

**Vote Education Review Office**

# Baseline Alignment Proposal

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Submitted by:

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## Section 1: Alignment to Government Priorities

The Education Review Office (ERO) contributes to the Government goal of *a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21<sup>st</sup> Century*. In particular, the goal supports the Government's 2010 policy drivers for:

- improved education and skills; and
- better public services.

ERO provides assurance to the Government with respect to its investment in education by reviewing and reporting on the quality of education provided in schools and early childhood services. High quality education in early childhood and in schools contributes to, and provides a foundation for, ongoing skills development. These reviews also provide the information base on which ERO reports on significant education issues through its national evaluations of education sector performance and educational good practice.

School boards of trustees, early childhood service managers, and education professional staff use ERO reviews to improve the quality of education being provided for young people and to maintain good practice. Review reports also inform parents and communities about the quality of education that their young people are receiving. Review reports on schools and services and national education evaluation reports provide information that assists the Ministry of Education (MOE) and other agencies in monitoring the implementation of policy and the development of policies.

ERO's core programmes (reviews of schools and early childhood services, and its national evaluations) assist the Government to assess the progress and impact of its new education policy. In particular, ERO is able to provide information to individual schools and to the Government on meeting national standards in literacy and numeracy, targeted funding, assessment, special education, and the educational success of our Māori and Pacific students.

ERO has several initiatives underway to improve its review methodology in response to government priority. Specifically, ERO will continue to:

- Implement evaluation processes that focus on schools capacity to promote students' achievement and progress, so that they attain the educational standards and qualifications they need. ERO's complementary review processes will assist schools to build leadership capacity and use of self-review to raise educational performance.
- Develop and implement a review methodology that is differentiated to take account of each school's performance and self-review capability. The introduction of review returns at one, two, three, or four to five years depending on school performance will enable ERO to target its evaluation support to schools that need it most. It will also assist the government to concentrate resource, support and interventions towards schools where large numbers of students are not progressing and achieving well.

ERO has monitored the placement of schools within the differentiated review categories. Of the 600 reviews completed since its introduction in March 2009 to the end of December 2009:

- 59 (10%) schools will be reviewed again within 12 months;
- 56 (9%) schools will be reviewed again within 2 years;
- 417 (70%) schools have been placed on the "regular" three year cycle; and
- 68 (11%) schools will be reviewed again within 4-5 years.

These percentages may change as ERO progressively reviews all schools on the regular three year cycle.

ERO's current review process will be maintained for early childhood services. ERO will begin a review of the approach to Early Childhood Services during 2011 and extend this review to look at whether the allocation of resources between Early Childhood Services and Schools is appropriate.

As ERO has regular access to schools and early childhood services through its review processes, it is in a strong position to evaluate and report on items of national importance. ERO will continue to align its national reporting programme to support the work undertaken in the sector related to the national standards, the implementation of the New Zealand Curriculum, and Māori medium education.

It is my view that ERO's core programmes of education reviews and national evaluation reports are essential to supporting the Government's priorities in education. The output ranges for ERO's core programmes in 2009/10 and outyears are tabled below. The fiscal impact of these programmes are incorporated in the February Baseline Update round.

	2009/10	2010/11 and Outyears
Early childhood education services education reviews	1,215-1375	1,240-1,400
State schools education reviews	760-890	710-840
Homeschooling education reviews	25-35	25-35
Private school education reviews	35-45	35-45
National evaluation reports	12-20	12-20

ERO is funded to review schools and early childhood services each year, using its differentiated review cycle. The level of scrutiny given by this cycle allows ERO to manage the risks associated with education performance.

## **Section 2: Reprioritisation**

ERO is continuing to reprioritise its expenditure in 2010/11 within its core programmes, as a continuation of the changes made in last year's budget. As a part of this reprioritisation, ERO's is implementing a number of performance improvement initiatives that will result in a better and smarter service.

It is doing this through:

- providing self-review workshops that will increase the self-review capacity of schools;
- implementing a differentiated review cycle, which will enable the Education Review Office to direct more of the review resource towards schools that are not performing well and reducing the level of oversight on those schools where the Education Review Office is confident about their performance; and
- aligning its national reporting programme to support the work undertaken in the sector related to the national standards, the implementation of the New Zealand Curriculum, and Māori medium education

Beginning In 2010/11 ERO will review the approach to Early Childhood Services and extend this review to look at whether the allocation of resources between Early Childhood Services and Schools is appropriate.

### **Section 3: Summary of Financial Movements**

As attached.

## Baseline Alignment Proposal - Financial Summary Report

Vote: Education Review Office	2009/10	2010/11	2011/12	2012/13	2013/14
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Baseline (2009/10 FBU)</b>	<b>28,945</b>	<b>29,034</b>	<b>29,034</b>	<b>29,034</b>	<b>29,034</b>
Share Allocation	0	0	0	0	0
Centralised Saving	0	0	0	0	0
Reprioritisation					
Total Reprioritisation	0	0	0	0	0
Transfers Outside Vote					
Total Transfers Outside Vote	0	0	0	0	0
<b>Total Changes</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Proposed Baseline</b>	<b>28,945</b>	<b>29,034</b>	<b>29,034</b>	<b>29,034</b>	<b>29,034</b>

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