

INTENT

MINISTRY OF EDUCATION STATEMENT OF INTENT

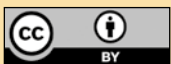
2012-2017

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Foreword

Minister of Education

Education is a major contributor to growing both our social and economic capital. International indicators show that our education system performs strongly for many, but not for all. As we are beginning to pull out of a worldwide economic downturn, our Government is focused on making the most of that recovery.

This will require lifting achievement across the education system and, in particular, addressing system failure of learners who are Māori, Pasifika, have special education needs, and/or are from low socio-economic backgrounds.

Our Government has announced the next phase in the public sector reform programme, focusing on reducing costs and increasing the effectiveness and efficiency of government expenditure. The Ministry of Education will lead three of the 10 new target areas over the next five years. These include increasing participation of vulnerable children in early childhood education, increasing the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification, and increasing the proportion of 25- to 34-year-olds with advanced trade qualifications, diplomas and degrees (level 4 or above on the New Zealand Qualifications Framework).

There will be an unrelenting focus on lifting achievement especially for our priority groups, and I fully expect that together with the sector we will meet all the targets set in government plans, including Ka Hikitia – Managing for Success, the Pasifika Education Plan and Success for All – Every School, Every Child. Our progress will be monitored through regular reports to Cabinet.

Our task, and the purpose of our education system, is to equip our learners with skills that allow them to succeed in the 21st century, with all the opportunities and challenges that presents. Our strategy is to focus on teaching and learning quality, reliable and meaningful information, transparent accountabilities and appropriate learning environments and infrastructure.

Government wants to ensure that more new entrants enter school having participated in early childhood education. We intend to maintain the diversity of early childhood education services that are available, while raising the quality of early childhood education services across the board. Parents and whānau need to know their children are being educated and cared for in a high-quality environment.

Quality teaching is the strongest lever available to transform primary and secondary education and deliver improved outcomes for all learners. The Government wants to improve the quality of teaching in our schools, building on existing good practice, and rewarding high-quality teaching with better career pathways that support teachers in the classroom.

Excellent professional leadership has the second-biggest effect on improving learning outcomes and so we are investing in strengthening principalship from selection through to induction and in-role mentoring and support.

The Government will support improved school infrastructure and new models of schools that respond to learner needs, including piloting the implementation of a New Zealand model of charter school. The roll-out of ultra-fast broadband and the development of the Network for Learning will provide access to a reliable and affordable e-platform.

We are focused on increasing opportunities for young New Zealanders through the Youth Guarantee, which is about learner-centred environments, whether that is in a school, in tertiary education or in the workplace. Together with my colleagues, I will be working to ensure smooth transitions for young people out of secondary education into tertiary education or the workplace.

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent and in the Information Supporting the Estimates is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989 and is consistent with the policies and performance expectations of the Government.

Hon Hekia Parata
Minister of Education

Foreword

Minister for Tertiary Education, Skills and Employment

New Zealand's prosperity relies on a skilled, flexible and innovative workforce. As Minister for Tertiary Education, Skills and Employment, I want to see an education system that ensures businesses have access to the skills they need to lift productivity, support economic recovery and drive future economic growth.

The public service has to play its part in this. We need an effective public service that can do more with less. The Government has announced 10 ambitious targets for the public sector – setting benchmarks against which progress can be measured within the next five years. Among them, we want to increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification and increase the proportion of 25- to 34-year-olds with advanced trade qualifications, diplomas and degrees (level 4 and above on the New Zealand Qualifications Framework).

Better use of labour market analysis and tertiary education information will help to ensure the tertiary education system works more effectively. The Government plans to collect and publish employment data for graduates about each qualification. This will better inform learners about the costs and likely employment outcomes of their study choices. We have already introduced performance-linked funding for institutions, to improve educational outcomes for learners and achieve better value for money.

The Government will introduce a more effective framework for foundation and vocational education. A fundamental review of the industry training system is currently underway. Vocational pathways will support learner decision-making and provide employers with clear information about the knowledge and skills of school leavers. We are streamlining and strengthening the system by reducing the number of qualifications available and supporting the merger of industry training organisations. This will ensure continued value and confidence in the system, enabling learners to navigate where best to study to achieve the outcomes they are aiming for.

Ensuring that the tertiary education system delivers the right skills to support the Canterbury rebuild is a high priority. We need to maintain and support tertiary education provision in this region. The Government is currently funding additional demand for trades training delivered by Christchurch tertiary education organisations. Government agencies are facilitating planning across the education network to ensure that the education system contributes to the recovery of the region.

We need to continue to improve the performance of the Student Loan Scheme. The Government is committed to maintaining interest-free student loans, but the system needs to be more effective to continue improving the long-term affordability of the scheme for taxpayers. We are focusing on improving loan repayment rates, including by improving collection of debt from overseas-based borrowers. About 70% of overdue debt is owed by those now living overseas, even though they represent only 15% of borrowers.

Finally, we want to continue to invest available funds in higher-quality, higher-level study and research. We will focus on doubling the value of export education services to New Zealand to \$5,000 million over the next 15 years.

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent and in the Information Supporting the Estimates is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989 and is consistent with the policies and performance expectations of the Government.

Hon Steven Joyce
Minister for Tertiary Education, Skills and Employment

Introduction from the Secretary for Education

Government has recognised the powerful role education plays in building a cohesive and prosperous society. It has set us targets across all phases of our education system, in particular:

- ▶ increasing participation of vulnerable children in early childhood education
- ▶ increasing the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification
- ▶ increasing the proportion of 25- to 34-year-olds who have a qualification at level 4 or above on the New Zealand Qualifications Framework.

These are challenging goals that will only be achieved by focusing on the participation and progression of all young people. Our first priority is therefore to improve outcomes for those young people least well-served by the current system, that is Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds.

Addressing this issue will in itself make a significant contribution to economic growth, but there is more we can and should do to ensure that our education system provides learners of all ages with the skills and experiences that enable them to thrive in the world of work. Ensuring that our education system meets employers' needs and thus supports economic growth is our second priority.

Success ultimately depends on the actions of committed professionals working in education settings to raise educational outcomes at all ages throughout New Zealand – the quality of teaching and learning is key.

Those professionals are served best by a Ministry that is capable, efficient and responsive, a Ministry that is able to provide leadership and support for change where change is needed. Learners are served best by a Ministry that supports the profession to greater achievements and which regulates and intervenes to support learners and their families and whānau when they are not receiving the services they deserve.

We will position the Ministry so that it is able to fulfil this crucial role, working with our many partners across government, other education sector agencies, iwi, community groups and providers.

In signing this statement, I acknowledge that I am responsible for the information contained in the Statement of Intent for the Ministry of Education. This information has been prepared in accordance with the Public Finance Act 1989. It is also consistent with the proposed appropriations set out in the Appropriations (2012/13 Estimates) Bill, as presented to the House of Representatives in accordance with section 13 of the Public Finance Act 1989, and with existing appropriations and financial authorities.

Counter-signed by

Lesley Longstone
Secretary for Education

Tina Cornelius
Chief Financial Officer

Nature and scope of our functions

The Ministry of Education is the lead advisor to the Government on the education system, covering early childhood, primary, secondary and tertiary education. In addition, we have a substantial operational role in supporting the sector to focus on equitable achievement for every learner.

Our operational role includes:

- ▶ funding early childhood education services and licensing them to operate
- ▶ resourcing state and state-integrated schools to enable them to deliver high-quality education to their learners
- ▶ providing infrastructure support to schools, including managing the school property portfolio, which is the Government's second-largest property portfolio
- ▶ providing special education services to children and young people with disabilities and other special education needs
- ▶ developing national guidelines and curriculum statements, which are the framework of key competencies and skills learners should gain from their education experience
- ▶ providing services to learners, communities, early childhood education services and schools
- ▶ supporting vulnerable children and families through cross-sector engagement
- ▶ administering and implementing education legislation and regulations.

We set the operating environment within which early childhood education providers, school boards of trustees and tertiary education providers operate. Our policy and funding levers directly influence and guide how education is provided in New Zealand, and how the education system responds to government priorities. We provide a range of support, information and tools to assist educators to continually lift their standards to raise the achievement of every learner, and particularly those learners who are consistently under-served by the system.

In tertiary education, we advise the Government on policy and funding settings that influence access to tertiary education by learners and tertiary education offered by providers. We support the cross-government approach to developing skills and supporting research and innovation. We are the lead agency for the Student Loan Scheme, in which we work with the Treasury, Inland Revenue and the Ministry of Social Development to improve the value for money of student loans.

The seven agencies directly involved in the education sector are:

- ▶ Ministry of Education
- ▶ Careers New Zealand
- ▶ Education New Zealand
- ▶ Education Review Office
- ▶ New Zealand Qualifications Authority
- ▶ New Zealand Teachers Council
- ▶ Tertiary Education Commission.

These seven agencies form the Education Sector Leadership Board, chaired by the Secretary for Education. This board leads cross-agency activity on the strategic direction for the education sector, while respecting the governance arrangements for each of the separate agencies. Joint and individual delivery of key programmes and services by education agencies supports the Government's core goals, contributing directly to better public services that provide better outcomes for all New Zealanders.

The Education Sector Leadership Board provides formal oversight and collaboration on sector-wide strategy and delivery, shared sector services and leadership development across the agencies. The board provides formal oversight of significant programmes of work (for example, the Education Sector Information and Communications Technology (ICT) Standing Committee). Where initiatives impact on multiple agencies, the board ensures that initiatives are cost-effective, fit for purpose and on track.

The seven education agencies have worked together to develop a shared view of the key outcomes that will enable us to collectively deliver on government priorities. The outcomes support the broad collective vision for the education system and provide focus for the Ministry's key outcomes and priorities.

We actively work with the education agencies to improve the efficiency and effectiveness of total government expenditure on education, identifying where services can be integrated and shared. We will continue to do this in the context of the Government's drive for better public services for New Zealanders.

We support and monitor the performance of the five education Crown entities on behalf of the Minister of Education and the Minister for Tertiary Education, Skills and Employment. These are Careers New Zealand, Education New Zealand, the New Zealand Qualifications Authority, the New Zealand Teachers Council and the Tertiary Education Commission.

Profile of the Ministry

On 31 March 2012, the Ministry had:

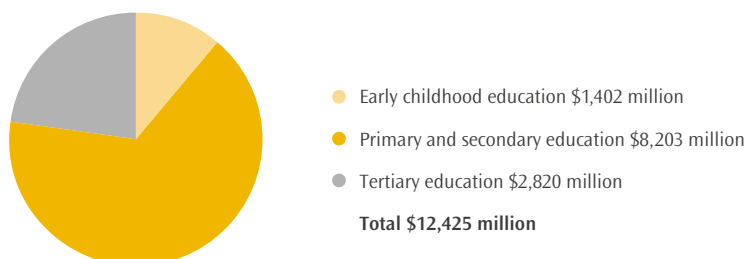
- ▶ 2,365 full-time equivalent staff
 - ▶ 1,574 based in the regions and 791 in national office. Of these staff, 1,011 provide services to children with special education needs¹
- ▶ 43 local, district and regional offices across New Zealand.

Profile of the education system

On 31 March 2012, there were around:

- ▶ 194,000 enrolments in 4,400 early childhood education services, employing 20,600 teachers. In addition, there were around 21,000 attendances at 800 playgroups
- ▶ 707,400 learners in 2,500 schools and kura, employing 55,300 teachers
- ▶ 432,000 enrolments in tertiary education providers, and 195,000 enrolments in industry-based training (2011 figures).

Government expenditure on education in 2012/13



¹ Staff who provide services to children with special education needs include service managers, field staff and support workers.

ALLOCATION OF VOTE EDUCATION FUNDING

Vote Education 2012/13 \$9,605 million

DEPARTMENTAL FUNDING

For the purchase of services from the Ministry and capital expenditure
\$2,435 million

Major areas of expenditure:

- ▶ \$1,346 million – managing the school property portfolio (managing, maintaining and upgrading existing property, purchasing and constructing new property, identifying and disposing of surplus property and managing teacher and caretaker housing)
- ▶ \$631 million – capital expenditure (such as property, plant and equipment, and information and communications technology)
- ▶ \$261 million – interventions for target student groups (specifically supporting students with disabilities or special education needs)
- ▶ \$162 million – developing support and resources for providers, teachers and communities (including policy development, engagement and information programmes, licensing and regulating providers)
- ▶ \$35 million – providing leadership of the education sector (including support for the Government and other agencies, research, monitoring and evaluation, and providing policy advice on the education sector)

NON-DEPARTMENTAL FUNDING

Payments made by the Ministry on behalf of the Crown for services supplied by other providers, including teacher salaries
\$7,170 million

Major areas of expenditure:

- ▶ \$2,814 million – primary school operations funding, salaries, support costs and supplementary funding programmes
- ▶ \$2,066 million – secondary school operations funding, salaries, support costs and supplementary funding programmes
- ▶ \$1,375 million – early childhood education subsidies for children under six years of age
- ▶ \$338 million – providing additional resources to enable students with special education needs to participate in education
- ▶ \$179 million – purchasing school transport services
- ▶ \$89 million – delivery of professional development and support programmes to staff in early childhood education and schools

ALLOCATION OF VOTE TERTIARY EDUCATION FUNDING

Vote Tertiary Education 2012/13 \$2,820 million

DEPARTMENTAL FUNDING

\$13 million

Major area of expenditure:

- ▶ \$13 million – providing leadership of the tertiary and international education sectors (including support for the Government and other agencies, research, monitoring and evaluation, and providing policy advice on the education system)

NON-DEPARTMENTAL FUNDING

\$2,807 million

Major areas of expenditure:

- ▶ \$2,022 million – tertiary education student achievement component funding to tertiary education organisations
- ▶ \$381 million – funding to tertiary education organisations for maintaining and enhancing their capability to deliver quality and relevant services to students, research initiatives, provision of grants, adult education and centres of research excellence
- ▶ \$324 million – funding for training programmes for students, linked to the New Zealand Qualifications Framework

Our operating context

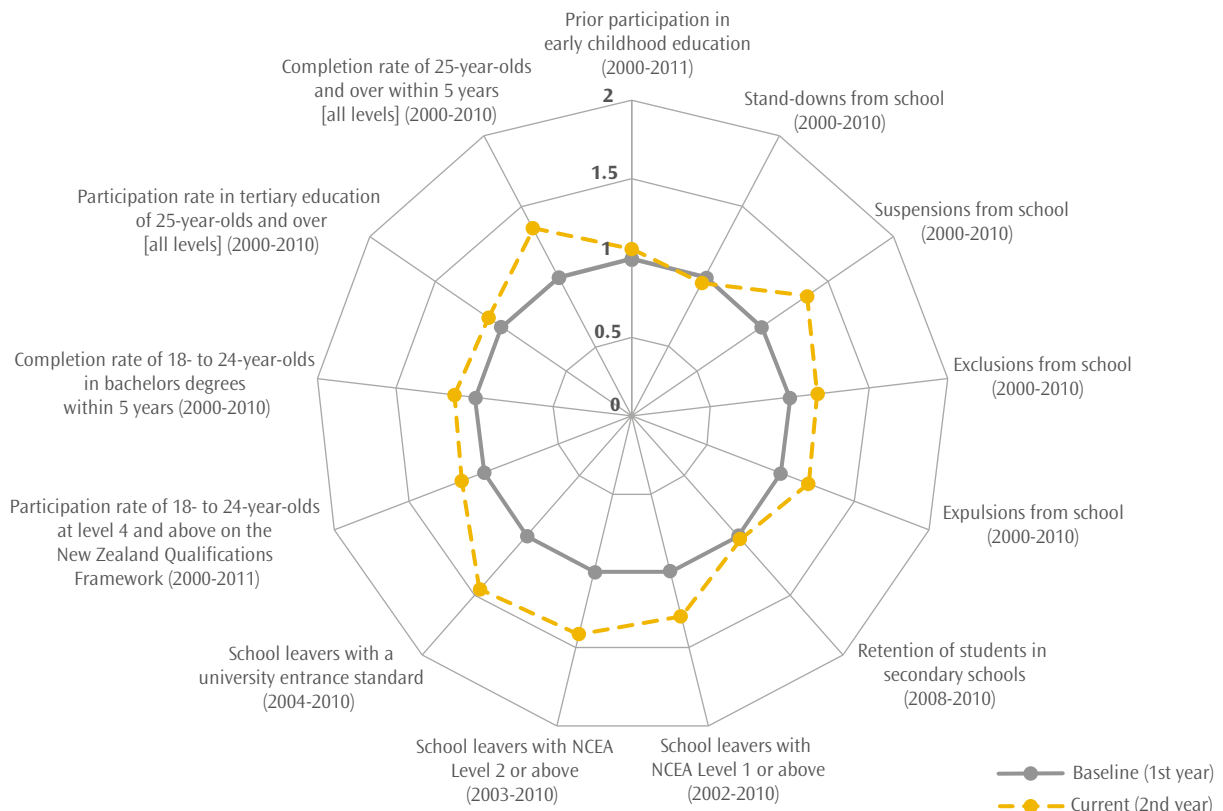
Education system performance at a glance

Over the last decade, the performance of the New Zealand education system has improved against a number of indicators. For example:

- ▶ prior participation in early childhood education by year 1 learners in schools has continued to increase slightly each year
- ▶ school leavers with NCEA Levels 1 and 2 have increased significantly
- ▶ participation and completion rates at some levels in tertiary education have increased.

In the diagram below, the **dark grey, solid** line represents baseline data and the **yellow, dashed** line shows current data, demonstrating progress across each system indicator.

When the **yellow, dashed** line is outside the **dark grey, solid** line, the performance of the indicator has improved over time.



Despite progress, there remains considerable room for further improvement. In 2010, approximately a quarter of school leavers failed to achieve NCEA Level 2, which is considered a minimum requirement for further education or employment. Progress to increase the number of people achieving higher-level qualifications has been slow; the number of people achieving qualifications at bachelors level has been static over recent years.

Overall system results mask significant performance issues for our education system for particular groups of learners, namely Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds.

Government priorities

The Government has identified four key priorities for the next three years. They are:

- ▶ responsibly managing government finances
- ▶ delivering better public services
- ▶ building a more competitive and productive economy
- ▶ rebuilding Canterbury.

The education system has a significant contribution to make to each of these priorities.

Responsibly managing government finances

Responsibly managing government finances requires a focus on returning New Zealand's economy to surplus by 2014/15. The amount of funding the Government expects to spend on education is constrained for the foreseeable future. Any and all investments must deliver clear and measurable gains for learners, and must contribute to the Government's overall economic and social goals.

This means lower-value and lower-priority spending will be stopped and funding transferred to greater priorities. Responsibly managing expenditure, and ensuring the most efficient management of funding, will also mean continuing to identify and implement ways to lower administrative costs, moving more resources and funding to frontline services and out to the sector.

Delivering better public services

The Government is committed to providing better public services to New Zealanders. Over the next three to five years, there will be a focus on increasing skill levels and employment, reducing long-term welfare dependency, supporting vulnerable children, reducing crime, and improving interactions with government.

A range of five-year targets will be released in the second half of 2012 to measure progress against the Government's goals for public services.

Education system performance will be measured in three key result areas:

- ▶ percentage of children starting school who have participated in early childhood education
- ▶ percentage of 18-year-olds with NCEA Level 2 or an equivalent qualification
- ▶ percentage of 25- to 34-year-olds who have a qualification at level 4 or above on the New Zealand Qualifications Framework.

Achieving these goals will require lifting the performance of the system for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds.

Key government agencies will work together, developing policies that support vulnerable children. This will require aligning regional and local delivery approaches, to ensure that vulnerable children, their families and their communities receive better public services that deliver better outcomes.

Building a more competitive and productive economy

Education has a vital role in supporting workplace productivity, innovation and economic growth. A better-performing education system will contribute to the Government's programme of social reforms, reducing long-term and intergenerational welfare dependency and the associated poor outcomes that often accompany this.

Over the next three years, the focus will be on increasing the proportion of young people with higher-level qualifications and getting stronger alignment between the supply of skills from the education system and the needs of employers. We need to ensure that research and innovation play a stronger role in our future economy.

Rebuilding Canterbury

Rebuilding Canterbury after the series of devastating earthquakes represents an unprecedented effort for New Zealand. Significant investment, support and resources will be required and the rebuild will be challenging, not least because of ongoing seismic activity in the region. The Government is committed to rebuilding Christchurch as a vibrant and strong city.

For education, this means rebuilding damaged education infrastructure in the most effective way, given land and population changes. In some cases, education will look very different from the way it was before the earthquakes, as population movements and land decisions impact on where and how education is provided.

Education has a large role to play in supporting the labour market to operate effectively in Canterbury. The tertiary and skills sectors must be responsive to the skills needed to rebuild Canterbury and the international education sector must be supported to recover and grow, which is vital for Canterbury's economic growth.

Key influencing factors and their implications

External drivers in the broader operating environment influence our operating context. We will continue to examine and analyse influencing factors and their implications for what we do and how we operate. We will do this through regular reviews and interactions with individuals, groups, providers and organisations in the education sector.

Treaty of Waitangi

The Treaty of Waitangi is a founding document of New Zealand. The Treaty and its principles as they apply to the Ministry are adopted through two key documents – Ka Hikitia – Managing for Success and the Ministry's Treaty of Waitangi policy statement. We are also developing Tau Mai te reo, which will guide investment in te reo Māori in education. These documents collectively seek to guide the development of all Ministry policy and practice across the education sectors.

One of the Ministry's key priorities is to seek stronger education outcomes for Māori learners by increasing their participation and achievement in areas where they are not achieving at the same rate as or better than other learners. An important aspect of developing good policies and practices is for the Ministry to increase its understanding of how decisions affect Māori. There will be an increased focus on developing, understanding and strengthening relationships with iwi, whānau and local communities to promote engagement and input and to provide support as required.

Emerging technologies

Technology allows education providers to offer new approaches to learning that engage and connect learners across local and global networks. This equips learners with the skills they need to operate successfully in an increasingly technology-driven society. The education system must be well supported with access to ultra-fast broadband, either through a fibre connection or, in more isolated areas, through satellite technology. Better use of ultra-fast broadband and the Network for Learning will make connections and networking possible and will enable participation in the global education system.

Supporting the Auckland Plan

As our largest city, Auckland's growth and development will lead New Zealand's development. Recent changes to governance arrangements in Auckland have seen renewed focus on the social and economic needs of the city, and its citizens.

Education is one of the key contributors to the social and economic goals for the city. Central to this is improving the performance of the education system for and with priority groups. The Ministry will work with the Auckland Council and other government agencies to create change in this region.

Cross-government activity

Education will contribute to the Government's goals to improve youth mental health and better support young people with mental health issues.

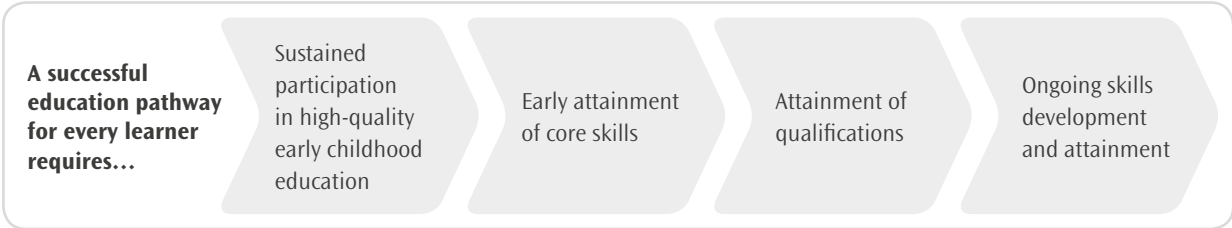
Education also has a significant contribution to make to the Government's goals to deliver positive change for people with disabilities. This will include effective cross-government collaboration in priority areas, as well as specific actions for the Ministry. These areas are likely to include making services easy for families and whānau to access and navigate, working to lift the educational achievement and employment outcomes of young disabled people, and improving transitions from school by trialling the flexible use of funding to support disabled young people's goals.

Strategic direction

The Ministry is focused on ensuring the education system delivers on the Government’s key goals – better public services that deliver improved outcomes for all New Zealanders, and stronger economic growth for New Zealand.

The learner must be the central focus

The learner must be the focus of policy, funding and regulatory decisions to see improvements in the performance of the education system as a whole. Achieving education success requires ensuring that learners get the best possible start, experience high-quality teaching and have opportunities to attain qualifications that lead to positive employment outcomes.



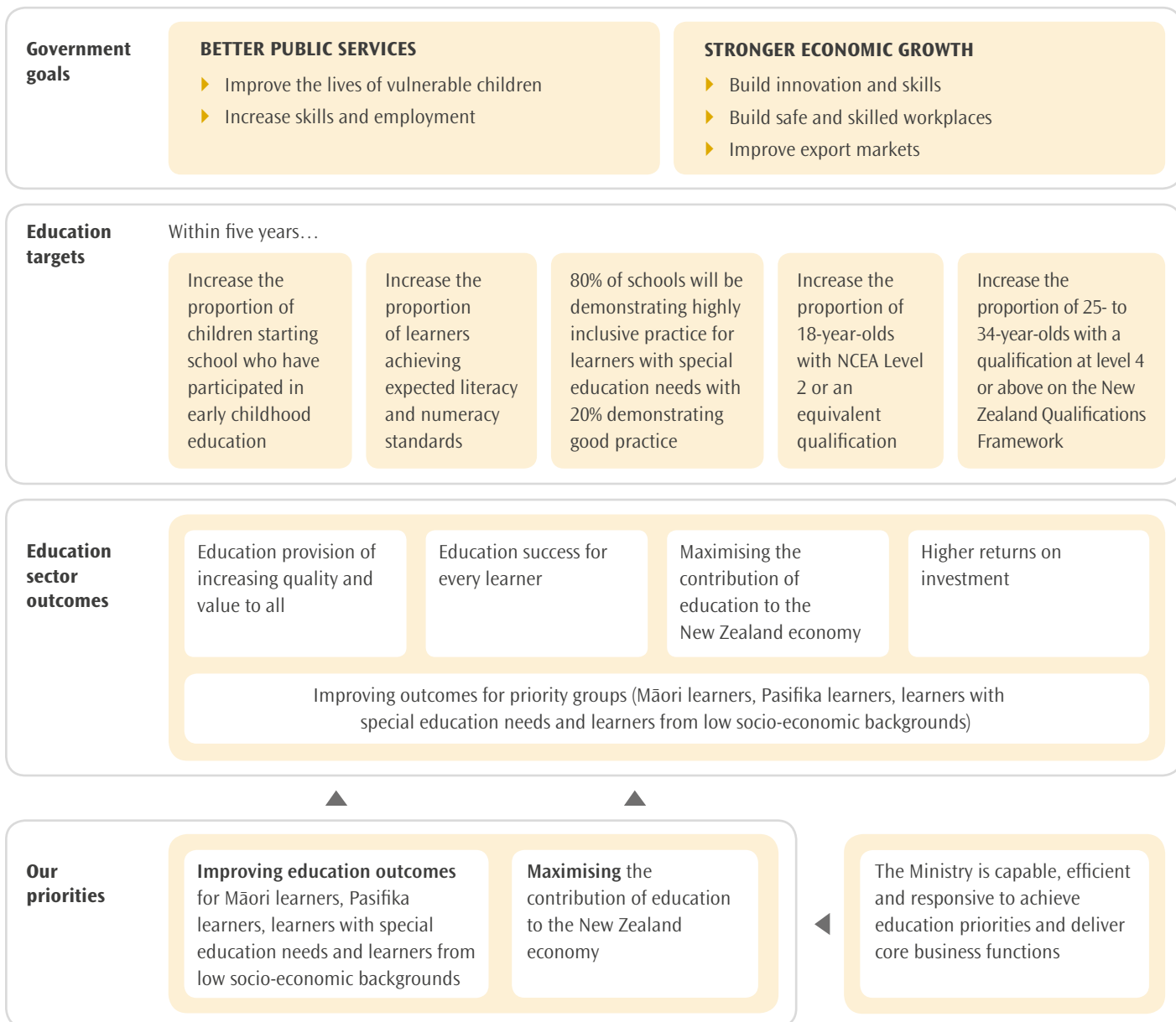
Participation in high-quality early childhood education sets a strong foundation for engagement and achievement in the early years of school. Evidence shows that high-quality early childhood education has positive longer-term impacts on education engagement and achievement into a child’s teenage years.

Early attainment of core skills such as literacy and numeracy is essential for learners to be able to engage in all areas of the curriculum. This is a key step on the pathway to attaining qualifications.

NCEA Level 2 or an equivalent qualification is considered the minimum qualification needed to engage in further education or the workplace.

Tertiary education and skills training must provide young New Zealanders with the skills and knowledge to actively participate in the economy and support innovation. This requires the education system to be more responsive to labour market needs and better aligned with economic growth goals.

Our strategic direction diagram shows the links between our priorities, education sector outcomes and targets, and the Government's goals.



Operating intentions

This section sets out our operating intentions for the next three years. We have two key priorities that will enable us to meet our outcomes:

- ▶ improving education outcomes for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds
- ▶ maximising the contribution of education to the economy.

These two priorities are strongly inter-linked and drive all activity. They are supported by a focus on improving our capability and effectiveness.

The Ministry must improve the way we carry out our core functions, providing better public services to all New Zealanders. We must be stronger and more effective leaders of continuous improvement in the sector, using the best national and international evidence to support wider use of best practice.

Each of our priorities is supported by a range of measures that we will use to demonstrate our success. The measures contained in this Statement of Intent reflect current targets, based on previously published commitments. Trend data is based on current performance compared with performance in the preceding year.

After this Statement of Intent is published, some targets will be updated, particularly when the three key Better Public Services result area targets are finalised. Ka Hikitia – Managing for Success and the Pasifika Education Plan will be refreshed in the second half of 2012. These key documents will contain revised targets for participation, retention and achievement for Māori learners and Pasifika learners.

The operating framework broadly outlines the activity we will undertake to achieve our priorities.

Our operating framework

Our priorities

PRIORITY 1

Improving education outcomes for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds

Our part

What we will do

Raise and sustain participation levels in, and the quality of, early childhood education overall

Improve information about participation and quality

Target support to priority groups to increase participation

Increase the quality of the entire network of early childhood education

Extend and improve early intervention services for children aged 0 to 5 years

Transform the performance of primary and secondary education to increase attainment of core skills and qualifications

Increase accountability for achievement, particularly for priority groups

Support improvement in teaching practice

Improve the range and use of achievement information

Implement the Network for Learning

Deliver services and support for learners with special education needs

Implement tailored and coordinated approaches in specific geographical areas to improve educational achievement

Develop a 21st-century learning system with high-quality, relevant learning environments

Invest in school property to ensure high-quality learning environments

Invest in ultra-fast broadband and school network upgrades

PRIORITY 2

Maximising the contribution of education to the New Zealand economy

The Ministry is capable, efficient and responsive to achieve education priorities and deliver core business functions

Improve foundation education to ensure all young people are able to gain skills and qualifications

Strengthen transitions between schools and tertiary education, skills training or the workplace

Develop and implement vocational pathways

Improve the framework for foundation-level education

Increase the contribution of the international education sector to New Zealand's economy

Strengthen the performance of the tertiary education system and its links to the labour market

Strengthen tertiary education provision overall

Improve the performance of student support (student loans and allowances)

Ensure tertiary research supports innovation

Improve our governance and ways of working

Lift people capability

Implement shared services

Improve sector infrastructure

Implement key information and communications technology projects

Improve our procurement approaches

Manage departmental assets and capital intentions

Manage risk

Improving education outcomes for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds

What we will do to effect change

We will improve education outcomes for our priority groups by focusing on the evidence of what works best. We will use policy, accountability and funding levers to maximise improvement for these learners. To make the system work, it is critical to have and use information that informs best practice and makes it possible to target support and resources effectively.

Improving the performance of the education system for these learners directly contributes to the Government's key goals for education:

- ▶ Increase participation in early childhood education
- ▶ Increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification
- ▶ Increase the proportion of 25- to 34-year-olds who have a qualification at level 4 or above on the New Zealand Qualifications Framework.

Improving the performance of the education system for Māori learners, Pasifika learners and learners with special education needs

We will report regularly on the progress the system is making towards improving its performance for and with Māori learners, using Ka Hikitia – Managing for Success as the framework. We will implement a refreshed version, Ka Hikitia – Managing for Success 2013-2017, based on emerging research and evidence. This will further focus the Ministry's activity and that of education providers to improve the education system for and with Māori.

As part of the refresh of Ka Hikitia – Managing for Success, specific targets will be set and communicated. These targets will address the Government's priorities and will align with the Better Public Services result areas. Targets will be to increase the proportion of:

- ▶ Māori children participating in early childhood education
- ▶ Māori learners with NCEA Level 2 or an equivalent qualification
- ▶ Māori, 25- to 34-years-old, with a qualification at level 4 or above on the New Zealand Qualifications Framework.

We have a significant contribution to make to the growth and protection of te reo Māori. We will adjust and seek to get better value from current appropriations to ensure government investment in te reo Māori in education is maximised. We will continue to review, monitor and consider other ways to make the most of this investment.

The principle of partnership enshrined in the Treaty of Waitangi is evident through the relationships we have with iwi and national Māori education organisations. We will continue to work with iwi to support shared education goals. This will include developing iwi profiles, education and language strategies, implementation plans, and projects that will help iwi identity, language and culture to be embedded within teaching and learning.

In relation to the Treaty of Waitangi, we will:

- ▶ implement and embed our Treaty of Waitangi policy statement, which sets out the responsibilities and expectations of staff in this area
- ▶ implement, monitor and report on formal education work programmes agreed between the Crown and iwi as a result of settlements, and as part of business as usual.

We will implement a new, updated Pasifika Education Plan for 2013-2017, which will support the education system to perform better for Pasifika learners, and to focus on sustainable and continuous improvement. The plan will set ambitious targets to increase Pasifika participation in early childhood education and the percentage of Pasifika learners with NCEA Level 2 or an equivalent qualification, aligning with the Better Public Services result areas.

Setting, and then achieving, the goals and targets of the plan will be a joint project between the Ministry and the Ministry of Pacific Island Affairs. We will work with education agencies to ensure their plans for increasing Pasifika learners' achievement align with the Pasifika Education Plan.

Pasifika parents, families and communities will be more strongly engaged to better understand their key role in the learning of their children and young people. This is important to ensure the education Pasifika learners experience meets their identity, language and cultural needs.

We will continue to monitor the progress of Pasifika learners, and the impact of our activity. We will report on this annually in the Pasifika Education Monitoring Report.

We will continue to implement Success for All – Every School, Every Child to ensure all learners with special education needs are able to learn and succeed in the education setting of their choice.

The Government has set a performance target of 80% of schools demonstrating inclusive practice for learners with special education needs by the end of 2014, with the remaining 20% demonstrating good progress. No schools should be doing a poor job of providing an inclusive learning environment for these learners.

Raise and sustain participation levels in, and the quality of, early childhood education overall

We will raise the quality of early childhood education provision overall, while increasing participation rates of Māori children, Pasifika children and children from low socio-economic backgrounds. This will be in a variety of languages, and in programmes designed to attract, and meet the needs of, children from diverse backgrounds.

Increasing participation requires three inter-related changes:

- ▶ Improving information about quality, participation and results.
- ▶ Providing targeted support to those children, families and communities not participating.
- ▶ Increasing the quality of early childhood education.

Improve information about participation and quality

We will implement the Early Learning Information System, which will allow us to make assessments of participation in, and the quality of, early childhood education. The system will enable information about participation in early childhood education to be linked to educational achievement over time, and in the primary, secondary and tertiary sectors. It will clearly show where children are not participating, breaking it down to community level. This will drive decisions about where we target support to increase participation rates.

Better-quality information will enable us to implement a new funding system for early childhood education, to give effect to our participation and quality priorities. Funding incentives will be aligned with quality expectations, and areas where participation must be increased.

Target support to priority groups to increase participation

Over the next three years, we expect to spend approximately \$75 million on targeted community-based participation projects and targeted support to increase early childhood education participation. The design and delivery of these approaches are driven by the community, based on their particular needs.

In 2012/13, this funding will be focused in areas with the largest number of children who are not participating and who would benefit most. An additional 1,900 children are expected to participate in early childhood education as a result of our participation programmes over the next four years.

Through our focus on participation, we will contribute to the Government's welfare reform goals, ensuring early childhood education provision supports those on benefits to engage in training and work. As part of the Better Public Services programme, we will work with the Ministry of Social Development to ensure children and their families can access early childhood education. The participation work also significantly contributes to the Government's focus on vulnerable children.

We will work as part of the Social Sector Forum, which brings together those agencies with oversight and leadership in the entrenched problem areas addressed through the Better Public Services work. Real results and long-lasting differences for New Zealanders will be supported by agencies working together in partnership, sharing knowledge, expertise and resources.

We will support alternative models of early childhood education, including extending delivery by Te Aho o Te Kura Pounamu – The Correspondence School, and making it easier for mobile early childhood education services to operate in rural and isolated areas. This will increase participation rates in places where travel to and from early childhood education is often the main barrier to participation.

Increase the quality of the entire network of early childhood education

The Education Review Office is currently reviewing implementation of Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa, the early childhood education curriculum. When the review is completed, we will make implementation activity more effective, and, if necessary, update the curriculum to reflect best practice.

We will focus professional development for early childhood educators on valuing identity, language and culture, ensuring services are culturally responsive. During 2012/13, professional development will be targeted to communities with low rates of participation, and services likely to enrol children from communities with lower participation.

We will encourage more Māori and Pasifika people to become early childhood educators, which will further support the provision of culturally relevant services to these groups of children. Through scholarships, we will support these student teachers to gain their qualifications and move into the early childhood education workforce.

We will improve the range and quality of information available to parents when they are choosing early childhood education for their children. We will work with the Education Review Office to ensure that parents have access to information on the quality of services in their area to help them make informed decisions.

To improve education outcomes and address educational disparities, we will engage in work that actively supports education provision in a range of quality settings and at different levels of Māori immersion. Particular focus will be on ensuring the provision of a strong and viable network of immersion education through kōhanga reo, and then in kura kaupapa Māori and wānanga. We will invest in Māori-medium early childhood education teaching and learning resources, and review teacher supply and professional development initiatives to ensure they are achieving our priorities.

We will finish re-licensing all services onto the 2008 regulatory framework by the end of 2014. This framework clarifies the standards that services must meet, and reduces compliance requirements for services.

Extend and improve early intervention services for children aged 0 to 5 years

Quality, culturally relevant and responsive early intervention services directly help a child engage in education.

We will continue to extend and improve the early intervention services we provide to children with special education needs aged 0 to 5 years. We will increase the proportion of Māori children and Pasifika children receiving our services, as their lower rates of participation in early childhood education often mean needs are not identified or addressed early enough.

In 2012/13, we anticipate providing early intervention services to between 11,000 and 13,000 children.

Transform the performance of primary and secondary education to increase attainment of core skills and qualifications

The primary and secondary education system currently does not perform equitably for all learners. Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds are at greater risk of poor outcomes.

Within the system, excellent practice exists. The New Zealand Curriculum and Te Marautanga o Aotearoa (the curriculum for Māori-medium settings) provide a strong framework for the competencies and skills learners should gain from their educational experience. Evidence-based National Standards and Ngā Whanaketanga Rumaki Māori set out the expected literacy and numeracy levels children should be achieving at certain ages.

A range of professional development and learning programmes are supporting the profession to reflect on their practice, and to improve their performance for Māori learners, Pasifika learners and learners with special education needs.

We will focus on ensuring those areas of excellent practice become common across the system, improving the performance of the primary and secondary education system for those learners it is not currently serving well. We will:

- ▶ increase accountability for achievement, particularly for priority groups
- ▶ support improvement in teaching practice
- ▶ improve the availability and use of achievement information
- ▶ implement the Network for Learning.

By making significant changes in these areas, we will improve the performance of primary and secondary education for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds. We will ensure stronger connections with families and whānau, and changes to resourcing arrangements to better support student achievement.

Increase accountability for achievement, particularly for priority groups

Our system needs to set high expectations that every learner will succeed, and our support to schools and use of the accountability framework need to reinforce those expectations. We will strengthen the current accountability framework for schools, improving the way we use this framework to engage with and support schools.

We will reorganise how we work with schools to support their specific needs and requirements, and assist them to set ambitious targets to improve outcomes for their learners. Stronger ownership of these targets will be required by each school and community if we are to accelerate achievement for Māori learners, Pasifika learners and learners from low socio-economic backgrounds.

We will take earlier action where schools are at risk of not delivering for learners. This will involve targeted, focused support to schools identified as needing further support and intervention to improve achievement levels. The Education Review Office has reviewed its methodology to focus on how schools are performing for their Māori learners.

Schools identified as needing more assistance in this area will receive resources and expertise to improve their performance. We will use lower-level interventions earlier. This may reduce the number of occurrences where a commissioner or limited statutory manager is required to address performance issues in a school. Where those interventions remain necessary, we will continue to use them.

We will promote greater collaboration between schools in a range of ways. This includes encouraging flexible governance provisions that are available under the Education Act, but which are rarely used (for example, multi-school boards of trustees).

Over the next three years, we will establish the New Zealand model of charter schools. The schools will be set up in areas of significant disadvantage or underachievement and will focus on improving the performance for our priority groups. A working group appointed by the Government will work to develop the model for New Zealand and a process for establishing the schools.

Support improvement in teaching practice

Effective teaching is the greatest in-school influence on learner outcomes. We will provide advice to the Government on strengthening the teaching profession and ensuring consistent, high-quality, flexible, culturally intelligent teaching practices throughout New Zealand. We will:

- ▶ strengthen initial teacher education to ensure it is producing high-quality, culturally intelligent teachers
- ▶ develop more effective career pathways for teachers, which provide ongoing challenge and support for professional practice, and increase flexibility for principals to reward effective practice by teachers
- ▶ strengthen professional leadership in schools including improved mentoring and support for principals
- ▶ strengthen leadership of the profession by reviewing the New Zealand Teachers Council.

Over the next three years, we will continue to focus professional learning and development spending on improving achievement for those learners currently under-served by the education system, and those areas where the evidence shows more support is required.

We will invest in centrally funded teacher professional learning and development focused on priority areas including:

- ▶ New Zealand Curriculum and Te Marautanga o Aotearoa learning areas
- ▶ secondary curriculum, learning and development
- ▶ greater achievement for priority groups
- ▶ e-learning.

In 2012/13, we will also invest in professional learning and development programmes designed to increase teacher capability and practice focused on Māori learners.

We will work to strengthen the teaching of, and through, te reo Māori, both in English-medium settings and in Māori-medium settings. In Māori-medium settings, we will align NCEA achievement standards with Te Marautanga o Aotearoa. We will develop a curriculum and supporting resources for Te Aho Matua kura kaupapa Māori (Māori-medium kura set up under section 155 of the Education Act 1989 that follow Te Aho Matua philosophy).

By investing in curriculum resources, professional development for teachers and initiatives that will increase the supply of Māori language teachers, we will support quality learning and teaching in Māori-medium kura. We will support kura-a-iwi to develop resources that reinforce their respective iwi and respective language and knowledge to support learners in these kura. We will manage contracts to deliver professional learning and development for kaiako in Māori-medium kura.

Improve the range and use of achievement information

Improved access to, and use of, data is needed to inform improvements in performance. We will support schools to submit their National Standards and Ngā Whanaketanga Rumaki Māori data to the Ministry, and to make this information publicly available. We will support schools to ensure consistent assessment and moderation of achievement and data.

As well as having to report their literacy and numeracy achievement data publicly, schools will need to improve the quality and range of information they provide to their parents, whānau and communities. It is crucial that schools help parents and whānau to understand how their children are doing compared with the National Standards and Ngā Whanaketanga Rumaki Māori, so they can support their children's learning at home.

We are looking at ways to improve the availability of school performance information through a purpose-built website to help parents, whānau and the community to understand overall progress of learners at the school, and to easily and fairly compare that with other local schools and schools with similar characteristics. This will help the wider school community to recognise and demand excellent education.

More transparent information also enables teachers and school leaders to reflect on and improve their practice with reference to the progress other schools in similar circumstances are making. Prospective parents need to be able to consider information about available schools to decide on the best option for their child.

In 2012/13, we will introduce a new national monitoring study to provide information on the progress and achievement of learners in New Zealand schools. We will continue to participate in key international studies of literacy and numeracy achievement. These studies – Progress in Reading Literacy (PIRLS), Trends in Mathematics and Science (TIMSS) and Progress for International Student Achievement (PISA) – provide an important benchmark for our performance and demonstrate shifts in performance over time. By continuing to participate, we can reflect on our own performance, as well as our performance compared with other countries.

Implement the Network for Learning

The Network for Learning is an online platform where effective practice and teaching innovation can be shared. We will implement the Network, which will consist of ultra-fast internet access and a core package of online content and services. Services will include firewalling, filtering, helpdesk support, high-definition video conferencing, learning management systems and e-portfolios. These services will support greater sharing of knowledge and resources between learners, school leaders and communities.

We will continue to trial the National Education Network in 100 schools until late 2013. Lessons from this trial will inform development of the Network for Learning.

Deliver services and support for learners with special education needs

We will continue to implement the Positive Behaviour for Learning Action Plan with a particular focus on low decile schools and parents of Māori and Pasifika children. Funding from the Government's Youth Mental Health Strategy will enable us to provide further behaviour programmes and initiatives in secondary schools. We will:

- ▶ extend the School Wide programme so that special education practitioners can work with more schools to develop and implement effective school-wide, evidence-based practices, interventions and approaches
- ▶ train 3,400 parents and 2,440 teachers in the Incredible Years programmes to help them develop tailored, consistent strategies to deal with challenging behaviour in learners.

We will continue to work with clusters of Resource Teachers: Learning and Behaviour to improve the delivery of the service. We will develop and implement guidelines for consistent use of funds such as the Learning Support Fund and the Year 11-13 Fund.

In 2012/13, there will be 760 Resource Teachers: Learning and Behaviour working with students in schools, and 40 cluster managers managing this workforce.

Special education learning specialists will be supported to build capability, practice and approaches for learners with special education needs. Through the Specialist Teacher Outreach Service, we will build the capability of specialist teachers and improve the support they provide to teachers and schools.

We will continue to deliver special education services to children, families and whānau in response to identified needs. We will improve the support we provide to five- to eight-year-olds through the Language and Learning Intervention, supporting more effective transitions into school.

We will focus on increasing the proportion of Māori children and Pasifika children and young people receiving our services, particularly in early intervention.

Annually, we provide services to approximately 30,000 children and young people, including:

- ▶ early intervention services to 11,000 to 13,000 children
- ▶ communications services to 6,500 to 8,000 learners
- ▶ behavioural services to 4,000 to 6,000 learners
- ▶ Ongoing Resourcing Scheme funding to 7,650 to 8,050 learners
- ▶ high health needs funding to 550 learners
- ▶ other services to 2,200 to 2,500 learners.

Implement tailored and coordinated approaches in specific geographical areas to improve educational achievement

We will trial new, tailored approaches, providing integrated support to education providers in specific areas to accelerate learner achievement. They will be focused on the most vulnerable learners and will feature strong collaboration between the different players in education. These approaches will be tailored with the involvement of central and local government, education providers, iwi, Pasifika groups, learners, parents, families and whānau. They will be focused on improving outcomes in key targets that align with the Government's priorities and community needs.

Over the next three years, we will provide redesigned, coordinated education support and programmes in South Auckland in support of the Auckland Council's development plan. These programmes will target areas of risk for children and young people in specific high-needs communities such as Mangere-Otahuhu, Otara-Papatoetoe, Manurewa and Papakura. This region is home to 300,000 people, 80,000 of whom are under 15 years of age.

In Canterbury, we will work with education providers, young people, business leaders, other government agencies, community groups and iwi to explore innovative, cost-effective and sustainable ways of organising and funding education. We will implement an Education Renewal programme, developed jointly with the Tertiary Education Commission, to shape the approach to education in the region. This programme will focus on education that:

- ▶ provides needed skills and knowledge
- ▶ is a path to achievement and identity
- ▶ has a crucial role in addressing inequity
- ▶ is a cornerstone of the community
- ▶ is an economic enterprise in its own right.

We will support tertiary education providers in Canterbury to rebuild their facilities and encourage learners to study in Canterbury. This will provide an opportunity to strengthen the post-compulsory network in the area, and make the best use of resources and expertise.

Develop a 21st-century learning system, with high-quality, relevant learning environments

In order to raise achievement and ensure that educators are able to provide quality educational experiences for all learners, we will invest in primary and secondary school infrastructure, delivering modern learning environments.

Our vision is to create safe and inspiring learning environments. This will be achieved through three strategic goals:

- ▶ School property is well managed – the Ministry is seen as a high-quality property manager and advisor to the Government
- ▶ Schools are fit for purpose – state schools are safe environments that empower students and teachers to succeed
- ▶ There is a high-performing portfolio of schools – the portfolio of state schools responds to changes in demand and is well utilised and efficiently run.

Invest in school property to ensure high-quality learning environments

We will invest \$608 million in school property in 2012/13. We will continue to support the core network of schools, ensuring that all children and young people can access education close to where they live, and in the model of provision they choose.

In 2012/13, we will invest \$200 million to support boards to plan for capital upgrades, including upgrading to modern learning environment standards.

We will invest to rebuild education provision in Canterbury. As a result of the earthquakes, 171 schools received minor damage, and 25 schools suffered major damage. We will design the Canterbury education network in a more connected, integrated manner that meets community needs.

We will invest approximately \$110 million in 2012/13 to address school property affected by weather-tightness issues, bringing sub-standard buildings up to standard or replacing buildings where necessary.

Invest in ultra-fast broadband and school network upgrades

Over the next five years, 97.7% of schools will have access to ultra-fast broadband delivered through fibre, as part of the Government's \$1,500 million investment in broadband. The remaining schools, which are in the most remote areas, will receive high-speed wireless or satellite connections. By July 2013, 410,000 learners in 1,500 schools will have access to ultra-fast broadband delivered through fibre connection.

The School Network Upgrade Project will allow an estimated 500 more schools to make optimal use of ultra-fast broadband. We expect to complete upgrades of eligible schools by 2017/18.

How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
Raise and sustain participation levels in, and the quality of, early childhood education overall					
Increase participation levels in early childhood education					
INCREASE the percentage of children who have attended early childhood education prior to starting school	■	CURRENT PERFORMANCE (2011): Total 94.7%			
		TARGET	2012	2013	2014
		TOTAL	94.7%	95%	96%
INCREASE the number of children accessing early childhood education as a result of targeted participation projects ²	N/A	CURRENT PERFORMANCE (as at 31 March 2012): 1,347 children			
		TARGET	2012	2013	2014
		TOTAL number of new participants (cumulative numbers)	1,720	2,706	3,215
Increase the quality of the entire network of early childhood education					
INCREASE the number of Māori and Pasifika early childhood education teachers	↑	CURRENT PERFORMANCE (2011): Māori 1,095, Pasifika 1,124			
		TARGET	2012	2013	
		MĀORI	1,107	1,202	
		PASIFIKA	1,137	1,208	
RE-LICENSE early childhood education services that meet new licensing quality standards ³	N/A	CURRENT PERFORMANCE (as at 31 March 2012): 57% of services are on the new regulatory framework			
		TARGET (2012): At least 50% of all providers will be re-licensed. All providers will be re-licensed by June 2014			
Transform the performance of primary and secondary education to increase attainment of core skills and qualifications					
Increase accountability for achievement					
Proportion of learners ACHIEVING the National Standards ⁴ or Ngā Whanaketanga Rumaki Māori ⁵	N/A	TARGET 2012: Evidence of increasing proportions of learners achieving 'at' or 'above' National Standards compared with 2011			
		TARGET 2014: Evidence of increasing proportions of learners achieving 'at' or 'above' Ngā Whanaketanga Rumaki Māori compared with 2013			
INCREASE the percentage of 18-year-olds with level 2 or higher qualifications on the New Zealand Qualifications Framework ⁶	New measure	CURRENT PERFORMANCE (2010): Total 66%			
		TARGET	2016		
		TOTAL	85%		
INCREASE the participation rate of learners engaged in Māori language education	■	CURRENT PERFORMANCE (2011): Total 21.9%			
		TARGET	2012	2013	2014
		TOTAL	23.2%	24.1%	25%
INCREASE the percentage of learners staying on in education to age 17 ⁷	↑	CURRENT PERFORMANCE (2010): Total 84%			
		TARGET	2012	2013	2014
		TOTAL	84%	86%	88%
REDUCE suspension rates (removed from school until the board of trustees makes a decision) – per 1,000 learners ⁸	↑	CURRENT PERFORMANCE (2011): Total 5.6			
		TARGET	2012	2013	2014
		TOTAL	5.3	4.9	4.3
KEY ↑ Overall improvement ↓ Mixed results ■ No change ↓ Overall decline N/A – Not applicable					

² This is the first year we are reporting current performance; therefore trend data is not applicable.

³ This is the first year we are reporting current performance; therefore trend data is not applicable.

⁴ National Standards data will be reported in 2013, as part of the National Standards: School Sample Monitoring and Evaluation Project.

⁵ Ngā Whanaketanga Rumaki Māori data for 2013 will be reported in 2014.

⁶ A New Zealand Qualifications Framework qualification includes those qualifications offered outside of school, including those by tertiary institutions. NCEA Level 2 is the major contributor to this measure.

⁷ Current performance is based on provisional 2011 data.

⁸ Current performance is based on provisional 2011 data.

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
REDUCE frequent truant rates for years 9 and 10 – per 100 learners ⁹	↑ ⋮	CURRENT PERFORMANCE (2011): Total 1.1			
		TARGET	2012	2013	2014
		TOTAL	1.0	0.9	0.8
Support improvement in teaching practice					
INCREASE the number of registered Māori and Pasifika school teachers	N/A	CURRENT PERFORMANCE (2011/12): Māori 5,280, Pasifika 1,431			
		TARGET	2012/13		
		MĀORI	5,600		
		PASIFIKA	1,520		
Deliver services and support for learners with special education needs					
INCREASE the percentage of Māori children and Pasifika children aged 0 to 5 years accessing early intervention services	↑ ⋮	CURRENT PERFORMANCE (as at end of March 2012): Māori 23%, Pasifika 7%			
		TARGET	2011/12	2012/13	2013/14
		MĀORI	23%	24%	24%
		PASIFIKA	9%	10%	11%
REDUCE the average age at which Māori children and Pasifika children start accessing early intervention services	↑ ⋮ ↓	CURRENT PERFORMANCE (as at end of March 2012): Māori – 3 years 5 months, Pasifika – 3 years 6 months			
		TARGET	2011/12	2012/13	2013/14
		MĀORI	3 years 5 months	3 years 3 months	3 years 3 months
		PASIFIKA	3 years 5 months	3 years 3 months	3 years 3 months
Schools will demonstrate INCLUSIVE PRACTICE for learners with special needs ¹⁰	N/A	TARGET (2014): 80% of schools will demonstrate highly inclusive practice with 20% demonstrating good practice as measured through Education Review Office assessments			
Percentage of eligible children seen WITHIN 90 DAYS of referral for communications, behavioural, early intervention and Ongoing Resourcing Scheme services	↑ ⋮	CURRENT PERFORMANCE (as at 29 February 2012): All services are achieving at least 95% except for: Early intervention (87.1%) and Communication (91.3%) TARGET (2011-13): At least 95% for each service			
INCREASE the proportion of Māori and Pasifika specialist service delivery staff	↑ ⋮	CURRENT PERFORMANCE (as at end of March 2012): Māori 12.8%, Pasifika 1.1%			
		TARGET	2011/12	2012/13	2013/14
		MĀORI	11%	13%	14%
		PASIFIKA	1.5%	2.0%	2.5%
Develop a 21st-century learning system with high-quality, relevant learning environments					
The Ministry develops strong asset management capability	New measure	The Ministry has systems in place to enable the measurement of the asset performance attribute of the Capital Asset Management framework			
Financial variance across the entire school property capital plan will be less than 20%	⋮ ↓	CURRENT PERFORMANCE (2011/12): Capital expenditure is forecast to be 24% below planned expenditure. This is primarily due to projects in Christchurch that are on hold until more is known about the impact the earthquakes will have on the schooling network, as well as delays in the defective building programme, phase four of the School Network Upgrade Project, new site purchases and the kura and wharekura programme			
		TARGET (2012/13): Financial variance is less than 20%			
Programmed maintenance for school buildings ensures they remain in a safe condition for students ¹¹	N/A	Percentage of maintenance costs spent on priority 1 or 2 (health and safety/high operational risk) reduces over time			
KEY ↑ Overall improvement ↑↓ Mixed results ■ No change ↓ Overall decline N/A – Not applicable					

9 A frequent truant is defined as a student who is unjustifiably absent for three or more days during the week the Attendance Survey is conducted.

10 This measure will not be assessed until 2014.

11 We are still collecting and analysing baseline data for this measure and therefore unable to provide current performance or trend to date data.

Maximising the contribution of education to the economy

What we will do to effect change

Successful foundations in early childhood, primary and secondary education are important precursors to further study and productive participation in the workforce. Improving education outcomes for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds is also essential to maximise the contribution of education to the economy.

We will shape policy to ensure all learners are able to successfully gain the skills and qualifications required by businesses and employers. This will strengthen the contribution tertiary and international education make to the economy. We will commit resources and support to rebuilding Canterbury following the series of earthquakes, providing education that meets community needs and provides skilled workers to engage in the reconstruction.

We will co-lead a cross-government action plan which will improve the supply of skilled workers to the labour market. Our role will be to ensure that tertiary education plays its part in maximising the availability of the skills the New Zealand economy needs to underpin strong economic growth. We will ensure policy enables funding to support research and knowledge transfer activities of tertiary education organisations, supporting the Government's science and innovation priorities.

The education system will focus more on meeting the needs of the labour market, and being more responsive to the changing needs of employers. Closer alignment with economic growth and innovation goals will mean education is better at matching supply with demand. This will mean policy and funding decisions will match demand over the medium and long term while also being responsive to short-term or event-based skills requirements.

Improve foundation education to ensure all young people are able to gain skills and qualifications

Strengthen transitions between schools and tertiary education, skills training or the workplace

By 2014, we will provide 12,500 fees-free places in tertiary education to 16- and 17-year-olds.

We will support the existing 16 trades academies, and the establishment of further trades academies with 22 academies operating by the end of 2012. The academies increase learner choice by creating an option to follow a vocational pathway, combining learning at school and learning in a tertiary environment. They also provide a multitude of learning environments that suit the needs of more learners.

We will use findings of the review of careers information, advice, guidance and education, to ensure that all learners can develop the competencies needed to manage their own careers and have access to quality information and advice.

To foster greater connections between secondary schools and tertiary education providers, we will strengthen policy development and design. Making the transition between school and further education seamless is key to ensuring young people gain qualifications that lead to positive employment outcomes. We will support greater flexibility in provision, so that young learners can choose the most appropriate education pathway for their needs and ambitions. This may mean looking at how funding can follow learners, so they can gain tertiary-level qualifications while still under the pastoral care of their secondary school.

Develop and implement vocational pathways

We will implement new vocational pathways that will give learners a clear link between what they are studying and their post-school options, in the following five areas:

- ▶ manufacturing and technology
- ▶ construction and infrastructure
- ▶ primary industries

- ▶ social and community services
- ▶ service industries.

Over the next three years, we will work with schools and tertiary education organisations to refine and implement the pathways. The pathways will be extended upwards to level 3 on the New Zealand Qualifications Framework. We will consider whether further pathways are required based on lessons from implementation.

Improve the framework for foundation-level education

We will develop a more effective system for foundation-level tertiary education at levels 1 and 2 on the New Zealand Qualifications Framework. This will be a key aspect in improving skills attainment of Māori learners and Pasifika learners. We will increase the value of foundation education by targeting most provision to students with low or no qualifications. To protect access to English for speakers of other languages courses and te reo Māori courses, these will be exempt from the new learner eligibility requirements.

Strengthen the performance of the tertiary education system and its links to the labour market

Strengthen tertiary education provision overall

We will require providers to have a stronger focus on ensuring that learners are achieving better results at higher levels on the New Zealand Qualifications Framework, especially Māori learners and Pasifika learners.

Policy settings need to support the tertiary education system to be more responsive to changes in demand and areas of need in the economy. This will include using price and funding to incentivise strengthened provision in priority skill and learning areas.

The quality and availability of information about the likely employment outcomes of study will be improved, which will better align supply and demand of tertiary education. The first release of this information will be in 2013. We will work with the Ministry of Business, Innovation and Employment to ensure that tertiary education provision is matching demand for skills.

We want to ensure that institutions are well-positioned for the challenges of the future. We will review the existing governance arrangements and statutory interventions for tertiary education institutions, building on reform made in 2009.

We will complete the comprehensive review of industry training policy and implement the key recommendations. Changes will focus on improving the way employers influence the setting of skill standards and qualifications, and on making vocational education more responsive to the needs of employers.

We will work more closely with learners and other government agencies to align the performance of the tertiary education system more closely with economic growth goals. We will focus on ensuring the policy settings enable both greater flexibility in provision to meet labour market demand, and increased accountability for learner outcomes.

Improving the skills base will enhance productivity and make New Zealand an attractive location for investment. We will support those agencies leading the Government's economic growth agenda – contributing particularly to growing innovation and increasing the supply of skilled young people in the workforce.

Improve the performance of student support (student loans and allowances)

Working with Inland Revenue and the Ministry of Social Development, we will continue to review and improve the effectiveness of government spending on student support.

We will oversee implementation of recent changes to student loans and allowances, so that support is targeted to learners who most need assistance. This work will include striking a balance between maintaining access for learners through student loans and allowances and reducing costs to taxpayers. Over the next three years, we will continue to identify options that reduce costs to government while protecting equity and access objectives.

To support Inland Revenue to improve repayment rates of loans held by overseas-based borrowers, we will build on Inland Revenue initiatives to contact these people overseas and encourage them to repay. This will include continuing to implement effective practices and gathering more timely and accurate information about New Zealanders overseas with outstanding loan balances.

Together with Inland Revenue and the Ministry of Social Development, we will work to continue to improve integrated student loan and allowance services to learners, and provide an efficient service to former learners.

Ensure tertiary research supports innovation

Our aim is to increase the return on the Government's overall investment in research, so we will examine the tertiary research settings, within the context of broader government directions for research and innovation.

We will review the two main tertiary research funding streams – the Performance-Based Research Fund and the Centres of Research Excellence. These reviews will assess the effectiveness of these funds against the following core objectives:

- ▶ delivering innovation
- ▶ producing excellent research
- ▶ encouraging use of research in commercial settings
- ▶ supporting emerging research.

We expect to complete these reviews in 2013.

A particular focus will be on how to increase knowledge and technology transfer by tertiary providers. This will include how we can ensure that broader government investment in research can support these transfer activities and funding can be used most effectively and efficiently.

Increase the contribution of the international education sector to New Zealand's economy

International education makes a significant contribution to New Zealand's economy. The Government's objective is to double the value of export education services to New Zealand to \$5,000 million over the next 15 years.

We will lead policy work and help to formulate an implementation plan for achieving the Government's export growth objectives. This will mean ensuring policy, quality assurance and student support frameworks support an increased focus on quality provision across the sector, and increased contribution to economic growth.

We will support Education New Zealand in its role of delivering strategies, programmes and activities for growing the economic and cultural value of New Zealand international education. We will work together to deliver the outcomes and targets in the Leadership Statement for International Education.

We will review the Code of Practice for the Pastoral Care of International Students. This will clarify requirements on education providers and specify clearer sanctions for unsatisfactory pastoral care as well as establish incentives for providers to improve its quality. It will simplify monitoring and reporting requirements for good quality providers. We will work alongside the New Zealand Qualifications Authority, Immigration New Zealand and education providers to assure the quality of the education and care that international students receive.

Our research, and work on analysing and publishing new and existing data, will give providers timely information on levels of international student satisfaction and areas where improvements can be made. This work will inform immigration policies to increase the transition rate of international students with high skill and qualification levels who have the potential to remain in New Zealand to work long term.

We will publish up-to-date, comprehensive enrolment data for New Zealand and other countries so providers are well informed on trends and forecasts. This will include information on other countries' policies for attracting international students, and advice on how we can develop and maintain comparative advantages we have over other destination countries, with a key focus on Australia and Canada.

New Zealand students must gain international skills, knowledge and competencies. We will undertake research, and work with providers, to collect, analyse and disseminate information on how New Zealand students can best gain these skills.

We will complete, and monitor, policies to set clear priorities for the Ministry's bilateral and multi-lateral education relationships to ensure these contribute to the Leadership Statement and wider government NZ Inc strategies.

How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
Improve foundation education to ensure all young people are able to gain skills and qualifications					
Improve transitions between secondary school, further study and work					
REDUCE the percentage of 15- to 24-year-olds not in education, employment or training	↓	CURRENT PERFORMANCE (2011): Total 12.5%			
		TARGET	2012	2013	2014
		TOTAL	11.8%	10.4%	8.9%
Strengthen the performance of the tertiary education system and its links to the labour market					
Strengthen tertiary education provision overall					
INCREASE the percentage of domestic students with level 1 to 3 New Zealand Qualifications Framework qualifications going on to study at higher levels within two years ¹²	N/A	TARGET	2012	2013	2014
		TOTAL	27%	28%	29%
HIGHER domestic course completion rates ¹³	N/A	TARGET	2012	2013	2014
		Non-degree qualifications (level 4-7)	75%	76%	77%
		Bachelors degrees (level 5-7)	85%	86%	87%
		Postgraduate degrees (level 8-10)	91%	91%	91%
INCREASE the proportion of 25- to 34-year-olds holding higher-level qualifications	New measure	CURRENT PERFORMANCE (2011): Bachelors and higher 29.8%			
		TARGET	2012	2013	2014
		Level 4 and higher	53%	53%	54%
		Bachelors and higher	30%	30.6%	30.6%
Ensure tertiary research supports innovation					
GREATER research in universities funded by businesses	↕	CURRENT PERFORMANCE (2011): \$43 million in research contracts funded by business (figures in 2009 dollars)			
		TARGET	2013		
		TOTAL	\$48 million		
Improve the performance of student support (student loans and allowances)					
REDUCE the cost of lending under the Student Loan Scheme	↑	CURRENT PERFORMANCE (2011): 44.6 cents in the dollar lent			
		TARGET	2012	2013	2014
		TOTAL	41.7 cents	41.7 cents	41.8 cents
KEY ↑ Overall improvement ↕ Mixed results ■ No change ↓ Overall decline N/A – Not applicable					

¹² 2011 data is not yet available.

¹³ 2011 data is not yet available.

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
Increase the contribution of the international education sector to New Zealand's economy					
INCREASE the number of international students completing degree-level qualifications and above	New measure	CURRENT PERFORMANCE (2010): 6,138			
		TARGET	2012	2013	2014
		TOTAL	6,400	6,600	6,800
International students studying in New Zealand are satisfied with their experience of living and studying in New Zealand	↑ ⋮	CURRENT PERFORMANCE (2011): International students at New Zealand universities and institutes of technology and polytechnics were more satisfied than their counterparts in similar institutions overseas on most aspects of their study and living experience			
		TARGET (2012): Regular international student surveys report positive overall satisfaction rating			
KEY ↑ Overall improvement ↑↓ Mixed results ■ No change ↓ Overall decline N/A – Not applicable					

The Ministry is capable, efficient and responsive to achieve education priorities and deliver core business functions

What we will do to effect change

Achieving the necessary shifts in education performance will require a lift in the capacity and capability of the Ministry. We will need to be more efficient in the way we work and reorganise the organisation to focus on equitable results for all learners. Change will be required not only within the Ministry, but also in the way we interact and work with education government agencies and other government departments to ensure that we are contributing to broader government goals. To do this, we will resource strategically so that those interventions that have the greatest impact on our priorities are funded accordingly. In some cases, this may mean lower-impact activities are no longer supported.

Improve our governance and ways of working

We will continue to embed a new governance structure comprising management boards to oversee our corporate functions and portfolio boards to oversee the operational design, delivery and performance of our work targeted to the education sector. The new board structure will invest greater rigour in monitoring our implementation and delivery performance against specified outcomes and accountabilities.

To ensure we are giving effect to the Statement of Intent, we are establishing taskforces for each of the three Better Public Services key result areas:

- ▶ the percentage of children starting school who have participated in early childhood education
- ▶ the percentage of 18-year-olds with NCEA Level 2 or an equivalent qualification
- ▶ the percentage of 25- to 34-year-olds who have a qualification at level 4 or above on the New Zealand Qualifications Framework.

Taskforces are also being established to accelerate progress in literacy and numeracy, special education and rebuilding education in Canterbury. All taskforces will report regularly to the portfolio boards, and will drive faster activity and change in these key areas of focus.

Responsibilities of our deputy secretaries now include a greater focus on:

- ▶ strengthening our ability to lead education reform in regional and local contexts
- ▶ facilitating closer and more effective working with other social and economic sector agencies
- ▶ reducing duplication and overlap between different parts of the Ministry.

Lift people capability

We will develop effective strategies that attract, equip, motivate and retain a high-performing workforce able to influence and lift the educational achievement of learners.

Strengthen leadership and management development

At the heart of our workforce strategy is 'engagement' – the ability of our leadership to create the environment in which people can do their best work, in support of improved outcomes for learners.

We will support our leaders to do this by:

- ▶ providing a Leadership Development Programme and specific cultural competencies
- ▶ measuring our staff engagement annually, and using that information to improve our workplace environment and leadership practice

- ▶ inducting managers into a shared model of leadership and management
- ▶ equipping our managers with the core business skills to develop excellence in the management of operations and service delivery
- ▶ aligning personal performance plans with the Statement of Intent to ensure accountability and a clear line of sight between individual contribution, productivity and our priorities.

Human resources strategy and workforce planning

We will build an integrated workforce plan that forecasts capacity requirements across our key workforce categories. The workforce plan will identify the areas that we need to invest in and ensure that we have clear actions in place to address gaps in workforce supply.

Human resources information and automation

We will monitor key human resources metrics and provide detailed reporting across the organisation to inform management decision-making and raise productivity.

We will complete the implementation of upgrades to the Human Resources Information System to provide information that will improve full-time equivalents and vacancy management, and automate transactions and processes, particularly leave management and recruitment.

Build a workforce able to engage with the community

Our impact on educational achievement is more effectively led by a diverse workforce with equal employment opportunities offered to all. A diverse workforce representative of the general population is better placed to understand the needs of learners. We will focus on attracting, supporting the development of, and retaining a talented and diverse workforce, as well as promoting and adhering to equal employment opportunities.

Building the diversity and cultural competence of our workforce is a key priority to achieve this. Priority will be given initially to human resources policies and practices associated with recruitment, induction, performance management, and learning and development.

Implement shared services

A change programme is in place to develop a more effective and lower-cost operating model which will streamline service delivery. This will achieve cost reductions through more efficient business processes and use of resources.

The programme will:

- ▶ streamline the interface between regions and national office-based service delivery
- ▶ implement national shared services for all corporate services to reduce duplication, raise quality and improve processes
- ▶ implement changes to the model for delivery of policy advice to achieve improved performance and savings
- ▶ improve commercial performance – through leverage of all-of-government procurement and through better procurement practice
- ▶ reduce our accommodation footprint to achieve substantial annual savings.

We are actively pursuing opportunities for shared services with other agencies in line with the Government's Better Public Services and Better Administrative Support Services initiatives.

Improve sector infrastructure

Respond to the Canterbury earthquakes

As a result of the September 2010 and February 2011 Canterbury earthquakes, there is a major programme of work underway to restore education provision in the Canterbury region. This will have implications for our capital and human resources as we develop and implement a plan for restoring the education network in the region.

The Canterbury earthquakes and changes to the building code have highlighted the need for a national programme to strengthen buildings that are found to be earthquake-prone. An iterative assessment programme that identifies these buildings will continue for several years. The process for prioritising buildings that have already been identified as requiring remediation is being developed and buildings that require urgent attention due to earthquake risk are being addressed first.

Address defective buildings (weather-tightness)

For the next 10 years, we will focus on carrying out remedial repairs on defective buildings to protect school property against structural failure. Repairing these buildings is a high priority to retain their value and prevent them from deteriorating further. The worst-affected schools are already undergoing repairs, and data from a national survey of buildings recently completed will be used to identify and prioritise other buildings that may be affected by weather-tightness issues. Buildings will then undergo destructive testing to identify the best remedy for each situation.

Manage decreasing demand

While overall demand for school property is increasing, some property in state schools is surplus to requirements because the property is located where there is no longer demand for the size of school property. Surplus property is inefficient and schools with surplus property will be required to develop plans for reducing their buildings over a period of time.

Implement key information and communications technology projects

We will continue developing our information technology work programme to support our work. Key projects for the year include:

- ▶ developing technologies to enhance the use of the national student number system and extend student information collection – including replacing the existing identifier system to ensure more efficient processes
- ▶ further reducing risks around business continuity – a mixture of replacing systems and enhancing security and resilience
- ▶ improving our key logon service to enable more education sector participants to access services electronically
- ▶ replacing and enhancing components of the Ministry financial, contract management, budgeting and forecasting and school property systems and processes.

Improve our procurement approaches

Procurement and contracting are significant components of our activity. Each financial year we write approximately 2,000 new contracts, with a total value of \$1,000 million. These cover a wide range of categories, including educational services, information and communications technology, and property infrastructure.

We will implement recommendations from a recent review of our procurement capability and approach. This will include developing and implementing an organisation-wide business model for getting the best value from our contract spend for the education sector.

We will implement a contract management system to better manage our 5,000 active contracts.

Manage departmental assets and capital intentions

The Ministry is categorised as a capital-intensive agency. Our total approved capital expenditure over the next four years is expected to be \$2,097 million, of which \$2,004 million is to be spent on the school property portfolio and the balance on information and communications technology and other chattels.

The following table outlines the Ministry's intended capital expenditure programme.

DEPARTMENT CAPITAL INTENTIONS	2011/12 (\$ million)	2012/13 (\$ million)	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million)
PROPERTY, PLANT AND EQUIPMENT					
School sector property and housing:					
School land	9.200	33.000	20.000	21.000	21.000
School buildings	466.000	574.601	446.182	441.182	446.182
Residential buildings	0.300	0.300	0.300	0.300	0.300
Ministry chattels:					
Computer hardware	5.000	5.000	5.000	5.000	5.000
Furniture and fittings	3.812	3.812	3.812	3.812	3.812
Plant and equipment	0.250	0.250	0.250	0.250	0.250
Motor vehicles	3.144	3.144	3.144	3.144	3.144
Total property, plant and equipment	487.706	620.107	478.688	474.688	479.688
Intangibles:					
Computer software	13.477	10.879	13.185	9.796	9.796
Total intangibles	13.477	10.879	13.185	9.796	9.796
Total property, plant and equipment, and intangibles	501.183	630.986	491.873	484.484	489.484

Expenditure is incurred only after approval of the capital programme for the year, and for larger information and communications technology projects upon approval of a detailed business case. Cabinet approves new school projects with a whole-of-life value greater than \$25 million, and the Ministers of Education and Finance approve new school projects with a value greater than \$7 million. In addition:

- ▶ project boards monitor all significant capital programmes
- ▶ governance boards oversee information and communications technology and property capital programmes
- ▶ strong project management disciplines are applied to all significant projects, and capital programmes are monitored and managed throughout the development and implementation cycle, including monitoring progress against milestones and budgets at each stage.

In 2012/13, the following significant school property capital expenditure is planned:

- ▶ \$200 million to support the ongoing five-year capital maintenance programme
- ▶ \$68 million capital expenditure to build capacity in the school portfolio to support roll growth in high-demand areas (through new school construction and site purchases)
- ▶ \$70 million for rectification of defective buildings affected by weather-tightness issues
- ▶ \$60 million for the provision of classrooms for roll growth
- ▶ \$48 million for demand-driven programmes, including special needs modifications and replacement buildings
- ▶ \$31 million expenditure for kura kaupapa Māori and wharekura
- ▶ \$20 million for special schools and satellites, early childhood education centres and other site extensions
- ▶ \$28 million for school network upgrades
- ▶ \$57 million for repairing Canterbury schools damaged by the earthquakes and for strengthening other earthquake prone buildings nationwide
- ▶ \$26 million for school property network reorganisations and initiatives.

Manage risk

We have identified four broad categories of risk that have the potential to affect the achievement of the priorities set out in this Statement of Intent. These are outlined below with a summary of the mitigation strategies.

Area of risk	Mitigation approach
<p>Ability to achieve our priority outcomes</p>	<p>Design and deliver high-quality programmes by:</p> <ul style="list-style-type: none"> ▶ using evidence and best practice to direct our activity to where it is most effective ▶ continually monitoring and assessing the effectiveness of our activity ▶ ensuring the implementation of programmes is managed well and aligned with other work <p>Provide leadership and guidance to the education sector by:</p> <ul style="list-style-type: none"> ▶ strengthening our role as sector leader and securing buy-in to those goals from all parts of the sector ▶ proactively providing quality advice, information and support to the education sector ▶ working to address areas of under-performance
<p>Ability to deliver the required work programme for education within static or reducing baselines</p>	<p>Use our resources in the most effective way by:</p> <ul style="list-style-type: none"> ▶ monitoring baselines and setting explicit performance targets for each area of our business ▶ communicating required reductions to managers early to support planning ▶ developing and implementing a budgeting methodology for allocating resources ▶ providing advice to the Government on what work is priority and what work could be reprioritised or delayed
<p>Ability to consistently deliver high-quality work that meets the Government's expectations</p>	<p>Provide high-quality services to the Government by:</p> <ul style="list-style-type: none"> ▶ building capacity and expertise within the Ministry to progress the Government's key strategies ▶ continually improving the quality of our information and analysis through support and development of staff and monitoring of work ▶ implementing effective leadership and development frameworks and strategies across the Ministry ▶ continually assessing requirements and realigning our resources to focus on priority activities and frontline services
<p>Ability to manage the consequences of emerging issues (such as the Canterbury earthquakes)</p>	<p>Build our risk management and mitigation capacity by:</p> <ul style="list-style-type: none"> ▶ continuing to enhance our systems to identify, assess and respond to emerging issues appropriately and efficiently ▶ monitoring and refining internal governance, risk management and quality assurance processes ▶ making greater use of contingency planning and forecasting to anticipate issues and develop solutions ▶ using strategies and processes from past successes in planning for future critical events and issues

How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE		
Deliver high-quality, efficient and more cost-effective services				
Improve financial performance				
Departmental and Crown expenditure variances are within appropriations	■	<p>CURRENT PERFORMANCE (2011 full year): Departmental expenditure variance – favourable, Crown expenditure variance – unfavourable</p> <p>TARGET: Departmental and Crown expenditure variances are favourable</p>		
Improve people performance				
Total staffing establishment tracks lower than forecast (includes actual and vacancy full-time equivalent data)	↑ ⋮	CURRENT PERFORMANCE (2011): 2,610 full-time equivalents		
		TARGET	2012	
		TOTAL	2,590	
Core unplanned turnover does not exceed upper limit	↑ ⋮	<p>CURRENT PERFORMANCE (2011): 13.4%</p> <p>TARGET (2012-15): Less than or equal to 16.0%</p>		
INCREASE the level of staff engagement in the Ministry	↑ ⋮ ↓	CURRENT PERFORMANCE (as at November 2010): Staff engagement survey grand mean 3.58		
		TARGET	2012	
		TOTAL	3.68	
Improve customer service performance				
The Ministry's policy advice is high quality ¹⁴	N/A	<p>CURRENT PERFORMANCE (2011): Overall Ministry policy advice scored 6.8. Excluding tertiary policy advice, the score was 6.6. Tertiary policy advice scored 7.1</p> <p>TARGET (2012-15): A sample of Ministry policy papers externally assessed by the New Zealand Institute of Economic Research rates at least 7 out of 10</p>		
Services provided to ministers are high quality	⋮ ↓	<p>CURRENT PERFORMANCE (2011): 5% rejection rate</p> <p>TARGET (2012): No more than 2% of support and ministerial services sent to the ministers' offices will be rejected</p>		
<p>KEY ↑ Overall improvement ↑⋮↓ Mixed results ■ No change ↓ Overall decline N/A – Not applicable</p>				

¹⁴ Data has not been collected regularly on this measure, so no trend is applicable. We will collect and report data for this measure annually from 2012/13.

