooling programmes. They provide examples of evidence that indicate good quality and effective programmes and practice. They can be found at:

<https://ero.govt.nz/how-ero-reviews/schoolskura-english-medium/school-evaluation-indicators>

| Evaluative Questions                                                                                                                                                                         | Prompt Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Special education needs</b></p> <p><i>How, and how well, are any special education needs met?</i></p>                                                                                  | <ul style="list-style-type: none"> <li>• Does the student have any special education needs?</li> <li>• How are these needs identified and addressed?</li> <li>• What help or support do you have to meet the student's special needs?</li> <li>• What are the learning and other outcomes for the student?</li> </ul>                                                                                                                                                                                                                                                                                                                    |
| <p><b>Approved programme and curriculum content</b></p> <p><i>What is the quality and effectiveness of the homeschooling programme?</i></p>                                                  | <ul style="list-style-type: none"> <li>• How does the current programme reflect the original application to homeschool? Has the programme changed? How and why?</li> <li>• How do you manage the programme to meet the goals stated in the original (or modified) application (planning, records, resources)?</li> <li>• How well does the curriculum/programme cover the learning areas specified for the MoE exemption?</li> <li>• How do you use your knowledge of the curriculum to promote the student's learning?</li> <li>• How do you know that the programme is the most appropriate and effective for the student?</li> </ul>  |
| <p><b>Teaching and learning</b></p> <p><i>How effective is the teaching and management of the homeschooling programme?</i></p>                                                               | <ul style="list-style-type: none"> <li>• How effective are learning opportunities/activities in meeting the needs, interests and potentialities of the student/s?</li> <li>• What are the most useful resources and how well are they used? How appropriate to the student/s and the programme are the resources?</li> <li>• How well does the teaching build on the prior learning/knowledge of the student/s?</li> <li>• How well is the student engaged in learning?</li> <li>• How effective is support for students who need additional help with their learning?</li> </ul>                                                        |
| <p><b>Assessment and evaluation</b></p> <p><i>What is the quality of the achievement information and its analysis, and how well is this information used to improve future learning?</i></p> | <ul style="list-style-type: none"> <li>• What are the student's learning needs and interests, how are they identified?</li> <li>• What methods/approaches/resources do you use to assess the student's progress and achievement?</li> <li>• What does your information tell you about the student's progress and achievement in the learning areas specified for the MoE exemption?</li> <li>• How do you use this information to make decisions for the student's future learning?</li> <li>• How do you use this information to evaluate and improve the quality and effectiveness of the programme and teaching practices?</li> </ul> |
| <p><b>Learning: engagement, progress and achievement</b></p> <p><i>How well is the student achieving education success?</i></p>                                                              | <ul style="list-style-type: none"> <li>• How well is the student learning: engaging, progressing and achieving?</li> <li>• Is the student's learning: progress and achievement at a rate and level appropriate to what could be expected, e.g. for age, equivalent year level etc?</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Learning environment</b></p> <p><i>How well does the environment support learning?</i></p>                                                                                             | <ul style="list-style-type: none"> <li>• How do you provide a positive environment that promotes and enhances the student's learning?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Social Contact</b></p> <p><i>How well does the educational programme use community resources to support learning?</i></p>                                      | <ul style="list-style-type: none"> <li>• How do you access and use learning opportunities and resources in the community?</li> <li>• What educational, sporting, cultural, and recreational experiences does the student have within the local and wider community?</li> <li>• What has the student learned from these?</li> </ul>           |
| <p><b>Regularity – and use of time</b></p> <p><i>How well met is the requirement that the student is taught at least as regularly as in a registered school?</i></p> | <ul style="list-style-type: none"> <li>• How well is regularity of teaching and learning established through programme planning – e.g. in terms of timetabling, consistency and routines, hours, weeks, terms, use and flexibility of learning time, other?</li> <li>• How well is the available time used for learning purposes?</li> </ul> |
| <p><b>Concluding Questions</b></p> <p><i>What else should ERO know about the student's programme?</i></p>                                                            | <ul style="list-style-type: none"> <li>• Is there anything else that you want to tell ERO about the student's programme?</li> <li>• Have you found the review process to be useful and fair? If not, what can we do about that?</li> </ul>                                                                                                   |

[REDACTED]

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**From:** ERO homeschools <[homeschools@ero.govt.nz](mailto:homeschools@ero.govt.nz)>  
**Sent:** Friday, 5 December 2025 11:46 am  
**To:**  
**Subject:** Education Review Office Homeschool Review Report for  
**Importance:** High  
**Sensitivity:** Confidential

Tēnā kōrua

Thank you for your engagement with the recent ERO review of your children, who are currently exempted from enrolment at a registered school. The unconfirmed Homeschool Review report is attached.

**Your Confirmation of Accuracy**

Please complete the attached form (Response to Unconfirmed Education Review Report - Exempted Student) and return by email to [homeschools@ero.govt.nz](mailto:homeschools@ero.govt.nz) by 19 December 2025. Please note that all supporting evidence for changes must be supplied by this date.

If you believe the report has no errors of fact, please sign and date section 1 of the form.

If you note any errors of fact in the report or wish to comment on any matters related to the findings, please complete section 2 of the form and provide supporting evidence.

**The Confirmed Report**

After considering your response, ERO may make amendments before confirming the report. The Confirmed report will be sent to the Ministry of Education.

Nāku noa

Sharon Kelly

Director of Schools

Education Review Office | Te Tari Arotake Mātauranga

[REDACTED] E [support@ero.govt.nz](mailto:support@ero.govt.nz)

W [ero.govt.nz](http://ero.govt.nz); [evidence.ero.govt.nz](http://evidence.ero.govt.nz)

Christchurch Office | West Building, Level 2, 14 Show Place, Addington, 8042

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Ko te tamaiti te pūtaka o te kaupapa | The child — the heart of the matter

Attached:

- Unconfirmed Homeschool Review Report
- Response to unconfirmed Homeschool Review Report form.



## Response to Unconfirmed Education Review Report – Exempted Student

Name of Exempted Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Please complete either section 1 or 2.

### Section 1

The unconfirmed Education Review Report (Exempted Student) has been received and there are **no** errors of fact.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### Section 2

The following errors of fact are noted and supporting documentation is attached.

*(Please outline what information is incorrect and why; and, if relevant, what change you propose. Also provide supporting evidence that clearly demonstrates the error of fact. Make sure that any evidence submitted has teachers' names, children's names, parents' names and photos of children removed.)*

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please email response to [homeschools@ero.govt.nz](mailto:homeschools@ero.govt.nz)



# Education Review Report (Exempted Student) – Unconfirmed

Name:

Location:

## Background

### Purpose of review

An education review of an exempted student determines whether or not the exempted student .

### Information

|                           |                               |
|---------------------------|-------------------------------|
| Name of exempted student  |                               |
| Date of birth             |                               |
| Date of current exemption |                               |
| Name of parent            |                               |
| Address to send report    |                               |
| Date of review visit      |                               |
| Reason for review         | Ministry of Education Request |
| Where review took place   |                               |

## Introduction

*Hidden text: Brief context for family, including the learning environment, include if they live in hostel or a stand alone dwelling and if onsite or off-site*

*Hidden text: Include individual interest of child.*

*Hidden text: Statement about the curriculum*

*Hidden text: Developments since the last ERO report (if reviewed in 2024)*

## Findings

<Name of child> (is progressing and achieving/not progressing or achieving) at a rate and level appropriate to what could be expected for age and stage of learning.

The homeschooling programme is (effective/needs improvement) in meeting the learning needs.

The teaching and management of the homeschooling programme is (effective/needs improvement).

Assessment and planning information (is/is not) used well to monitor progress and inform future learning.

Achievement information (is/is not) valid and (shows/does not show) progress over time.

The home learning environment (supports/does not support) engagement and success in learning.

## Conclusion

<Name of child> (is/is not) taught at least as regularly as in a registered school.

<Name of child> (is/is not) taught at least as well as in a registered school.

## Areas for improvement

Sharon Kelly  
Director of Schools

Proactively released



**EDUCATION REVIEW OFFICE**  
Te Tari Arotake Mātauranga

**NATIONAL OFFICE**  
LEVEL 1, 101 LAMBTON QUAY  
PO BOX 2799  
**WELLINGTON 6140**  
SX10166  
T 0-4-499 2489  
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info@ero.govt.nz  
www.ero.govt.nz

17 December 2025

Ellen MacGregor-Reid  
Te Tumu Whakarae mō te Mātauranga  
Secretary for Education  
[Ellen.MacGregor-Reid@education.govt.nz](mailto:Ellen.MacGregor-Reid@education.govt.nz)

Tēnā koe Ellen

**Subject: Gloriavale Homeschool Review – Provisional Findings (Updated 15 December 2025)**

The Education Review Office (ERO) has undertaken a special review of homeschooling within the Gloriavale community, following a request from you. Between 20 October and 14 November 2025, ERO reviewed the provision of homeschooling education of 103 children from 28 families who were granted certificates of homeschooling exemption by the Ministry of Education.

The review of each child's exemption is currently following due process. Unconfirmed reports have been sent to parents, they have 10 days to respond to errors of fact or provide additional information that might change ERO's judgment about provision of homeschooling. In addition to the standard process, following requests under the Official Information Act, ERO has sent the information in the evidentiary files and an explanatory note to all parents.

To carry out this review, we considered whether each child is taught as regularly and as well as in a registered school, required under section 38 of the Education and Training Act 2020. This involved examining the programme delivered against what was approved in the exemption application, the breadth and depth of the curriculum, and the approaches used to assess learning. We looked for evidence of progress and achievement and considered whether the learning environment supported effective teaching and learning for the children. These judgements were informed by documentation provided by families, interviews, observations, and other evidence gathered during the review period.

ERO's provisional view is that children are not being taught as regularly and as well as in a registered school. Weak assessment practices prevent reliable evaluation of progress and achievement, and narrowed curricula constrain future pathways. Overcrowded hostel environments and housing instability present significant safety and wellbeing risks. Access to specialist learning support is limited, and careers education is largely absent. These concerns are systemic and have implications for both educational outcomes and child safety.

This letter provides a summary of ERO's provisional findings and key concerns identified during the review

## Scope of Review

Between 20 October and 14 November 2025, ERO reviewed 103 children from 28 families who met the eligibility criteria of being aged from six years until their sixteenth birthday, holding current exemptions, and living in the Gloriavale region while attending community events. This review followed your request to review 92 children from 37 families. ERO's scoping identified 103 children, including 79 previously reviewed in 2024, 25 new to homeschooling, and two families who had begun homeschooling since the last review. Some children have since enrolled in the Gloriavale Private School either permanently or on a ten-week trial, and some previously reviewed children have turned sixteen and no longer fit the criteria for homeschool reviews. New exemption applications have also been approved.

The duration of homeschooling ranged from less than six months to over two and a half years, with a significant proportion homeschooling for between eighteen and twenty-four months. Families most commonly cited wanting a successful education for their children, keeping them safe, and concerns about the performance and future of Gloriavale School as reasons for homeschooling.

## Curriculum and Assessment

The curriculum remains narrow, typically limited to English, mathematics, social studies, and science. Exposure to health, physical education, technology, the arts, languages and careers education is minimal. Many students complete only one commercial course booklet per term, and learning beyond formal booklets such as cooking, gardening, and crafts lacks clarity about intended outcomes or progression. While some families have adopted new programmes such as Abeka and the Institute for Excellence in Writing, the dominant curricula remain Accelerated Christian Education (ACE) and The Good and The Beautiful. Parents increasingly recognise that dense text in some programmes, particularly mathematics and science, is not working for some children.

Assessment practices are inadequate. The overall focus is on task completion and recall-type tests requiring eighty percent mastery, which does not provide meaningful measures of progress or achievement. ERO could not verify progress and achievement for more than half of the children reviewed and found that none were achieving at expected levels in a way that could be reliably measured. No programme was judged effective in meeting learning needs, and there was no evidence that assessment and planning information was used to monitor progress or inform future learning. Achievement information did not validly show progress over time. Writing was a particular area of concern. Samples were often transactional, confused with handwriting, and frequently transcribed or typed by parents, limiting authentication. While some families have begun using Progressive Achievement Tests and STAR assessments in aspects of English and mathematics, ERO could not verify test administration conditions or how results were used to adjust teaching and therefore could not rely on these data as robust evidence.

## Learning Support

Learning support needs to have increased significantly since the previous review. Of the 103 children observed, twenty-six were identified with special education needs: sixteen with dyslexic tendencies, [REDACTED] behind in learning or behaviour, [REDACTED] with autism spectrum [REDACTED]. This represents an increase from eighteen children in 2024. Despite this rise, only [REDACTED] children have received formal diagnoses since the last review, with cost frequently cited as a barrier to accessing professional assessment and intervention.

ERO observed that many children with suspected learning difficulties are not receiving targeted support. Families expressed concern about the lack of specialist services and noted that private

provision is often unaffordable. There is also evidence of reluctance among some families to request additional resources from the community fund, which further limits access to help. The absence of reliable assessment information compounds these challenges, making it difficult to identify needs early or monitor progress effectively. Concerns initially noted for eight- to nine-year-olds now extend to younger children from age six, with low oral language, weak writing skills, and fragile reading confidence by ages eight and nine. Without systematic intervention, these gaps risk becoming entrenched and will have long-term implications for educational outcomes.

## **Learning Environment and Safety**

Learning environments were frequently unsuitable. More than half of the children were learning in crowded settings, most commonly in hostel accommodation where rooms served multiple purposes for sleeping, dining, and schooling. Ten hostel families lacked ready access to drinking water and toilets. In one instance, ■■■ families comprising eighteen people shared a single toilet and a shower down a corridor. Overcrowding was compounded by infants, preschoolers, and older teenagers being at home during learning times. Age mixing raised concerns in a small number of homes where space constraints limited separation.

Safety concerns were prominent. The community reviewed its Child Protection Policy on 20 October 2025, and each family had a copy in their homeschool folder. Despite this, several families reported that they did not feel their children were safe and considered the policy and processes inadequate in practice. Some exempt learners were on Safety Action Plans requiring constant supervision, which is challenging in large family settings or shared environments. Families did not always know who in their proximity was subject to a plan, citing confidentiality, though many were aware of arrangements on their hostel floor. The positioning of hostel families with young children next to those subject to a plan, coupled with shared facilities and limited access to drinking water, intensified risk. Older students could generally state the policy and identify the team responsible for responding to concerns, but home education about physical and emotional safety appeared minimal and focused largely on fire drills.

## **Housing Instability**

Housing instability further undermined learning continuity and wellbeing. Thirteen of the twenty-eight homeschool families had moved in the past twelve months, including eight of the eighteen hostel families and five families in standalone homes. Movement between accommodations created disruption and variability in available learning spaces and resources.

## **Younger Learners**

Concerns identified in 2024 for eight- to nine-year-olds now extend to children from age six. A global finding is that younger children have a slower start to formal education compared to peers in registered schools. Many do not benefit from structured approaches that accelerate early literacy and mathematics learning. ERO observed low levels of oral language development and limited writing skills, with some children struggling to form letters or write independently. Reading confidence is fragile by ages eight and nine, and foundational numeracy skills are often underdeveloped. Parents reported that early learning is largely informal and integrated into family life, such as cooking or gardening, rather than following a systematic programme. While these activities provide practical experiences, they lack clear learning intentions and progression. The absence of targeted strategies for phonics, vocabulary development, and number sense means that gaps in foundational learning are not addressed early, increasing the risk of cumulative disadvantage as children move into later stages of education.

## **Careers Education and Pathways**

Careers education is largely absent. Senior secondary and tertiary pathways remain restricted, and vocational choices are commonly prescribed by community expectations. Provision does not

extend beyond Year 10, further limiting pathways for senior students. ERO observed that some older teenage female family members, while continuing education beyond age sixteen, remained primarily at home assisting their mothers with childcare, cooking, and other household responsibilities. Although Home-school exemption expires when the person turns 16 (refer section 38(7)), these patterns do further substantiate our concerns about direction-setting and gender bias in subject choices and opportunities for younger students across community schooling provision.

### **Provisional Assurance Position**

ERO's provisional view is that exempted children are not being taught as regularly and as well as in a registered school. Weak assessment practice prevents reliable evaluation of progress and achievement. Narrowed curricula constrain future pathways. Overcrowded hostel environments and housing instability present significant safety and wellbeing risks. Access to specialist learning support is limited, and careers education is largely absent.

### **Next Steps**

Following due process and confirmation of each individual report, we will send these to you and write again with final findings.

Nāku noa, nā



Ruth Shinoda  
Acting Chief Executive/Chief Review Office

From: ERO homeschools <[homeschools@ero.govt.nz](mailto:homeschools@ero.govt.nz)>

Sent: Tuesday, March 10, 2026 1:49:23 PM

To:

Subject: Confirmed Education Review Report (Exempted Students) for your child

Tēnā kōrua

Thank you for your response to our unconfirmed report.

Please find attached the confirmed Education Review Report (Exempted Students) for the following child:

—

Thank you for your engagement with this process.

Nāku noa



Sharon Kelly

Director of Schools

Education Review Office | Te Tari Arotake Mātauranga

E [support@ero.govt.nz](mailto:support@ero.govt.nz)

W [ero.govt.nz](http://ero.govt.nz); [evidence.ero.govt.nz](http://evidence.ero.govt.nz)

Christchurch Office | Level 2, Te Uruiti, 48 Hereford Street, West End, 8013

—

Ko te tamaiti te pūtake o te kaupapa | The child — the heart of the matter

Attached:

- Confirmed Education Review Report (Exempted Students) –

**NATIONAL OFFICE**

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13 March 2026

Ellen MacGregor-Reid  
Secretary for Education  
Ministry of Education

Tēnā koe Ellen

**Subject: Gloriavale Homeschooling Review – Final Findings and Assurance**

I am writing to provide the Education Review Office's final findings following completion of the 2025 reviews of homeschooling provision for families associated with the Gloriavale community. This letter confirms ERO's final findings following my letter of 17 December 2025, which outlined ERO's provisional findings and assurance position.

Between 20 October and 14 November 2025, ERO reviewed the homeschooling provision for 103 children from 28 families holding current certificates of exemption issued by the Ministry of Education.

**Background and scope**

In September 2025, you wrote to the Chief Review Officer raising concerns about the quality of homeschooling provision for families associated with the Gloriavale community. In particular, you sought a report on whether the children were taught at least as regularly and as well as in a registered school.

Subsequently, the Chief Review Officer exercised his statutory authority under section 466(a) of the Education and Training Act 2020 to commission reviews of all individual homeschooling provision within the Gloriavale community.

The reviews examined whether each exempted child was being taught at least as regularly and as well as in a registered school, as required by section 38 of the Education and Training Act 2020. The scope of the review and the statutory test applied are those described in my letter of 17 December 2025.

Judgements were informed by documentation provided by families, interviews, observations, and other evidence gathered during the review period. ERO considered patterns of learning provision over time ("at least as regularly") and the overall quality and sufficiency of provision ("and as well as") through curriculum, assessment information, evidence of progress and achievement, and the learning environment. These considerations were applied together as a single statutory test.

## Review process, moderation, and due process

Individual child-level reviews were conducted in accordance with ERO's standard homeschool review processes. For each child, this included onsite evidence gathering, the preparation and issuing of unconfirmed reports, and clear opportunities for families to respond, correct errors of fact, and provide additional information that could materially affect judgements.

Response timeframes were extended where appropriate. All responses received from families were carefully considered alongside the full evidentiary record before final judgements were confirmed.

Judgements were subject to internal moderation and quality assurance, including peer review and senior oversight, to ensure consistency, robustness, and adherence to statutory requirements. Findings are based on the totality of evidence available for each child and were not predetermined.

Following legal correspondence challenging the reviews, I also commissioned an independent external investigation under ERO's complaints policy and internal governance arrangements. This is attached at **Appendix A**.

That investigation examined the statutory authority to commission the reviews, the purpose and scope of the review, notice and opportunities for participation, due process and disclosure, application of the statutory test, and moderation and quality assurance processes.

The investigation found that the reviews were lawfully commissioned, that families were provided with adequate notice and opportunities to respond, and that ERO exceeded standard natural justice requirements through proactive disclosure of evidence. It also found that judgements were evidence based, moderated, and not predetermined.

Following legal correspondence, I have also sought and received assurance about reviewer capability and skill mix (**Appendix B**).

## Final educational findings

The findings finalise the provisional findings outlined in December, following completion of due process, moderation, and consideration of family responses.

The findings are set out in:

- an overview below
- a summary table for each child which sets out the judgment against each domain and the evidence that supports it (**Appendix C**)
- an individual report for each child which has been sent to each family today and to Andrea Williams, General Manager.

Of the 103 children's home school provisions reviewed, 96 were judged as not being taught at least as regularly and as well as in a registered school. The remaining seven children have been classified as *too early to judge* due to exemptions being granted recently (within 3-4 months).

The table below summarises findings across the key domains for the 96 children for whom sufficient evidence was available to make judgements. The overall "as well as" judgement is derived from assessments across four domains: curriculum, assessment, progress and achievement, and learning

environment. Education provision must be assessed as sufficient across all four domains to be judged sufficient overall.

| Component                | Findings post families' response and moderation         |
|--------------------------|---------------------------------------------------------|
| As regularly as          | 89 not sufficient<br>7 sufficient                       |
| As well as               | 96 not sufficient                                       |
| Curriculum               | 96 not sufficient                                       |
| Assessment               | 92 not sufficient<br>4 sufficient                       |
| Progress and achievement | 89 not sufficient<br>7 sufficient                       |
| Learning environment     | 33 not sufficient<br>58 sufficient<br>5* not determined |

\* For the 5 students with Learning Environment judgements not determined, other domains were not sufficient and therefore, overall, they did not meet the threshold for as regularly or as well as.

Where the home school provision was judged not sufficient, there were common issues across home schools which are set out below.

#### ***At least as regularly***

Across the cohort, learning provision often did not demonstrate sufficient regularity, frequency, or consistency to support sustained learning over time. Learning was frequently disrupted by competing household demands and caregiving responsibilities. Instruction was often intermittent rather than sustained, with limited evidence of consistent daily engagement across core learning areas.

#### ***As well as***

##### *Curriculum*

For nearly all children curriculum provision was limited in breadth and depth. Curriculum was often lacking clear learning intentions, structured progression, or alignment with curriculum expectations. There was often limited breadth in terms of subjects taught. Evidence showed repeated or shared topics across children of different ages.

##### *Assessment*

For most children assessment practices were insufficient to provide reliable information about learning. Assessment largely focused on task completion and recall based testing rather tracking progress over time. While ERO does not expect norm referenced assessment in homeschooling contexts, in many cases, assessment evidence provided was at variance with children's work samples or was not used to inform learning provision or improvement.

##### *Progress and achievement*

For most children the evidence did not demonstrate sustained progress or achievement over time. Writing and early literacy were particular areas of concern, especially for younger learners.

#### *Learning environments*

For more than a third of children learning environments did not allow effective and sustained learning. Children were learning in overcrowded spaces shared for sleeping, eating, and schooling and access to learning spaces was limited. Some learning environments did not allow for supervision of learning.

Safety and wellbeing concerns were also evident, particularly where children were learning in close proximity to individuals subject to Safety Action Plans and where environmental conditions limited effective supervision and risk management. I have written to the Chief Executive of Oranga Tamariki to report these concerns.

### **Review of the findings**

To provide additional assurance of the robustness of the findings ERO has taken the following actions:

- Review and refinement of the homeschooling review rubric to ensure alignment with ERO's evaluative approach and the School Improvement Framework, while remaining specific to the statutory context of homeschooling so that the expectations are reasonable for a home school (**Appendix D**).
- Senior leadership review of Gloriavale homeschooling folders at the pre-confirmed report stage, focused on how evidence was analysed and applied to the statutory tests.
- Additional independent scrutiny by an external reviewer with specialist expertise in homeschooling, provided further assurance about evidence interpretation and consistency of judgement across 28 children's files (one child per family).
- Further sampled moderation of 10 children's files including some of those who sat at the threshold between sufficient and not sufficient, undertaken by an independent consultant from Te Amokura.
- Production of individual summary tables for each child, revisiting component findings following families' responses and further review, with active QA oversight (**Appendix A**).

Steps taken to provide assurance of the findings are set out in more detail in the letter from the Deputy Chief Executive to myself which I have included (**Appendix E**).

### **Final assurance position and next steps**

ERO is satisfied that the review process was conducted lawfully, fairly, and in accordance with statutory and procedural requirements.

Confirmed individual child-level reports were issued to families on 10 March 2026. Copies of the confirmed reports have been provided to Andrea Williams, Group General Manager, National Services and Programmes. ERO has provided you with the summary information for each child and will continue to work with the Ministry of Education on any system-level implications arising from the findings.

### **Information security**

The nature of home school reports means that individual children and families can be easily identified. It is important to protect their privacy and ERO have taken steps to ensure information that identifies individuals is held securely. For this reason, all reports and summaries provided do not include

children's or families' names and instead refer to individuals by number. **Appendix F** contains a document that matches these numbers to names; this document is password protected - for information security.

Nāku noa, nā



Ruth Shinoda

**Te Tumu Whakarae mō te Arotake Mātauranga / Chief Executive (Acting)**  
**Chief Review Officer**

**Appendixes:**

**A: Independent External Review (two reports)**

**B: Review team capability (letter to CRO)**

**C: Anonymised Summary table of findings**

**D: Preliminary Home school Rubric**

**E: DCE letter to CRO setting out assurance steps**

**F: Identifier of families (password protected)**

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26 February 2026

Assurance on skill and composition of the review team

Kia ora Ruth,

I am writing to provide assurance regarding the skill, experience, and composition of the team that undertook the 2025 Gloriavale homeschooling reviews.

All staff conducting and overseeing the reviews were appropriately designated and trained review officers. Given the scale, sensitivity, and complexity of the context, deliberate decisions were made from the outset about the level of experience and capability required for this work. Reviewers were selected on the basis of their statutory judgement capability, experience working in complex and high-risk contexts, and their ability to engage confidently with contested, incomplete, or difficult-to-verify evidence. The intent was to ensure that those undertaking the reviews were appropriately skilled for the nature of the work and the decisions required.

The review team was deliberately balanced to provide strength, consistency, and effective practice. This included ensuring a breadth of sector expertise across early learning, primary, secondary, private school, and homeschooling contexts, as well as pathway expertise relevant to learners transitioning across settings. Team members collectively brought strong curriculum and assessment knowledge, experience supporting diverse learning pathways, and familiarity with statutory decision making across schooling stages. Some reviewers also had prior experience working within the Gloriavale community context.

In addition, the team included members with experience working alongside learners with additional learning needs. All reviewers had direct professional experience in learning and teaching contexts, ensuring that judgements were grounded in an understanding of how learning programmes are designed, delivered, and evidenced in practice. Where possible, attention was also given to achieving an appropriate gender balance within the team, recognising the importance of ensuring reviewers could engage appropriately and effectively within the specific social and cultural context of the community.

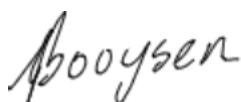
The team was brought together for a week of joint scoping prior to onsite activity, received additional training specific to reviewing homeschooling, and was provided with contextual briefing relevant to the Gloriavale community. ■■■ managers were stationed in Greymouth and led daily synthesis

sessions with the six reviewers following their onsite work, providing oversight, consistency, and support for complex judgement making.

In considering subsequent moderation and quality assurance steps, careful thought was also given to whether it was appropriate for those involved in the 2024 review activity to revisit or further engage in the work. Decisions in this regard were guided by the need to maintain rigour, objectivity, and confidence in the overall process, rather than by any concern about the adequacy of the original review activity.

Across both the initial review activity and the subsequent assurance processes, I am confident that the level of skill, professional judgement, and oversight applied was appropriate to the context and consistent with the standard required for statutory decision making of this nature.

Ngā mihi,

A handwritten signature in cursive script, appearing to read 'Booyesen'.

Shelley Booyesen  
DCE Review and Improvement Services

## Homeschooling Review Framework

### Statutory considerations for section 38(1)(a) judgements

#### Context

This framework sets out how the Education Review Office (ERO) makes statutory judgements about homeschooling provision. It reflects ERO's evaluative approach to education quality by focusing on learning and learner outcomes over time, the use of evidence to understand progress, and educational oversight that supports coherence, sufficiency, and improvement.

Judgements are based on the *educational effect* of the learning provided, rather than solely on inputs such as hours, settings, or delivery methods. Professional evaluative judgement is central and is informed by evidence gathered over time. While the framework is aligned with ERO's broader evaluative approach used across education settings, it is designed specifically for the statutory and contextual features of homeschooling.

ERO takes a broad, learner-centred view of educational success. In a homeschooling context, this includes attention to learner progress, engagement, and wellbeing over time, and to the development of knowledge and skills needed for future learning, work, and participation in society. These outcomes are considered through evidence of learning provision and learning progress, not through prescribed structures, curricula, or teaching approaches

#### Purpose

This framework sets out the considerations applied when forming statutory judgements about whether a child is being taught **at least as regularly as and as well as** in a registered school, as required by section 38(1)(a) of the Education and Training Act 2020.

It supports evaluative, evidence based professional judgement in line with ERO's Manual of Standard Procedures when applying the section 38(1)(a) statutory test.

Responsibility rests with parents and caregivers to provide sufficient, credible evidence that these statutory requirements are being met.

The framework does **not** prescribe minimum hours, curriculum models, delivery methods, or learning environments. Judgements are grounded in patterns of learning provision, learner progress, and educational oversight over time.

#### Design principles

- The framework is evaluative, not prescriptive.
- Judgements are based on evidence of learning provision in practice.
- "As regularly as" and "as well as" are applied as a single statutory test.

- Contextual variation is legitimate but does not lower the statutory threshold.
- The presence of an element does not in itself demonstrate statutory sufficiency.
- Professional judgement is central and is supported through moderation.
- The framework focuses on learning, progress, curriculum sufficiency, and educational oversight.

### **“As regularly as”**

#### **Regularity of learning provision over time**

In a homeschooling context, regularity refers to patterns of learning provision that can be observed and traced over time.

Indicators may include:

- Learning activity can be traced over time.
- Learning occurs consistently rather than in isolated or short-term bursts.
- Observable learning patterns align with stated routines or plans.
- Learning shows continuity and follow-through.
- Frequent learning contributes to sustained learning over time.

*Regularity is assessed in relation to patterns of learning provision over time, not by sole reference to daily hours of instruction.*

### **“As well as”: Educational quality, oversight, and outcomes**

#### **Curriculum**

The learning programme supports a balanced and purposeful education over time.

Indicators may include:

- The programme extends beyond a narrow or singular focus.
- Expectations for learning are appropriate and suitably challenging.
- Learning is planned and purposeful.
- Progression and sequencing are evident over time.
- Curriculum decisions reflect educational judgement rather than mechanical completion of tasks or materials.
- The programme is responsive to the learner’s age, stage, strengths, and needs.
- Appropriate materials, resources, and learning activities are used.

- The programme provides sufficient breadth and depth to support a balanced education over time.
- There is a sustained focus on developing sound foundation learning, including literacy, communication, and mathematics, appropriate to the learner's age and stage.
- Programme design reflects consideration of the learner's prior experiences, knowledge, and learning needs.
- Learning opportunities support the development of learner agency, problem solving, self management, and reflective learning over time.

### **Assessment**

Assessment information is used to understand learning and progress over time.

Indicators may include:

- Assessment information is present and can be verified.
- Assessment information is credible and can be interpreted.
- Assessment extends beyond task or material completion.
- Assessment supports understanding of what the learner knows and can do.
- A range of appropriate assessment information is used to understand progress and achievement over time.
- Assessment supports evaluation of learning within and across learning areas or phases, where relevant.
- Progress indicators or markers are built into the learning programme and can be evidenced over time.
- Assessment information informs decisions about learning provision and programme sufficiency, including adjustments made in response to learner strengths and needs.

### **Progress and achievement**

Evidence shows whether learners are making sufficient progress over time.

Indicators may include:

- Learning progress can be demonstrated over time.
- Statements of progress and achievement align with available evidence.
- Assessment information supports judgements about progress.
- Where progress is uneven or limited, this is visible in the evidence.

- Learners understand and can talk about their learning, progress, and achievements.
- Learners who need additional support are identified in a timely way.
- Where additional or targeted support is required, learning provision is adjusted in ways that are relevant and effective in supporting progress over time.
- Learning occurs in a context that supports learner wellbeing, engagement, and sustained participation in education over time.

### Learning environment

The learning environment supports effective and sustained learning.

Indicators may include:

- The environment supports sustained engagement in learning.
- Learning can occur without ongoing disruption or competing demands.
- Shared or multipurpose spaces are workable for learning.
- Overcrowding, noise, or caregiving responsibilities do not unduly limit engagement.
- The environment supports both learner independence and appropriate guidance.
- The environment supports a range of learning opportunities and contexts.
- The environment is safe and free from hazards.
- Learners are adequately supervised.
- Learning materials and resources are available and support coherent and effective implementation of the learning programme over time.

### Final statutory judgement

The final statutory judgement is made by considering “**as regularly as**” and “**as well as**” **together**, based on the combined effect of:

- learning provision over time
- curriculum and learning programme design
- assessment practices
- learner progress and achievement
- the learning environment

The judgement reflects an overall evaluation of whether the statutory threshold in section **38(1)(a)** of the Education and Training Act 2020 is met

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2 March 2026

Kia ora Ruth,

Following our hui on 11 February, I am writing to provide an update on the steps taken within Review and Improvement Services as part of the confirmation process for the Gloriavale homeschooling reports, and to outline how the matters raised at that time have been incorporated into that work.

As discussed, this work has focused on evidential robustness, statutory scope, consistency of judgement, and clarity of evaluative reasoning, while maintaining appropriate protections for privacy and confidentiality.

Actions undertaken following the CRO review of 11 February:

Since the hui, the following actions have been completed:

- Senior leadership review of Gloriavale homeschooling folders at the pre-confirmed report stage, focused on how evidence was analysed and applied to the statutory tests.
- Additional independent scrutiny by an external reviewer with specialist expertise in homeschooling, provided further assurance about evidence interpretation and consistency of judgement across 28 children's files (one child per family).
- Further sampled moderation of 10 children's files including some of those who sat at the threshold between sufficient and not sufficient, undertaken by an independent consultant from Te Amokura.
- Production of individual summary tables for each child, revisiting component findings following families' responses and further review, with active QA oversight.
- Legal confirmation that evaluation of the learning environment sits appropriately within scope of the statutory test.
- Review and refinement of the homeschooling review rubric to ensure alignment with ERO's evaluative approach and the School Improvement Framework, while remaining specific to the statutory context of homeschooling.

- Separate correspondence to you providing assurance about reviewer capability and skill mix, and about how privacy and confidentiality will be protected when sharing the 103 individual summaries.

### Key impacts across component findings

Reviewing the further evidence supplied by families in response to the unconfirmed reports did not materially change the overall statutory judgements. However, it did result in a number of refinements to component findings. Of the 103 children reviewed, 97 were confirmed as not being taught at least as regularly and as well as in a registered school, while the remaining 6 were classified as too early to judge due to insufficient evidence. The table below summarises the effect of families' responses and subsequent review on component findings

| Component                | Unconfirmed findings                                          | Findings post families' response and moderation           | Net change                                                                                 |
|--------------------------|---------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Curriculum               | 103 not sufficient                                            | 101 not sufficient<br>2 too early to judge                | -2 not sufficient<br>+2 too early to judge                                                 |
| Assessment               | 103 not sufficient                                            | 97 not sufficient<br>4 sufficient<br>2 too early to judge | -6 not sufficient<br>+4 sufficient<br>+2 too early to judge                                |
| Progress and achievement | 42 not sufficient<br>61 insufficient evidence                 | 89 not sufficient<br>7 sufficient<br>7 too early to judge | +28 not sufficient<br>-30 sufficient<br>+7 too early to judge                              |
| Learning environment     | 52 not sufficient<br>45 sufficient<br>6 insufficient evidence | 40 not sufficient<br>63 sufficient                        | -12 not sufficient*<br>+18 sufficient<br><br>*Note: 5 sufficient changed to not sufficient |
| As regularly as          | 103 not sufficient                                            | 90 not sufficient<br>7 sufficient<br>6 too early to judge | -13 not sufficient<br>+7 sufficient<br>+6 too early to judge                               |
| As well as               | 103 not sufficient                                            | 97 not sufficient<br>6 too early to judge                 | -6 not sufficient<br>+6 too early to judge                                                 |

### DCE Review and Improvement Services assurance

In my role as Deputy Chief Executive, Review and Improvement Services, I reviewed nine Gloriavale homeschooling folders at the pre-confirmed report stage as part of ERO's homeschooling review process. This review took place before confirmed reports were prepared.

I reviewed each folder alongside the reviewers' worksheets, summaries, and errors of fact material to understand how evidence provided by families had been analysed and used to support

judgements. My focus was on how reviewers considered curriculum, assessment, progress and achievement, and the learning environment when forming a view about whether each child was being taught as regularly as and as well as they would be in a registered school.

A key part of this work was checking for consistency across the folders. I looked at how reviewers applied ERO's homeschooling expectations. This included how assessment information was used to show progress and achievement over time, and whether teaching and learning were actively shaped in response to children's needs within the learning environment.

I reviewed how errors of fact raised by families were recorded and addressed at the unconfirmed stage. Specifically, I checked that each point raised by families was (1) logged and traceable, (2) verified against the underlying evidence and accurately captured in the reviewers' worksheets and summaries, and (3) considered in a way that did not leave provisional judgements dependent on disputed or unresolved information. Where information could not be confirmed at that point, I ensured it was clearly identified as unresolved and carried forward for consideration at confirmation.

I also tested the "line of sight" from evidence to judgement. I checked that the evidence recorded from onsite review activity and file material was clearly linked to the component findings (curriculum, assessment, progress and achievement, and learning environment), and that the component findings were then pulled together into a coherent overall statutory judgement. This included checking that the reasoning explicitly addressed the statutory standards of "as regularly as" and "as well as", rather than relying on implied conclusions.

Overall, this work provides assurance that the nine Gloriavale homeschooling folders were reviewed using ERO's homeschooling process, that evidence was considered through the appropriate statutory lens, and that the provisional judgements were sufficiently consistent and well-founded to proceed to the confirmed reporting stage.

I now recommend that on 10 March, the confirmed Gloriavale homeschooling reports are provided to families. On the same day, Douglas Brown would be provided with an overview of the confirmed findings and ERO's response in relation to the independent external investigation. Separately, the Minister would be provided with an update, and the Secretary for Education would be provided with an overview of the confirmed reports, the 103 confirmed reports, and confirmation that the confirmation process has been completed.

Ngā mihi nui



Shelley Booyesen

DCE Review and Improvement Services