

## Annual Report 2016 - Part one

### Section 19B reports

The Vote Education Section 19B Report in Relation to Non-Departmental Appropriations for the year ended 30 June 2016 was presented to the House in accordance with section 19B of the Public Finance Act 1989 on 20 October 2016.

[Vote Education Section 19B Report \[PDF, 329 KB\]](#)

### Parts 2 and 3 of the Annual Report 2016

Download the full Annual Report 2016 to view:

- Part 2 — Statements of service Performance
- Part 3 — Annual financial statements.

[Annual Report 2016 \[PDF, 1.2 MB\]](#)

### Amendment to the report

Since being tabled, the Statement of Cash Flows has been amended for a minor editorial error.

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- [Annual Report 2016 \[PDF, 1.2 MB\]](#)
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## Foreword from the Secretary for Education

All New Zealanders need to be equipped to thrive in the rapidly developing global environment and participate actively in our society. Our education system plays a huge part in this – it enables children, young people and adults to learn and achieve throughout their lives and to build the skills and knowledge for work and life.

A centre piece of our work for 2015/16 has been the implementation of Communities of Learning | Kāhui Ako. They represent the most significant change to the shape of the education system since the introduction of the Education Act 1989. Communities of Learning | Kāhui Ako bring groups of schools, kura/wharekura early learning services and ngā kōhanga reo together to raise achievement for all children and young people. They are being set up to provide seamless pathways for children and young people's journey through the education system and to enable strong collaboration at all stages of that journey.

By 30 June 2016, 42% of eligible schools – across every education region – were part of a Community of Learning | Kāhui Ako and starting to agree shared student achievement goals and how they might be achieved.

During the year we have been looking at all the big system settings to make sure they create the right conditions for all children and young people to progress and achieve. This has involved reviewing:

- the Education Act, to provide an education system that is more learner-centred and outcome-focused
- the funding systems for 0-18 year-olds, aiming to ensure they better support student achievement and learning pathways
- learning support services for students with special needs, with changes planned to make them easier to access, child-focused, flexible and better integrated with other social services
- our delivery of professional learning and development for teachers, which are being refocused on a small number of national priorities, including mathematics, science, reading and writing, and digital fluency
- careers advisory services, with Careers New Zealand becoming part of the Tertiary Education Commission to provide better and more consistent careers information to young people.

We recognise the scale of the changes under consideration and will continue to work with the sector to further develop and successfully implement any changes and to realise the benefits they offer.

All of this work will lead us collectively to achieve better educational outcomes for our children and young people. We have ambitious targets and have seen progress over 2015/16. More children are participating in early learning, National Standard results for primary students have been maintained and more young people have NCEA Level 2 or Level 4 qualifications. Slightly fewer young people are not in employment, education or training.

Results for Māori and Pasifika students have improved, but a disparity of achievement still remains. During 2015/16 we have implemented a range of initiatives to boost achievement for Māori and Pasifika students and get at-risk young people into a career. The results are promising but we have more work to do.

Through our core services we continue to provide the sector with the core infrastructure, services and information they need. We finished the year slightly ahead of schedule on our school property work supporting the Canterbury rebuild. Addressing roll growth in Auckland and elsewhere remains a priority. We also provided the sector with support and guidance to enable them to meet their new health and safety responsibilities.

We continue to make more information available to support decision-making:

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- helping students know what options are available; and
- enabling the sector to better target effort and resources, nationally and locally.

A significant achievement this year was working with other government education agencies to develop a shared vision for a more learner-centric education system. We agreed priority areas where we can maximise our collective efforts. This has already resulted in development of a shared digital strategy that is now driving a number of system-wide initiatives. We have also been working to improve our own capability and using that to support the wider sector.

Our plans for the future were updated in the Ministry's *Four Year Plan 2016-2020*. Before Peter Hughes left his role as Secretary for Education on 30 June 2016, he noted in that document "I'm confident in the vision for education expressed through this plan. Implementing this plan will take commitment and expertise from staff and partners alike. It is an ambitious and important work programme. Delivering it successfully will improve the system for the future, lift aspiration and raise educational achievement for every New Zealander."

As Acting Secretary for Education, I must acknowledge Peter for his leadership in focusing us to create this vision for education, and thank all those working tirelessly to make this vision a reality from parents and communities, teachers and education system leaders, to Ministry staff.

**Katrina Casey**

Acting Secretary for Education

## The year at a glance



[Long description for Year at a glance page 1](#)

## We are making progress:

More children have participated in quality early childhood education (ECE) before starting primary schools graph showing a 0.6% increase between 2015 and 2016 to 96.6%, with a December 2016 target of 98%

Primary school-age student National Standards are being maintained

graph showing 2015 reading remaining at 78%, 2015 writing increasing 0.3% to 71.4% and 2015 maths increasing 0.3% to 75.5%, all with a target of 85% in 2017

More 18-year-olds are achieving NCEA Level 2 qualifications

graph showing a 2% increase in 2015 to 83.3%, with a target of 85% in 2017

More young people have Level 4 qualifications...

graph showing a 3% increase in 2015 to 56.5%, with a target of 60%

...and slightly fewer young people are not in employment, education or training

graph showing a 0.4% decrease for 15-19 year-olds from 7.6% in 2015 to 7.2% in 2016

graph showing a 0.1% decrease for 20-24 year-olds from 15.1% in 2015 to 15.0% in 2016.

## While making some progress on disparity of achievement it remains a challenge

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Graph showing school leaver highest qualification in 2015 by ethnicity:

Māori

Less than NCEA Level 1 – 24%

NCEA Level 1 – 14%

NCEA Level 2 – 31%

NCEA Level 3 or above – 31%

Pasifika

Less than NCEA Level 1 – 15%

NCEA Level 1 – 12%

NCEA Level 2 – 32%

NCEA Level 3 or above – 41%

European

Less than NCEA Level 1 – 8%

NCEA Level 1 – 8%

NCEA Level 2 – 26%

NCEA Level 3 or above – 57%

Asian

Less than NCEA Level 1 – 5%

NCEA Level 1 – 4%

NCEA Level 2 – 16%

NCEA Level 3 or above – 75%



## Long description for Year at a glance page 2

Approximately 200,000 children were enrolled in ECE services

Over 5,000 ECE services and playgroups.

Over 770,000 children and students enrolled in primary and secondary schools

New Zealand's curriculum was taught in over 2,500 schools by over 53,800 teachers.

Over 577,000 students enrolled in formal tertiary education, including 146,000 in industry-based training

In 2015/16, we were responsible for a budget of over \$13.7 billion to enable over 1.5 million children, young people and adult students to learn and achieve.

Over \$7.9 billion was spent on schooling

Over \$750 million of capital expenditure was spent on school property

Over \$185 million was spent on school transport

Over \$3.0 billion was spent on tertiary education

Over \$1.7 billion was spent on ECE

Over \$117 million was spent on other support for the education system.

We manage a significant property portfolio worth almost \$14.6 billion to provide, upgrade and maintain the physical environment to support children, young people and adult students to achieve educational success.

**Our people are passionate about improving education outcomes.**

We employed approximately 2,600 people in full-time equivalent roles (as at 30 June 2016).

We work out of about 35 locations around New Zealand, as well as our national office in Wellington, with approximately 70% of our staff directly supporting either children and young people, or educators and education services.

## Guide to this report

Please note Part 2 – Statements of service performance and Part 3 – Annual financial statements are available in PDF only in the full [Annual Report 2016 \[PDF, 1.2 MB\]](#).

### Part 1 - Our performance story

This section outlines our key achievements during 2015/16 and how our work has delivered against the priorities set out in the Ministry of Education's *Four Year Plan 2015-2019*.

It outlines the performance framework for the year and reports on progress against our three long-term outcomes:

- The education system is relevant and reaches all children and students
- Every child and student achieves educational success
- New Zealanders have skills and knowledge for work and life.

It then reports on progress during 2015/16 in our stewardship role and managing the Ministry itself, through sections on:

- Effective stewardship of the education system
- Building capability and managing responsibly.

### Part 2 - Statements of service performance

The statements of service performance set out our service objectives, our actual achievements against our targets and financial information on the costs of the activities undertaken. They are audited and provide end-of-year reporting against the departmental information in the Estimates of Appropriations 2015/16 for Vote Education and Vote Tertiary Education.

### Part 3 - Annual financial statements

The financial statements cover all financial and human resources used by the Ministry to deliver the goods and services purchased by the Minister of Education and the Minister for Tertiary Education, Skills and Employment.

These statements are followed by a financial commentary, supplementary information and notes to the financial statements that provide more detailed information.

## Part 1 – Our performance story

This section outlines our key achievements during 2015/16 and how our work has delivered against the priorities set out in the Ministry's Four Year Plan 2015-2019.

It outlines the performance framework for the year and reports on progress against three long-term outcomes:

- The education system is relevant and reaches all children and students
- Every child and student achieves educational success
- New Zealanders have skills and knowledge for work and life

It then reports on progress during 2015/16 in our stewardship role and managing the Ministry itself, through sections on:

- Effective stewardship of the education system
- Building capability and managing responsibly.

## Introduction

This section outlines our key achievements during 2015/16 and how our work delivered against the priorities set out in the Ministry's *Four Year Plan 2015-2019*. The strategic framework for the organisation is summarised in our 'plan on a page' – set out on the next page. It shows how the work we do will lead to the outcomes we seek for education in New Zealand, illustrating the links between:

- key enablers that need to be in place for educational success
- the Ministry's priorities for ensuring this happens
- the resulting benefits for the education system and all those in education
- how the education system contributes to New Zealand's prosperity and wellbeing.

During 2015/16, our strategic intentions for early childhood and schooling, agreed with the Minister of Education in the Education Work Programme, were updated to highlight the focus on Communities of Learning | Kāhui Ako.

The following sections report on progress against our three desired, long-term outcomes:

- The education system is relevant and reaches all children and students
- Every child and student achieves educational success
- New Zealanders have skills and knowledge for work and life.

We conclude by reporting on progress against our stewardship intentions and provide an update on organisational health and capability.

In the *Four Year Plan 2015-2019*, we identified five key indicators which provide a litmus test of the Ministry's progress in raising achievement:

- Indicator 1: Increase participation in early childhood education (ECE)
- Indicator 2: Increase the proportion of enrolled students at or above National Standards levels

- Indicator 3: Increase the proportion of 18-year-olds with National Certificate of Educational Achievement (NCEA) Level 2 or equivalent qualifications
- Indicator 4: Increase the proportion of 25 to 34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above)
- Indicator 5: Decrease the proportion of youth not in employment, education or training.

Progress against these is reported under the relevant outcome.

These high-level measures are supported by a comprehensive set of performance measures across all Ministry activity set out in the Information Supporting the Estimates of Appropriations and the Supplementary Estimates. Results for these 2015/16 output performance measures are reported in Part 2 – Statements of service performance.

### **Four Year 'Plan-on-a-Page'**

**Long description for Four Year 'Plan-on-a-Page'**

### **The education system is a major contributor to:**

Social and cultural participation and wellbeing  
Economic prosperity and growth.

### **Long term outcomes**

So that:

The education system is relevant and reaches all children and students  
Every child and student achieves educational success  
New Zealanders have skills and knowledge for work and life

### **Intermediate objectives**

Then we will see higher and more equitable levels of participation, engagement, achievement enabled by:

**Better tailoring** – Responsive educational services which meet the needs and raise the aspirations of all children and students

**Better targeting** of investment, resources, support and expertise to drive innovation and improve results

**More effective collaboration** at all levels to raise achievement

**Better, more relevant educational pathways** through the education system and beyond into the workplace and society

**More evidence-based decision-making** by students, parents, teachers, leaders, providers and Government

### **Our intentions**

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We will deliver:

## Our stewardship intentions

We will:

Achieve more through effective collaborative relationships with the sector and other partners

Provider better advice to Government

Use and share data and evidence to improve decision-making

Provide tailored services and support to raise achievement

Invest more effectively to raise achievement

## Our strategic intentions for early childhood and schooling

We will:

Improve student-centred pathways

Implement Communities of Learning | Kāhui Ako

Update the Education Act 1989

Update the funding systems for early learning and schooling

Champion 21st century practice in teaching and learning

Strengthen inclusion

## Our strategic intentions for tertiary education

The Ministry will support the tertiary sector to:

Deliver skills for industry

Get at-risk young people into a career

Boost achievement of Māori and Pasifika

Improve adult literacy and numeracy

Strengthen research-based institutions

Grow international linkages

## Enabling conditions

### Enabling conditions in place, complementary and aligned

These are the things that need to be in place

**Teaching** – quality, responsive, future-focused teaching workforce

**Research** – to support quality, research-led teaching and drive economic growth

**Leadership** – quality pedagogical leadership and management

**Resources** – funding, responsive curriculum, learning technology, assessment tools, texts

**Data** – knowledge and evidence to help individuals, providers, communities and government make better decisions

**Accountability** – outcome-focused, fit-for-purpose regulatory and legislative environment

**Infrastructure** – property, information, technology, payroll and access

**Parents and whānau** – engaged, informed and ambitious for their children

**Communities and employers** – informed, connected and influential

## **The education system is relevant and reaches all children and students**

New Zealand needs an education system that meets the needs of our increasingly diverse population and unique cultures. Education must be accessible and relevant to all, and flexible enough to accommodate different aspects of learners' needs throughout their lives.

### **Improving education system performance**

New Zealand has a strong well-integrated education system with many successes. However, this system is characterised by relatively high levels of disparity. At every stage, the system is less successful for Māori and Pasifika students, learners with special education needs, and people from low income families.

International studies have shown that achievement in New Zealand is more closely linked to economic and social factors, such as parental education and skills, than in other countries.

International studies also show that achievement for Year 5 students in maths and science declined in the decade following the early 2000s. Similarly, 15-year-olds did not do as well over this time as they had previously done in these subjects or in reading.

We are intent on getting the system working to deliver better outcomes for all students, from entering early childhood education (ECE), through the schooling system, to achievement at the highest levels of tertiary education. We are also seeking to ensure New Zealand remains internationally competitive.

### **Improving participation in quality ECE**

Participation in quality ECE has positive, long lasting associations with students' literacy, numeracy and social skills, and these impacts can be seen up to 16 years of age.

The Government has set a Better Public Services (BPS) goal to increase participation, with a target that in 2016, 98% of children starting school will have participated in quality ECE.

The participation rate<sup>1</sup> has been steadily increasing since 2012 and we are very close to the December 2016 target of 98% nationally. Several Ministry education regions reached the 98% target during 2015/16.

Interim targets are plotted on a trend line of linear progression towards 98%, which gives the impression that change will be cumulative (each quarter building on the results of the previous quarter). However, a completely different group of children starts school every 12 months. Achieving a high rate of prior participation for one group does not guarantee the same rate in the next, which means we need to accomplish more each year for every successive group of children to keep the rate increasing. Our work towards the 98% goal has therefore focused on achieving sustainable social change so that the majority of families and whānau demand and engage with early learning.

The number of children not attending ECE before they start school is small. Weekly snapshots toward the end of

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2015/16 indicate that we are closing the gap to reach 98%.

For example, the weekly rate reached 97% or higher for 4 weeks during May and June 2016, including 97.3% for the week at the start of Term 2.

Overall we were less than 850 children short of the target for the year ending June 2016.

## Indicator 1 Increase participation in early childhood education (ECE)

**Better Public Services: Supporting Vulnerable Children, Result 2**

(ALL NUMBERS %)	JUNE 2015	JUNE 2016	CHANGE (% POINTS)	DECEMBER 2016 TARGET
All	96.2	96.6	↑ 0.4	98.0
Māori	94.0	94.9	↑ 0.9	98.0
Pasifika	91.2	92.7	↑ 1.5	98.0
Decile 1-3 schools	92.5	93.7	↑ 1.2	98.0

Reaching the target has become more challenging as we seek to engage those at the margin and it is not something we can achieve alone. We are connecting with the hardest to reach children and their families, who often need the most complex interventions for ECE to become a feasible option. Where families are not ready to engage with ECE, we are connecting them with suitable support from other agencies.

Much of the gain to date has been from targeting Māori, Pasifika and low income communities which had the largest number of non-participating children. We continue to focus on lifting ECE participation in these priority groups.

For 2015/16, we used core funding to continue the successful Participation Programme to raise participation by low socio-economic, Māori and Pasifika children and their whānau/families who have not engaged in early learning. As at 30 June 2016, over 15,500 children have been enrolled through Participation Programme initiatives.

During 2015/16, 1,974 licensed ECE services received professional development support through the Strengthening Early Learning Opportunities (SELO) programme. This resulted in 82% of services participating, demonstrating a positive shift in practice.

We have worked with early learning providers, iwi, Māori organisations and Pasifika churches, as well as other government and non-government agencies on various initiatives, to improve participation including:

identifying and supporting over 150 3½ and 4-year-olds who were not attending any form of early learning through the Puna Kainga programme

identifying and working with 50 early childhood centres across the country with capacity to take more children to increase enrolments using a quality improvement approach

working with schools to ensure accurate data collection at the enrolment process

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initiating a referral process from Well Child providers with one District Health Board in Auckland and one in Hamilton supporting local health initiatives that impact on regular attendance and participation in early learning.

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<sup>1</sup> The participation rate is calculated as a percentage of the total number of children for whom attendance is reported, rather than the total number of children starting school (including those for whom attendance is unknown).

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## Improving student-centred pathways across the education system

The education system needs to encourage student-centred pathways across the system – clear options for getting from each stage of learning to the next and helping all New Zealanders to be successful in their lives and careers. A student-centred pathway provides continuous learning, progression and choice.

We are working to ensure the education system is coherent, encourages collaboration and supports continuity of learning across transitions.

Communities of Learning | Kāhui Ako have been introduced to help achieve more student-centred pathways through the education system and into future work and life. Communities of Learning | Kāhui Ako are groups of schools, kura and ngā kōhanga reo ECE services that come together to raise achievement for children and young people, including creating pathways for students from early learning through primary and secondary school then into tertiary education and work. As reported later in this section, we are also updating the Education Act 1989 and reviewing funding arrangements to support Communities of Learning | Kāhui Ako in their focus on achievement.

During 2015/16, we also undertook a review of the careers system. Our two Ministers announced that Careers New Zealand will become part of the Tertiary Education Commission (TEC) in a reform package designed to deliver better and more consistent careers information for school students. The TEC is best able to work with tertiary providers and employers so that they in turn can provide better careers information to schools, and coordinate with schools on the skill needs of the labour market.

The TEC will take responsibility for providing a seamless flow of high-quality careers and training information to students at school, tertiary education and through to employment. The change will consolidate the information that users of careers services need in one place, enable better integration of the online careers planning tools currently offered and establish clear lines of accountability for the delivery of careers information services.

To support decision-makers we are publishing school leaver destination information for each school as part of the 2016 Public Achievement Information release.

We have established smoother pathways from school to work, further study and training, by providing a wider range of learning opportunities, making better use of the education network, and creating clear pathways from school to work and study with initiatives such as Youth Guarantee and Secondary Tertiary Programmes (for example Trades Academies). We are also providing students and their family and whānau with the information they need to make informed decisions on transitioning into tertiary education. This work is being progressed through the *Tertiary Education Strategy 2014- 2019* outlined on pages 31 to 39.

## Modernising legislation and governance arrangements

A high-performing education system needs the right legal framework and governance arrangements. The Education Act 1989 provides the legal framework for the education system and sets out the roles, responsibilities and powers of

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Crown entities and independent statutory bodies in the education sector.

## **Updating the Education Act 1989**

We undertook an update of the Education Act 1989 (the Act) to support the development of a 21st century education system focused on achievement and learner progress.

During late 2015, we consulted with stakeholders to get their views and inform the update of the Act. This included over 120 national and regional workshops and hui as well as online and targeted consultation.

Over 1,800 formal written submissions were received. In early 2016 we held further targeted consultation with the sector on two of the proposals.

The feedback received helped to inform the development of papers we provided to the Minister of Education seeking Cabinet approval for policy proposals and the issuing of drafting instructions. The Education (Update) Amendment Bill was introduced to Parliament on 22 August 2016 and amends the Act to make the achievement and learning of children and young people central to the ECE and compulsory schooling parts of the Act.

### **Education (Update) Amendment Bill Policy Objectives**

The eight public policy objectives underpinning the Bill are to:

- make the achievement and learning of children and young people central to the ECE and compulsory schooling parts of the Act
- strengthen the efficiency, effectiveness and accountability of schools and the schooling network
- enhance collaboration within the schooling network
- increase flexibility in the enrolment and attendance requirements for the first year of learning
- strengthen the legal framework for managing teacher competence issues
- establish a future-focused legislative framework for online learning
- update aspects of the law that have become outmoded and inefficient
- improve the provision of careers services by the government.

We expect the updated legislation to be considered by the Education and Science Committee through the rest of 2016 and the start of 2017, and to come into effect in the first half of 2017.

### **Updating the funding systems for early learning and schooling**

We are also reviewing the funding systems for 0 to 18-year-olds, aiming to ensure they better support student achievement and learning pathways for all children and young people. The early learning and school funding systems set out how, and how much, we allocate to providers of education for children and young people through grants, staffing and property.

We undertook policy work to understand the current funding systems and options for change, which enabled Cabinet to approve engagement on high-level directions for change in April 2016. These changes are designed to create funding systems that are more student-focused and better target resources to students most at risk of under-achievement, while retaining a viable network of providers throughout New Zealand.

We have been working with the education sector on the details of the review. An Advisory Group of education sector leaders was established to work on the details of the review from May to August 2016. Alongside the Advisory Group, we have been talking to the wider education sector, and will continue to engage with them as we test a number of possible directions for change, recognising the implications for the sector.

This is a complex project and we expect working through the process of engagement, design, decision-making, operational planning and implementation to take us through to 2019. The changes to the system are intended to be in place prior to the next decile review due in 2020.

## **Championing 21st century practice in teaching and learning**

Education must deliver the skills and knowledge which children, young people and adults need to thrive in 21st century New Zealand and a global economy.

## **Supporting the establishment of the Education Council of Aotearoa New Zealand**

The Education Council of Aotearoa New Zealand (the Education Council) began operating on 1 July 2015 as an independent body. It has been established to provide stronger educational leadership and lift the status of teaching as a profession. We signed a Memorandum of Understanding in December 2015 and have provided funding and other support for the Council in carrying out its leadership and statutory functions.

We worked with the Education Council on a proposal to establish a statutory competence authority to consider complaints about teacher competence. This will formalise competency assessment processes, and will be more efficient for the Council and more robust for teachers. We are also exploring the transfer of Professional Learning and Development (PLD) responsibilities to the Education Council, which would further build its role in supporting the profession.

## **Improving professional learning and development**

High-quality teaching and leadership are the most important in-school factors that support the achievement of learners. While the workforce is highly regarded internationally, ongoing professional development is essential. Investing in the profession raises the quality of teaching and provides opportunities to improve educational outcomes. We have been working with sector representatives to redesign the PLD system based on changes approved by the Government in 2015. The changes are aimed at making centrally-funded PLD more effective by focusing on three areas:

leadership – a blended package of support for school leaders and specifically for aspiring principals, beginning principals, and those with more experience  
networks of expertise – professionals supporting professionals in a range of subject specialties  
national priority outcomes – science, maths, literacy (reading and writing) and digital fluency.

The Ministry is running an open tender process for the delivery of centrally-funded PLD services in 2017.

Existing PLD contracts will continue until December 2016. Between now and then, the Ministry will be working to ensure that new contracts, reflecting the new priorities and the focus on Communities of Learning | Kāhui Ako students need help the most, will be in place when the new system comes into effect from Term 1 in 2017.

Teaching and Learning International Survey (TALIS)

NEW ZEALAND YEAR 7-10 TEACHERS	NEW ZEALAND YEAR 7-10 PRINCIPALS	and	NEW ZEALAND YEAR 7-10 TEACHERS
97% report that they had participated in at least one professional development activity during the 12 months prior to the survey	12 years Principal experience		26 years Teaching experience
92% completed university or other equivalent higher education			
88% TALIS average 97% Australia 98% Singapore 79% Finland	9 years TALIS average 8 years Australia 8 years Singapore 11 years Finland		21 years TALIS average 27 years Australia 15 years Singapore 17 years Finland
			91% TALIS average 100% Australia 93% Singapore 96% Finland

**Improving STEM skills and competencies**

We know that STEM education (science, technology, engineering and mathematics) contributes to building creativity, curiosity and innovation, which are critical for economic growth. STEM skills underpin the development of new practices and technologies, the application of existing technologies and the development of new, high-value products and services. We are working to ensure the education system recognises the importance of STEM learning and capability.

We have delivered the education aspects of the initial 3-year plan of action for the Science and Society National Plan *A Nation of Curious Minds: Te Whenua Hihiri i te Maharathrough*:

- teachers in industry pilots – providing teachers with practical information to help them support students transition from school to work, apprenticeships or further study
- science skills in education – improving the relevance and delivery of PLD opportunities for science teachers in Years 1 to 8, especially those outside of the main areas
- a review of the content and positioning of digital technologies in the national curriculum with a Ministerial decision in July 2016 to explicitly strengthen digital technologies within the Technology Learning Area by 2018. This will provide a digital technologies learning pathway for every child in every school.
- encourage young women to pursue science and technology careers by engaging with women in STEM careers to showcase the breadth and diversity of opportunities available within a uniquely New Zealand environment.

With the initial plan of action finishing in June 2016, work has begun to ensure that the next iteration of our wider STEM strategy reflects the developments since 2014, including consideration of how to use Communities of Learning | Kāhui Ako for better delivery of STEM participation and achievement, a stronger focus on regional delivery and STEM-focused learning pathways for all our students.

### **Building flexible and modern infrastructure**

We provide or facilitate the provision of school property, transport and technology to ensure schools have the infrastructure they need for a 21st century learning environment.

### **Maintaining and developing the Crown's property portfolio**

We manage the Crown's second largest social asset property portfolio, with a carrying value of \$14.6 billion. During 2015/16, capital expenditure of \$731 million was spent on maintaining and/or upgrading the school property portfolio. This included the provision of new schools and additional classrooms to cater for those areas with growing school rolls. In addition, non-departmental capital expenditure was spent on the school support project, and school furniture and equipment.

We continue to replace, renew and rebuild school infrastructure. As at 30 June 2016, the New Schools and Kura Programme included 64 projects:

two new schools

three Stage 2 and Stage 3 new schools

six kura and wharekura

16 major redevelopments

37 new land acquisition/designation projects for school sites, 11 of which are for the Christchurch Schools Rebuild (CSR) programme.

Construction is continuing at four schools as part of the Ministry's second Public Private Partnership (PPP2). Three of the schools are to be delivered in December 2016 and the fourth in December 2017. Procurement is progressing for the Ministry's third Public Private Partnership (PPP3), which will see the delivery of six schools. All six are planned to be open in 2019.

We have improved our management and monitoring of the school property portfolio. A Treasury review of our asset management maturity rated the Ministry at an intermediate level. Identified areas for improvement included property condition assessment and risk management methodologies, and increasing resources to directly support schools in improving their operational asset management.

We continue to support the provision of flexible learning spaces that can better support a range of teaching and learning practices.

#### **New learning environments in Christchurch**

Waitākiri School, in Christchurch, was created by merging Burwood and Windsor Schools following earthquake damage to school land and buildings, and the red zoning of significant areas of their catchments. Waitākiri operated from two sites during 2014 and 2015. It moved into its new buildings at the start of 2016.

Waitākiri School believes that teaching and learning is most effective when it's social and collaborative. The school now operates in 'learning studios'. Students have a 'homeroom' teacher, as well as other teachers and staff that work within their learning space.

This approach is working well for students. "I think it is better having two or more teachers because you get the best of

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both worlds,” says one Year 6 student. “I can go to one teacher for maths extension because I know she is great at that and to another teacher for IT support because he is great at that. Basically having two teachers means we have two times the knowledge to help us learn.”

## **Contributing to the Canterbury rebuild**

The Government is investing \$1.137 billion in rebuilding, remodelling and renewing schools in the greater Christchurch area over 10 years, as well as investing close to \$400 million to help rebuild tertiary provision in Canterbury. Through the CSR programme, 115 schools in the greater Christchurch area are undergoing redevelopment ranging from repairs to relocating and building new schools.

Since securing the funding for the programme in November 2013, the Ministry has designed and built seven schools, 11 schools were in construction and 34 were in design as at 30 June 2016. Overall, approximately 37% of funds were committed against an expected 35%, as the programme was slightly ahead of schedule as at 30 June 2016.

Every 6 months between 6 and 10 schools enter the property programme. The last of the schools will enter the programme by July 2020.

## **Investing in digital infrastructure**

With the Government’s introduction of a fibre network across the country, we set out to ensure that every student in every school had access to quality ICT infrastructure and high-speed broadband. By partnering with the Ministry of Business, Innovation and Employment and Crown Fibre Holdings, we have improved the digital infrastructure.

By 30 June 2016, the total number of schools on the Network for Learning was 2,369 schools out of 2,446. By the end of 2016 all 2,446 schools will be able to connect to the managed network.

The provision of wireless network upgrades to schools that received their upgrades prior to 2010 continues and will be completed by the end of 2016. Upgrades have been provided to 400 schools and a further 35 will benefit from the project by the end of the calendar year.

In April 2016, provision was made for the 390 schools upgraded between January 2010 and August 2012 to receive a wireless network upgrade. These schools will be completed by December 2017.

## **Delivering an accurate payroll service**

The Ministry meets its obligations to provide the education payroll under a service agreement with Education Payroll Limited (EPL), a Crown-owned company established in October 2014. The payroll is the largest in New Zealand and one of the top 10 in Australasia. It pays around 90,000 teachers and support staff in approximately 2,500 schools every fortnight. EPL has focused solely on providing school payroll services and is expected to deliver an accurate, reliable payroll service.

Through its first full year of operation, the Ministry and EPL have worked together to stabilise payroll processes, reduce risk and provide a better experience for schools. EPL’s key performance indicators have been met, and there have

been improvements in key areas such as the End of Year/Start of Year (a typically busy time of year for schools with high volumes of payroll instructions to be processed over a short period of time).

The Ministry has been working with EPL on their strategic review to set the direction for the long-term sustainability of the company and the services it provides. This work will culminate in a detailed business case for shareholding Ministers in 2016/17.

## **Supporting the sector with their health and safety responsibilities**

The Health and Safety at Work Act 2015 came into force on 4 April 2016. We have provided extensive support and guidance to the sector to enable it to meet the changes, as well as improving the Ministry's own health and safety systems.

Support for the sector included the production of tailored practical guides (one for schools and one for ECE services) with sample policies and tools. We delivered 76 health and safety workshops to board of trustee chairpersons and school principals, which were attended by over 2,600 people. Our sector-facing health and safety website has had over 160,000 views and we have added a new 'Health and Safety' landing page for school property-related health and safety matters. We also have a trained senior advisor in each region to provide ongoing support to schools and ECE services.

## **Every child and student achieves educational success**

New Zealand needs an education system that delivers high-quality educational outcomes from early childhood, through schooling and into tertiary education. Every student, no matter their background or needs, should be supported to meet their potential.

### **Improving educational achievement results**

The success of our future society and economy requires getting better educational achievement with less disparity. Equitable achievement for Māori, Pasifika and students from low socio-economic backgrounds is a major priority, and our focus is on ensuring the system settings are in place to support those outcomes.

### **Improving performance for National Standards**

National Standards measure student achievement against the *New Zealand Curriculum* for English-medium schools in primary and intermediate school for Years 1 to 8.

Achievement levels at or above National Standards for 2015 in reading, writing and maths were consistent with previous years. Overall, however, achievement for Māori and Pasifika across the three standards is lower than for other groups and various initiatives are targeted to address this (see pages 22 to 25).

**Indicator 2 Increase enrolled students at or above National Standards levels, per 100 students**

(ALL NUMBERS %)		2014	2015	CHANGE (% POINTS)	2017 TARGET
Reading	All	78.0	78.0	-	85.0
	Māori	68.6	68.8	↑ 0.2	85.0
	Pasifika	65.0	66.0	↑ 1.0	85.0
	Decile 1-3	65.0	65.5	↑ 0.5	85.0
Writing	All	71.1	71.4	↑ 0.3	85.0
	Māori	61.2	61.6	↑ 0.4	85.0
	Pasifika	59.7	60.6	↑ 0.9	85.0
	Decile 1-3	57.9	58.7	↑ 0.8	85.0
Maths	All	75.2	75.5	↑ 0.3	85.0
	Māori	65.0	65.4	↑ 0.4	85.0
	Pasifika	61.9	63.3	↑ 1.2	85.0
	Decile 1-3	62.5	63.3	↑ 0.8	85.0

Although evidence from the *National Standards School Sample Monitoring and Evaluation Project* report suggested that overall teachers' judgements lacked dependability in 2014, we know that schools are increasingly addressing achievement relative to the standards and targets. More students rated 'below' or 'well below' the standards are being identified for and receiving targeted teaching interventions.

## Improving performance at NCEA Level 2 or equivalent qualifications

The National Certificate of Educational Achievement (NCEA) measures achievement at secondary school. NCEA Level 2 is the minimum qualification that young people need to progress to further education or training and employment. The Government has set a BPS target for 85% of 18-year-olds to have achieved NCEA Level 2 or an equivalent qualification in 2017.

The 2015 NCEA Level 2 achievement result for all 18-year-olds is 83.3%, a nine percentage point increase since 2011. We are on track to achieve the 85% target by 2017 and are increasing our support to schools and students to ensure this is met.

A challenge for the education system is to ensure that the whole population, including Māori and Pasifika, benefit from this increase. The 2015 NCEA Level 2 achievement result for Māori 18-year-olds is 71.1%, a 14% increase since 2011. For Pasifika it is 77.6%, a 12% increase since 2011. These increases may not be enough for Māori to achieve an equitable 85% target. Additional support is being directed towards these students, tailoring education and learning opportunities to ensure their achievement in NCEA and post-secondary qualifications.

Generally, school leaver attainment has increased across the board, but at a slower rate in 2015 compared to previous

years. Students are staying at school longer and gaining higher qualifications.

**Indicator 3 Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification**

Better Public Services: Boosting Skills and Employment, Result 5

YEAR TO DECEMBER (ALL NUMBERS %)	2014	2015	CHANGE (% POINTS)	2017 TARGET
All	81.2	83.3	↑ 2.1	85
Māori	67.7	71.1	↑ 3.4	85
Pasifika	75.0	77.6	↑ 2.6	85
Decile 1-3 schools	71.6	75.0	↑ 3.4	85

**Qualified secondary leavers with NCEA qualifications 2015**

**School leaver highest qualification Number of students 2015**

**Description of school leaver highest qualification image**

Graph showing the number of students and their highest level of qualification for 2015, broken down by ethnicity:

Māori – 3,146 at less than NCEA Level 1, 1,879 at NCEA Level 1, 4,146 at NCEA Level 2 and 4,139 at NCEA Level 3 or above

Pasifika – 1,011 at less than NCEA Level 1, 804 at NCEA Level 1, 2,214 at NCEA Level 2 and 2,805 at NCEA Level 3 or above

European/Pākeha – 3,204 at less than NCEA Level 1, 3,211 at NCEA Level 1, 9,768 at NCEA Level 2 and 21,628 at NCEA Level 3 or above

Asian – 340 at less than NCEA Level 1, 283 at NCEA Level 1, 1,035 at NCEA Level 2 and 4,941 at NCEA Level 3 or above

**Implementing Communities of Learning | Kāhui Ako**

Research shows that within schools the quality of teaching has the biggest influence on whether students succeed. We have some of the best teachers and leaders in the world. However, there are barriers to sharing best practice and working together.

We are in our third year of implementing Investing in Educational Success. This is a multi-year programme to further lift student achievement and share teaching and leadership practice through three broad initiatives:

investing in quality leadership and teaching through Communities of Learning | Kāhui Ako  
supporting innovative teaching via the Teacher Led Innovation Fund

using the Principal Recruitment Allowance (PRA) to attract high-performing principals to high needs schools.

## **Establishing Communities of Learning | Kāhui Ako**

The creation of Communities of Learning | Kāhui Ako allows groups of schools, kura and early childhood services to come together to raise educational achievement and provide a pathway from ECE to tertiary education.

Boards of trustees of schools and kura in Communities of Learning | Kāhui Ako receive operational funding and staffing support for forming and maintaining their Communities of Learning | Kāhui Ako.

As at 30 June 2016, there were 117 Communities of Learning | Kāhui Ako spread throughout the country, consisting of over 1,000 schools (42% of eligible schools) and over 320,000 students. In the August 2016 tranche there were 31 new Communities of Learning | Kāhui Ako presented to the Minister for approval which will then represent a total of 52% of eligible schools.

We expect most schools will be part of a Communities of Learning | Kāhui Ako by December 2017. ECE and ngā kōhanga reo services are beginning to join Communities of Learning | Kāhui Ako. We also expect to see tertiary providers joining or working closely with them over time.

Communities of Learning | Kāhui Ako are agreeing achievement challenges to describe their shared student achievement goals, the factors affecting achievement for students and how those factors will be addressed. As at 30 June 2016, 25 Communities of Learning | Kāhui Ako had finalised their achievement challenges in areas such as reading, writing, mathematics and NCEA achievement. A full list of each Community's achievement challenge is available on our website.

Communities of Learning | Kāhui Ako 30 June 2016.

### **Long description of Communities of Learning | Kāhui Ako map**

Map providing information about the Communities of Learning | Kāhui Ako in place at 30 June 2016, by region:

Auckland: 26 Communities of Learning | Kāhui Ako, 199 schools, 104,709 learners  
Tai Tokerau: 2 Communities of Learning | Kāhui Ako, 26 schools, 4,210 learners  
Waikato: 14 Communities of Learning | Kāhui Ako, 128 schools, 37,118 learners  
Rotorua / Bay of Plenty / Taupō: 13 Communities of Learning | Kāhui Ako, 103 schools, 45,283 learners  
Hawke's Bay / Gisborne: 9 Communities of Learning | Kāhui Ako, 72 schools, 18,904 learners  
Taranaki / Manawatu / Whanganui: 6 Communities of Learning | Kāhui Ako, 54 schools, 22,029 learners  
Wellington: 12 Communities of Learning | Kāhui Ako, 112 schools, 27,617 learners  
Nelson / Marlborough / West Coast: 11 Communities of Learning | Kāhui Ako, 100 schools, 22,029 learners  
Canterbury: 15 Communities of Learning | Kāhui Ako, 134 schools, 38,407 learners  
Otago / Southland: 9 Communities of Learning | Kāhui Ako, 78 schools, 14,000 learners

## **Supporting Communities of Learning | Kāhui Ako**

To support Communities of Learning | Kāhui Ako to build collaborative practices, develop, then meet their achievement challenges, Professional Learning and Development (PLD) support from existing PLD funding is being tailored to their

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implementation needs.

To ensure that the investments in data, collaboration and PLD combine to their best effect, we are making expert partners (academics and expert practitioners) available for Communities of Learning | Kāhui Ako. This will support accurate diagnoses of the learning challenges and appropriate pedagogy to respond, set and measure the actual impact on student learning and achievement.

To optimise the new operational framework that Communities of Learning | Kāhui Ako offer, we are exploring how bundled packages of services can be developed in the areas of property management, back-office business services and ICT support and we are creating a menu of external providers. In time, support for additional areas can be added. Taking this approach will generate economies of scale and enable principals and teachers to focus more on their core business of raising student achievement.

## Investing in leadership and supporting high-quality teaching

School boards can apply for a PRA. The allowance is designed to help attract a wider pool of experienced applicants to a vacant principal role in our struggling schools. It will help New Zealand's most high-need schools and kura attract highly effective principals who can provide the leadership needed to lift student achievement. A total of 38 schools have expressed an interest in offering the PRA and, of these, 19 had been approved to offer it by 30 June 2016 and 11 principals had been appointed with the allowance.

We expect that each Community of Learning | Kāhui Ako will have a number of teachers sharing their subject and practice expertise to get the best out of the combined strengths of their colleagues. Teachers are also provided with new career opportunities through opening their classrooms as models of learning for other teachers within schools that are part of a Community of Learning | Kāhui Ako.

There are now over 300 across-school and within-school teachers appointed to the new roles.

### No school is an island

A group of schools in West Auckland are collaborating by sharing their knowledge and ideas to help all their students to achieve.

The Waitakere Community of Learning| Kāhui Ako is made up of 12 West Auckland schools: Birdwood School, Henderson North Primary, Holy Cross School, Pomaria Primary, Ranui Primary, St Paul's School, Summerland Primary, Western Heights Primary, Henderson Intermediate, Liston College, St Dominic's College and Waitakere College.

"The process of bringing the schools together started in late 2014 and took time, but from a broad and varied place we emerged with a shared purpose and vision," Waitakere College deputy principal and Community of Learning | Kāhui Ako leader Shona Smith says. "It's important each school in the Community of Learning | Kāhui Ako maintains its uniqueness and is successful, but it's just as important for each school to work together to maximise teaching quality and lift educational achievement for every student."

By combining resources, the schools that make up the Waitakere Community of Learning | Kāhui Ako are now working to address particular areas that need positive change; that change includes raising achievement levels for Māori and Pasifika students in reading, writing and maths, increasing the percentage of Māori and Pasifika leaving school with

NCEA Level 2 or higher and improving the retention of Māori students.

## Supporting innovative teaching

The Teacher-led Innovation Fund is an \$18 million pūtea/fund running to June 2020. It supports the development of innovative and effective teaching practices to improve learning outcomes and share the innovations that work across schools so that they become common practice. Improved learning outcomes are sought for Māori and Pasifika students, students with special education needs, and children and young people from low socio-economic backgrounds.

We have received 309 initial proposals and 134 full applications from schools for teacher-led research projects, of which 86 projects were successful in winning \$6.27 million of funding.

We expect the first analysis of project outcomes later in 2016. For research projects completed since the inception of the fund, so far 100% have resulted in the spread of new teaching practices.

The second tranche of 46 projects (\$3.6 million) began implementation on 1 July 2016.

## Supporting Māori students to achieve their full potential

Nearly one in four students in our total student population is Māori. We have continued to progress the strategy *irKa Hikitia – Accelerating Success 2013-2017*, which sets out our commitment to improve outcomes for Māori students through the education system.

Despite our focus, these students still face significant inequity which increases as they go through the education system. Māori children are:

**3%** less likely to participate in early learning before starting school

**19%** less likely to be achieving at or above National Standards

**22%** less likely to achieve NCEA Level 2<sup>2</sup>

## Targeting efforts to improve results

Our efforts are succeeding in raising Māori achievement and reducing disparities in many areas. Significant improvements have been made in early years and NCEA, but achievement in primary has not improved.

We have continued to provide a range of resources to engage, support and accelerate students' learning in both Māori and English-medium education settings. We have implemented Mauri Tū Mauri Ora, delivering literacy and numeracy programmes and tools in Māori-medium schools and kura to accelerate progress and raise achievement for ākonga identified as priority learners in Years 1 to 8.

Our targeted initiatives for students at-risk of not achieving (page 29) also support Māori, and we are seeking to boost tertiary achievement as outlined on pages 36-37.

## Engaging parents, whānau and iwi

We continued to provide information and resources, through workshops, community presentations and regional events, for parents and families to support their child's education. Through this work, we have identified consistent knowledge gaps. Our future efforts will address these to increase parents' confidence to engage with learning centres and support their children's learning.

We have relationships with a number of iwi organisations, recognising they can significantly influence and support achievement of education outcomes for Māori.

In 2015/16, we had shared outcome agreements with 29 iwi. Through these agreements, iwi developed and implemented learning support programmes and provided direct support for:

the parents/families of 3 to 4-year-old children, to enable their participation in ECE services  
primary students (Years 1 to 8) at risk of not achieving literacy and numeracy standards (as measured through National Standards/Ngā Whanaketanga)  
16 to 17-year-olds at risk of not achieving NCEA Level 2.

We have recently partnered with Te Wānanga o Aotearoa to establish Ka Hikitia Express to Success hubs in Northland, Auckland, Waikato, the Bay of Plenty and Tairāwhiti. Similar to the Pasifika PowerStations, these hubs provide weekly sessions which focus on enabling Māori parents/families to support their children's learning, and specific support for Māori 16 to 18-year-olds undertaking NCEA Level 2 or an equivalent qualification. While the focus is on 16 to 18-year-olds, children of all ages are welcome at the hubs, ensuring the entire whānau is benefitting from the focused support to improve education outcomes.

## Supporting Māori language and culture in education

Māori students' learning achievements are strongly linked to their wellbeing from having a clear sense of identity and foundation in Māoritanga. Achievement data shows that Māori students in Māori-medium education settings acquire NCEA qualifications at rates higher than Māori in English-medium settings.

We worked across the Ministry and with education sector agencies to improve the alignment and accountability of initiatives targeted at learners of te reo, aligning them with the priorities expressed in *Tau Mai Te Reo – The Māori Language in Education Strategy 2013-2017*.

Most Māori students (66.8%) are learning te reo in an English-medium setting. Only (9.5%) of Māori students learn te reo in Māori- medium education.

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<sup>2</sup> These statistics are calculated as Māori students compared to non-Māori students.

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## Supporting Pasifika students to achieve their full potential

## Targeting effort to achieve improved results

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The *Pasifika Education Plan 2013-2017* (PEP) sets out Ministry and education sector activities designed to accelerate and raise the educational achievement for Pasifika learners. The PEP puts Pasifika learners, with their parents, families and communities, at the centre of the education system. This is so that all initiatives respond to the identities, languages, cultures and aspirations of each Pasifika group and deliver a consistently high-quality and effective education for Pasifika success.

Our targeted initiatives for students at-risk of not achieving (page 29) also support Pasifika, and we are seeking to boost tertiary achievement as outlined on pages 36-37.

Over the past year, the educational outcomes for Pasifika students have improved with:

increased participation in ECE

higher levels of attainment of National Standards and NCEA Level 2.

## **Engaging Pasifika parents, families and communities**

A core element of implementation of the PEP is Pasifika PowerUP, an education programme which actively helps Pasifika parents and families to support their children's learning, and provides academic assistance for secondary and primary students. Delivered at 15 PowerStations in community settings, PowerUP is helping accelerate Pasifika participation in early learning, and engagement and achievement in National Standards and NCEA.

Benefits are already visible from the nationwide rollout of the PowerUP programme in 2015. Over 1,700 families were involved, with high numbers of secondary and primary students eager for extra support. Parents and families are gaining a better understanding of the education system. They are becoming more confident to support their children's education, engaging more often with their teachers and schools, and are better placed to make informed decisions to help their children's learning.

Together with our education sector partner agencies, we have established partnerships with national Pasifika organisations and church communities to leverage off their network of Pasifika parents and families and better engage parents and families in their children's education.

These partnerships seek to identify areas where we can collaborate to raise the value of education and drive actions and innovations that support Pasifika learners to become successful achievers in education.

Through our Pasifika Organisations Partnership Strategy, we have worked with the Tamariki and Youth of Manukau Trust, a social service provider handling referrals from Child, Youth and Family. This has strong connections with vulnerable families living in Otara North. The Trust has enrolled almost 40 pre-school children who were not previously engaged in ECE, as well as receiving Targeted Assistance Programme funding to build an ECE centre by December 2016.

We have also worked with each Pasifika church denomination, through our Pasifika Church Partnership Strategy, to champion our Early Learning Taskforce work, help co-construct early learning solutions and increase demand for ECE.

### **PowerUP – accelerating engagement**

In 2015, 15 PowerStations delivered an 18-week programme which meant participants could spend more time familiarising themselves with information and putting their newly acquired knowledge into practice.

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It was noted that not only were parents and caregivers attending with their young people, but grandparents, aunts, uncles, older siblings and church youth leaders also stood in for parents when registering and bringing children to the PowerStations.

The programme achieved a number of positives on a national level including:

a dedicated channel with Pasifika parents, students, families and communities that we can utilise when needed such as for consultation around the Education Act Update

a presence in remote areas across New Zealand where Pasifika would normally have been excluded. For example we received positive feedback from these communities in Rotorua and Dunedin regarding their PowerStation and have seen strong community support for the PowerStation and the provider

high engagement and participation by parents and students, particularly in the third and fourth terms.

The PowerStations were located across the country, including Christchurch, Dunedin, Rotorua, Auckland and four in the Wellington region. With 72% of all Pasifika students living in the Auckland area and almost 50% of that number living in Manakau, eight PowerStations were placed in Auckland.

### **Strengthening inclusion**

We want a fully inclusive education system where all children get the learning support they need to make progress and achieve to their very best throughout their education.

## **The Learning Support (previously Special Education) Update**

During 2015, we engaged widely about proposed improvements to an inclusive education system for all children and young people. We held 156 engagement forums with over 3,650 people across New Zealand, including parents, families and educators. The Learning Support Update is looking at the whole education system from early childhood through to tertiary education.

The engagement findings were released in December 2015, together with the *Update Action Plan*. At the same time we began a number of local projects to start making immediate improvements to our current specialist services while building readiness for further change.

### **Implementing immediate improvements**

Most local projects focus on children and young people's transitions through the system and the early identification of their support needs. We are collaborating locally with sector partners including resource teachers, special schools, early learning centres, schools and Communities of Learning | Kāhui Ako.

We are already seeing early results from these projects, including:

better transitions from ECE to primary school

simpler processes for parents and educators to access the support their children need

earlier and better support for early childhood learners.

## Modernising learning support

Since the end of 2015, we have continued working with our sector partners and others to design a simpler and more inclusive education system.

We are strengthening inclusion and modernising learning support in four key ways:

developing an outcomes framework with clear measurable goals to strengthen accountability and provide system-wide performance information

improving investment decisions for earlier interventions that are based on understanding learners' needs and what services work for whom

reviewing priority specialist services to improve flexibility

more effective and simpler services that are easier to access, timely and appropriate.

We started the detailed design of a new service delivery model that is child-centred, collaborative, features learning plans for individuals and has a single point of contact and accountability. The Minister of Education released Cabinet decisions on the Ministry's next steps and we are aiming to start national implementation from 2017.

## Maintaining and improving services

During 2015/16, we have directly provided or funded specialist services and support to over 35,000 children and young people with additional learning needs.

We have reduced the average length of time children and young people have to wait for support to be provided following a referral, from almost 80 days in January 2016 to 73 days by June 2016.

We continued to fund resource teachers to work with teachers, schools and kura to support over 15,000 Year 1 to 10 students with learning and behavioural difficulties. These resource teachers have a particular focus on supporting Māori and Pasifika students, and children and young people moving into state care.

Our Intensive Wraparound Service (IWS) has supported over 320 children and young people who were struggling to stay at school and learn. These children struggle due to their highly complex and challenging educational, behavioural and social issues at school, in their families and whānau, and within their communities. The *Patterns of Student Progress in the Intensive Wraparound Service* report released in March 2016 showed that children have benefitted significantly while receiving IWS support.

We continued to monitor the satisfaction of parents and educators of children and young people who receive a special education core service from the Ministry. The number of children receiving a special education core service continues to increase, reflecting in part the increases in both the pre-school age population and school rolls. The number of children receiving our early intervention services has further grown due to the increased participation in ECE as this is where most of our referrals for that service come from.

Our 2015 client satisfaction survey found:

71% of respondents (78% of parents and 63% of educators) were satisfied with the overall quality of the services provided

69% of respondents (76% of parents and 61% of educators) were satisfied with the child's progress after receiving the service.

Both of these results fell short of our stretch targets of 85%.

The two areas that parents and educators were most satisfied with were being treated fairly (83%) and the competence of our special education staff (80%).

Parent and educator satisfaction with the Ministry's special education services.

[Long description: Parent and educator satisfaction with the Ministry's special education services graph](#)

We have a number of initiatives underway to improve parent and educator satisfaction in the future:

- undertaking a number of service improvement projects across the country as part of the Learning Support Update
- increasing practitioners' use of an Outcome Measurement Tool, which helps quantify the progress made by each child after receiving a special education service
- ensuring more communication with parents, educators and other members of the team around the child
- targeting our staffing better to provide specialist services more quickly and reduce waiting times and waitlists
- undertaking more detailed analysis of the 2015 survey to inform medium and longer-term improvement actions.

## Strengthening capability and inclusive practice

We have developed a range of resources to improve inclusive practice in schools including:

- an inclusive education website with more than 20 'how to' guides to help teachers and school leaders meet the needs of diverse learners
- inclusive practice and the school curriculum website, which gives practical strategies to adapt teaching and learning activities
- videos from New Zealand classrooms, teachers, teacher aides and students looking at how to support learning and positive student outcomes.

We also delivered training to around 1,800 resource teachers, learning support coordinators, deputy principals and staff on these new resources and the inclusive themes within them.

## Image long descriptions

### Long description of Parent and educator satisfaction with special education services graphs

#### Satisfaction with the overall quality of service delivery

Graph showing satisfaction of parents and educators with the overall quality of service delivery since 2011 (excluding 2014):

2011: parents – 76%, educators 64%  
2012: parents – 78%, educators – 63%  
2013: parents – 76%, educators – 67%

2015: parents – 78%, educators – 63%, with a target of 85%

**Satisfaction with child's progress**

Graph showing satisfaction of parents and educators with the child's progress since 2011 (excluding 2014):

2011: parents – 76%, educators, 64%

2012: parents – 74%, educators – 59%

2013: parents – 75%, educators – 64%

2015: parents – 76%, educators – 61%, with a target of 85%

Note: No annual survey was undertaken in 2014.

**Lifting education outcomes for students at risk of not achieving**

We are working to ensure that we have a more student-centric education system that supports every learner to be successful. Strong foundation skills and support for students at risk of not achieving need to be the norm and not the exception.

**Better monitoring and improved participation**

Participation in education has a significant impact on students' achievement levels. Every day a student is not at school is a day they are not learning and we all have a part to play when it comes to keeping students in class. Schools, along with parents and guardians, are legally responsible for ensuring children are attending.

Our current measure of the national average attendance rate (see page 58) is based on a week-long national snapshot and showed an increase from 88% in 2014 to 90% for 2015.

In 2015/16, we expanded the scope of the annual attendance reporting to include measurement of attendance across the whole of Term 2, with a student who attended more than 90% of half days classified as attending school regularly. This does not mean we regard 90% as adequate for learning; it is the threshold we are using to benchmark attendance. This information should help school leaders and other education sector representatives understand patterns of attendance in New Zealand schools and how these affect achievement.

**Half-day attendance in Term 2 2015 by ethnicity**

Half-day attendance in Term 2 2015 by ethnicity.

[Long description of half day attendance graph](#)

In 2015, 69.4% of students attended school regularly compared to 68.7% in 2014. Māori and Pasifika students had the lowest regular attendance rates, 56.7% and 60.6% respectively. Our analysis of Years 7 to 11 students in 2015 also showed that attendance in Years 9 to 11 was the most significant predictor of achieving NCEA Level 1 in Year 11. This indicates that it is never too late to raise a student's chances of achieving by improving their attendance.

We provide a range of support for schools to address poor attendance, and in the most severe cases of non-attendance schools can request the support of the integrated Attendance Service. About 71% of schools (1,720) are signed up to use the service, up from about 60% (1,488) in 2014.

In 2015, age-standardised stand-down rates fell for the ninth consecutive year, and age-standardised stand-down, suspension and exclusion rates are at their lowest in 16 years of recorded data. Schools continue to stand-down, suspend and exclude more Māori students than any other ethnic group.

PER 1,000 STUDENTS	2014	2015	CHANGE
Stand-downs	19.8	19.4	↓ 0.4
Suspensions	3.7	3.6	↓ 0.1
Exclusions	1.4	1.4	No change
Expulsions	1.2	1.6	↑ 0.4

Male students are more than twice as likely to receive a stand-down, suspension or exclusion, and over four times more likely to be expelled than females. Expulsions can only be received by learners aged 16 and over, where there is no requirement that they stay in the schooling system.

## Creating a positive environment for learning

Positive Behaviour for Learning (PB4L) is a long-term, systemic approach involving several initiatives. These include whole-school change initiatives, targeted group programmes and individual student support services. These initiatives help parents, whānau, teachers, early childhood centres and schools address problem behaviour, improve children's wellbeing and increase educational achievement.

The diagram on page 29 illustrates how PB4L initiatives work together to create a portfolio of interventions and supports.

During 2015/16, the New Zealand Council for Educational Research (NZCER) reported on the evaluations of three PB4L initiatives – PB4L School-Wide, Incredible Years Teacher (IYT) and Check and Connect.

### **PB4L portfolio of interventions and supports**

PB4L portfolio of interventions and supports.

[Long description of the PB4L portfolio of interventions and supports](#)

With more than 680 schools implementing the framework, PB4L School-Wide benefits over 270,000 students. The evaluation found the programme had several positive impacts, such as decreases in stand-down, suspension, exclusion and expulsion rates, increases in student engagement and decreases in major behavioural incidents.

To December 2015, the IYT programme had been delivered to over 12,000 teachers and early childhood educators. The evaluation completed in 2015/16 reported large positive differences in target students' engagement and learning, teachers' confidence in managing student behaviour and frequent use of new IYT teaching techniques.

Check and Connect has been piloted in 20 schools with 255 students participating. The 2015/16 NZCER evaluation of this programme showed an increase in wellbeing with the majority of participants reporting they had a clearer sense of their own strengths and better ways of dealing with things that used to upset them.

We have developed a range of resources and information for schools, parents and other organisations and launched the interagency website ([bullyingfree.nz](http://bullyingfree.nz)) during the inaugural Bullying Free Week in May 2016.

We also published the 2015 edition of *Bullying Prevention and Response: A Guide for Schools*, which was developed by the Bullying Prevention Advisory Group, chaired by the Secretary for Education. It emphasises the role of the community in preventing bullying and supports schools to create positive environments in which bullying cannot thrive.

## **Targeted initiatives to provide additional support**

Year 9 Plus is an initiative that tests whether we can change outcomes (for students who traditionally would not attain a Level 2 qualification) by intervening early.

Through a trial in the wider Gisborne region, approximately 100 Year 9 students have been matched with Champions from their communities to support (and learn from) their journeys. The Champions will follow this cohort through their secondary education until they leave school.

In 2015/16, we developed and implemented Count Me In which is a multi-partner 'impact' intervention, a 2-year programme ending in June 2017. This programme:

provides targeted and tailored support to Māori and Pasifika 16 to 18-year-olds who are outside the education system to re-engage in learning and attain NCEA Level 2 or an equivalent qualification  
complements efforts by the Ministry and other education agencies to rapidly lift outcomes for Māori and Pasifika young people within the formal education system.

To monitor progress, we use case management data from reports on each young person's progress through the stages of the Count Me In intervention methodology. This also enables us to identify emerging issues, and work proactively with parents/ families, providers and/or other agencies to address these.

We also developed the At-Risk of Not Achieving (ARoNA) initiative. ARoNA aims to ensure at least 85% of Māori and 85% of Pasifika 18-year-olds achieve NCEA Level 2 or equivalent in 2017. We worked with secondary schools to identify and secure additional supports for those students at risk of not achieving NCEA Level 2 or an equivalent qualification.

Twenty-eight Service Academies were supported through 2015 with the core performance measures being surpassed. Eighty-one percent of students remained with the school throughout the 2015 academic year and, of those students, 83% finished the year with NCEA Level 1 Literacy and Numeracy. A new Academy was added in Kaitiāia for 2016, bringing the total to 29.

For information on Trades Academies see pages 34 and 35.

## **Providing Partnership Schools as another schooling option**

The Government has continued to invest in Partnership Schools to provide another option to help raise educational achievement, in particular for groups of students who have been under-served by the mainstream system.

Nine Partnership Schools/Kura Hourua Schools were operating at the beginning of 2015 in Auckland and Northland,

and a third round of procurement was conducted in 2015/16 with contracts for two further schools currently being prepared. The contract for one school – Te Pūmanawa o te Wairua in Whangarei – was terminated, and the Ministry worked with the school's Trust Board, students and whānau to help the students to transition to other education options.

While it is too soon to be able to fully assess the impact Partnership Schools have had in providing positive educational outcomes, the schools appear to be achieving positive results for students. Information, including reporting by schools on performance measures, is being proactively released on the Ministry's website.

## Image long descriptions

### Long description of half day attendance graph

Graph showing half day attendance in Term 2, 2015 by ethnicity:

#### Māori:

0-75% of half days – 12.6%

75-85% of half days – 16.8%

85-90% of half days – 14.0%

90-95% of half days – 23.6%

95-100% of half days – 33.0%

#### Pasifika:

0-75% of half days – 10.8%

75-85% of half days – 15.5%

85-90% of half days – 13.1%

90-95% of half days – 22.8%

95-100% of half days – 37.7%

#### Asian:

0-75% of half days – 4.2%

75-85% of half days – 7.2%

85-90% of half days – 8.5%

90-95% of half days – 20.2%

95-100% of half days – 59.9%

#### Other:

0-75% of half days – 5.4%

75-85% of half days – 10.1%

85-90% of half days – 10.6%

90-95% of half days – 22.4%

95-100% of half days – 51.5%

#### European/Pākeha:

0-75% of half days – 5.2%

75-85% of half days – 10.4%

85-90% of half days – 11.7%

90-95% of half days – 24.6%

95-100% of half days – 48.0%

Total:

0-75% of half days – 7.0%

75-85% of half days – 11.7%

85-90% of half days – 11.8%

90-95% of half days – 23.6%

95-100% of half days – 45.8%

#### Long description of the PB4L portfolio of interventions and supports

Image showing the three levels of support provided by the Positive Behaviour for Learning (PB4L) approach.

**Whole of school change approaches** are designed for all students and staff. Pb4L initiatives include PB4L School-wide and PB4L Restorative Practice (these programmes run across all levels of support), Huakina Mai, My FRIENDS Youth, WellBeing@School and PB4LOnline website.

**Targeted programmes** are designed for students who need additional support, often working in small groups. PB4L initiatives include Incredible Years Parent, Incredible Years Teacher and Te Mana Tikitiki.

**Individual services** are designed for the small number of students who require individualised support tailored to their specific needs and circumstances. PB4L initiatives include the Intensive Wraparound Service and Check and Connect.

## New Zealanders have skills and knowledge for work and life

New Zealand needs an education system that provides people with the knowledge and qualifications they need to be successful in life and in an increasingly global economy.

The *Tertiary Education Strategy 2014-2019* sets the Government's priorities to improve the contribution of tertiary education to New Zealand. The Strategy contributes to the Government's ambitious goals, through the BPS targets and Business Growth Agenda, to improve economic and social outcomes for all New Zealanders. It has six strategic priorities:

- Delivering skills for industry
- Getting at-risk young people into a career
- Boosting achievement of Māori and Pasifika
- Improving adult literacy and numeracy
- Strengthening research-based institutions
- Growing international linkages.

These priorities demonstrate a shift towards a more relevant tertiary education system with strong links to industry, the community and the global economy. During 2015/16, we continued to work with the sector and other agencies to implement the Strategy and deliver more relevant, responsive tertiary education that supports all New Zealanders to succeed.

### Delivering skills for industry

All students need to know the skills and qualifications that are valued by employers, and that will enable them to build

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a career and achieve their goals. As well as giving students better information, we are using this information in strategic planning and investment decisions.

## Boosting workforce skills

On average, people with higher levels of qualification are more likely to participate in the labour market, face lower risks of unemployment, have greater access to further training and receive higher earnings.

The financial returns for completing high-level tertiary qualifications are strong. In 2015, the earnings of New Zealanders with a bachelors degree or higher qualification were 65% higher than for people with no qualification.<sup>3</sup> People with a tertiary qualification are also less likely to be unemployed than those with no qualifications.

As the number of young people achieving NCEA Level 2 increases, we need to focus on progressing young people into NCEA Level 3 and further education at Level 4 or above. The Government has a BPS target to increase the percentage of 25 to 34-year-olds who have a qualification at Level 4 or above. In 2012, a target of 55% for 2017 was set. In 2014, the Government revised the target to 60% as it was expected the 55% target would be met before 2017.

In the year to June 2016, 56.5% of 25 to 34-year-olds had a qualification at Level 4 or above, up from 53.5% in the year to June 2015.

We continue to address system issues to ensure schools and tertiary providers have progression pathways linked to industry needs, and approaches to support all young people in their transition into study at Level 4 or above, and into careers.

## Indicator 4 Increase the proportion of 25 to 34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above)

Better Public Services: Boosting Skills and Employment, Result 6

(ALL NUMBERS %)	JUNE 2015	JUNE 2016	CHANGE (% POINTS)	REVISED TARGET 2018
25 to 34-year-olds	53.5	56.5	↑ 3.0	60.0

## Sharing and using information more effectively

Most students expect their tertiary study will get them a job and improve their career prospects. However, these expectations are often based on unreliable data and anecdotes. From 2017, provider-level employment outcomes information on things such as employment rates and earnings for graduates will be published to help prospective students make good decisions about what and where to study. During 2015/16, all universities, institutes of technology and polytechnics, wānanga and a large number of private training establishments consented to the release of their data. We also worked with the Industry Training Federation to determine the most appropriate data to extract to measure outcomes for industry training organisations.

The Student Loan Scheme valuation is an annual process to ensure we have strong, reliable information about the costs and performance of the scheme. This information helps us focus on improving affordability and outcomes for students and government.

During 2015/16, following monitoring of student loan borrowing limit policies, we introduced changes to increase the support available to graduate-entry students studying long professional undergraduate programmes. Graduate-entry students in medicine, dentistry, optometry and veterinary science can now access government assistance to pay their tuition fees for 1–2 years longer than previously.

## **Improving employer linkages**

Through initiatives such as ICT Graduate Schools and Trades Academies, the Ministry and our partner agencies have encouraged stronger links between providers and employers. These initiatives include new approaches, such as internships, clusters and employers working directly with tertiary education providers to establish effective pathways and partnerships, to support programme development and course design.

During 2015/16, we engaged in over 45 secondary-tertiary-industry partnerships to support the development and implementation of sustainable pathways from secondary to tertiary education and employment. We also worked with regional economic development agencies to ensure education plays a central role in economic development.

## **A more effective tertiary funding system**

During 2015/16, we worked across the tertiary education sector to improve the effectiveness and efficiency of the funding system so it can better meet demand and promote relevance.

Following a review of appropriations, the Government has increased the flexibility of funding. This has eliminated the timing issues which previously prevented the TEC from reallocating funding across tertiary education organisations, for example, when there were changes in student demand.

In 2015/16, we used the New Zealand Benchmarking Tool (NZBT) to establish where there are imbalances between funding and costs. The NZBT provides a consistent approach to allocating income, expenditure and equivalent full-time student data to different areas of institutional activity. This analysis informed our Budget 2016 advice on tuition subsidies. This resulted in targeted tuition funding increases for science at degree-level and above (5%), agriculture and horticulture at degree level and above (16%), veterinary science at degree level and above (9%) and undergraduate medicine (6%) announced at Budget 2016.

To direct investment away from low value delivery, we provided advice on the use of national-level employment outcomes data. The TEC used this to inform their investment plan negotiations with tertiary education organisations in 2015/16. We also supported the Ministry of Business, Innovation and Employment to develop advice on the use of skills and occupational demand forecasts to identify areas of potential equivalent full-time student growth. This was part of the 2017/18 Investment Plan round.

During 2015/16, we worked with the Ministry of Social Development's Youth Service to improve how it operates with education programmes (for example the Youth Guarantee programme) so that services are targeted to those young

people who most need them.

<sup>3</sup> Profile & Trends 2015: Tertiary Education Outcomes and Qualification Completions.

### Getting at-risk young people into a career

New Zealand has a significant proportion of young people who are not in education, employment or training. To help them succeed, we are working to increase education retention and reconnect those who have already left the system.

## Indicator 5 Decrease the proportion of the youth population not in employment, education or training

(ALL NUMBERS %) <sup>4</sup>	YEAR TO JUNE 2015	YEAR TO JUNE 2016	CHANGE (% POINTS)
15 to 19-year-olds	7.6	7.2	↓ 0.4
20 to 24-year-olds	15.1	15.0	↓ 0.1

During 2015/16, we developed a cohort-based dataset to look at the education and labour market outcomes for young people as they move from school into tertiary education and/or employment. This will improve our understanding of the risks to participation and achievement. A preliminary report was published in June 2016 and the framework and modelling will be completed by the end of 2016. This work ensures resources are well targeted to support the success of all learners in tertiary education.

We are also making it easier for sole parents to make the decision to move off benefits and into full-time study. New rates of accommodation support for sole parents were implemented from 1 July 2015, to better align the support available across the student support and benefit systems.

### Leading Youth Guarantee

Working with the TEC, we continue to lead the Youth Guarantee programme, which is intended to increase the educational achievement of 16 to 19-year-olds by making the education system more responsive to their needs. Youth Guarantee also aims to improve retention and progress young people into further learning, training or work by providing more learning opportunities, making better use of the education network and creating clear pathways from school to work and study. The Youth Guarantee programme includes Vocational Pathways, Youth Guarantee partnerships, secondary-tertiary programmes (such as Trades Academies) and fees-free places.

We published the *Youth Guarantee Monitoring Report* for 2013 in August 2015 and developed the 2014 *Monitoring Report*. They looked at the education and employment outcomes from fees-free places and Trades Academies. They also showed that both programmes were effective at retaining young people in education and increasing the achievement of NCEA Level 2. They were also effective at improving employment outcomes. However, they are not yet effective in enabling more young people to progress to higher-level tertiary education, or in reducing the proportion

of young people who are long term not in employment, education or training. The extension of Vocational Pathways to Level 3 and the launch of FindMyPath (both discussed on pages 35 and 36) will assist learners to make informed choices about higher-level tertiary education and employment pathways.

## **Boosting Trades Academies**

Trades Academies deliver trades and technology programmes to secondary students through partnerships between schools, tertiary institutions, industry training organisations and employers. They provide students with a greater number of study options, give them clear post-school pathways by providing a head start in training for vocational qualifications, and improve the responsiveness of schools to business and economic needs.

To help improve employment outcomes, an additional 940 Trades Academy places have been funded per year from 2016, increasing the total places available to 6,190. This means there is now one Trades Academy place per 26 students (compared to one place per 31 students in 2015). The additional Trades Academy places will support achievement of the BPS Result 5 target and equity targets.

In 2015/16, the Southern Institute of Technology was recognised as a Trades Academy lead provider, with a new Trades Academy to open in Southland in 2016. This means locally-based Trades Academies are now in every region of New Zealand.

### **Learning on the job at WelTec's Trades Academy**

While still at school, a 19-year-old realised he had a natural ability in carpentry and excelled in it as part of his design and technology course at Wellington's Onslow College.

Signing up to WelTec's Trades Academy opened the door for him to achieve NCEA Level 2 and a Vocational Pathways Award in Construction and Infrastructure.

He is now studying towards a Level 3 Certificate in Carpentry which includes learning on the job with a qualified builder. This practical component ensures students gain the knowledge of how to operate in a real work environment and are able to learn both inside and outside the traditional classroom.

He is now on a clear pathway to his building dream and one day aims to run his own construction company.

Trades Academies places since 2011.

[Long description for Trades Academy statistics](#)

Our work with the TEC on Trades Academies won an IPANZ Award for Excellence in Achieving Collective Impact in July 2016. This recognises the impact Trades Academies have in motivating students to get real, hands-on experience, an NCEA Level 2 qualification and a head start in their future career.

Secondary-tertiary programmes (STPs) are a partnership between schools, tertiary providers, local communities and employers to provide young people with better education and employment opportunities.

There is a growing demand for more skilled workers from New Zealand industries. Using Vocational Pathways, young people can gain the necessary foundation-level education and skills training that employers want. STPs provide more relevant learning options for them to remain in education and acquire the knowledge and skills that local communities

need.

Of all the students who exited the STPs (including Trades Academies) in 2015, 77.2% (or 3,154 students) had achieved NCEA Level 2 or equivalent by the end of the calendar year. This is consistent with the 2014 result, also 77.2%, showing how STPs are able to support more at-risk students to achieve.

## Extending Vocational Pathways

During 2015/6, we refined the Vocational Pathways to ensure coherent, consistent and balanced assessment opportunities are available for learners across all six Vocational Pathways. The Vocational Pathways provide new ways to achieve NCEA Levels 1, 2 and 3 and develop pathways that progress to further study, training and employment. They align learning to the skills needed for industry, providing a framework for students to see how their learning and achievement is valued in the workplace.

The recently introduced Vocational Pathway Awards also show more students are undertaking a course of study at school that can lead to continued study, training and employment. Of the 2015 school leavers with NCEA Level 2, 29.4% had a Vocational Pathway Award. 2016 is a transition year, during which students are able to gain Vocational Pathways Awards from both the existing and refined pathways.

To improve access to tertiary education, we also extended Vocational Pathways to NCEA Level 3 in 2015/16. Level 3 is a critical bridge between school and tertiary study or training. Extending Vocational Pathways to Level 3 means students can make informed choices about study options. School-based education at Level 3 is linked with more specific vocational qualifications (at Level 3 and above) and students at NCEA Level 2 who do not intend to return to school and students at NCEA Level 3 who do not intend to go to university are supported to make decisions on their next steps.

We launched the FindMyPath mapping tool from Levels 3 to 7 in June 2016. The tool provides greater understanding of the education system and supports continued learning through Vocational Pathways. FindMyPath shows that there isn't just one pathway to a career and allows students to decide which path suits them. It supports them to think about their tertiary education and future employment earlier to ensure their study options match their aspirations.

## Image long descriptions

### Long description for Trade Academies statistics

Graph showing an increase in Trades Academy places from 620 in 2011 to 6,190 in 2016.

Infographic showing 1 Trades Academy place for every 26 students in 2016

Graph showing that participants in Trades Academies are more likely than a comparison group to achieve NCEA Level 2 by age 18 (85% for Trades Academy participants, 77% in the comparison group)

Graphs showing characteristics of 18-year-olds who had participated in Trades Academies

68% male, 32% female

32% had experienced disengagement from school

32% Māori, 11% Pasifika, 57% other

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47% from low decile schools, 35% from medium decile, 16% from high decile and 2% from other (mainly Te Kura Correspondence School).

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<sup>4</sup> Source: Revised Statistics New Zealand data following the 2013 Census.

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### **Boosting achievement of Māori and Pasifika**

The Māori education strategy *Ka Hikitia – Accelerating Success 2013-2017* and the *Pasifika Education Plan 2013-2017* provide the context for the Government's *Tertiary Education Strategy 2014-2019*, in particular the priority to boost achievement of Māori and Pasifika. We are working to ensure the tertiary education system improves the participation and achievement of Māori and Pasifika learners through all six of the *Tertiary Education Strategy 2014-2019* priorities.

While overall rates of participation in tertiary education have been decreasing over the last five years due to factors such as improving labour market conditions and increased net migration<sup>5</sup>, Māori and Pasifika participation rates remain static. Age standardised rates of participation of Māori (14.5%) and Pasifika (11.4%) show higher participation than the rate of the general population (9.8%) and of students identifying as European (9.7%).

### **Percentage of population participating in tertiary education**

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### **Proportion of all bachelor's and graduate-level equivalent full-time students enrolled in STEM**

[Empty box]

[Long description of Proportion of all bachelor's and graduate-level equivalent full-time students enrolled in STEM](#)

Māori and Pasifika Trades Training (MPTT) supports Māori and Pasifika to obtain practical qualifications leading to an apprenticeship and employment. It is raising awareness of trades training opportunities among young Māori and Pasifika and boosting the number of these learners achieving at higher levels. Policy changes, based on advice we provided in 2015, have contributed to MPTT growing to over 2,500 places in 2016, an increase of 63% on 2015. The Government intends to further scale up this initiative, which is already half-way to its goal of 5,000 places by 2019. Other changes included implementing a wider age range for eligibility, increased funding and introducing targets for female participation.

More Māori and Pasifika students are enrolling in science, technology, engineering and mathematics (STEM) based bachelors and postgraduate-level qualifications. The completion rates for Māori and Pasifika students are also improving at a faster rate compared with all students enrolled in these qualifications. In 2015, across New Zealand 645<sup>6</sup> full-time Māori students and 425<sup>7</sup> Pasifika students were enrolled in a STEM-focused postgraduate qualification.

Through projects such as Creating Communities of Young Engineers we are working across government to support Māori and Pasifika students to engage and achieve in STEM-related fields and increase their representation in STEM-related careers.

## Image long descriptions

### Long description of Proportion of all bachelor's and graduate-level equivalent full-time students enrolled in STEM

Graph showing the ethnicity of all bachelor's and graduate-level equivalent full-time students enrolled in science, technology, engineering and mathematics from 2011 to 2015:

#### European/Pakeha:

2011 – 33.9%

2012 – 34.5%

2013 – 35.4%

2014 – 36.1%

2015 – 36.9%

#### Māori:

2011 – 26.8%

2012 – 27.9%

2013 – 29.3%

2014 – 30.0%

2015 – 31.3%

#### Pasifika:

2011 – 28.7%

2012 – 29.9%

2013 – 30.4%

2014 – 30.5%

2015 – 31.5%

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<sup>5</sup> The Profile & Trends, New Zealand's Annual Tertiary Education Enrolments 2015 report provides more information on the factors driving lower participation. It is available at [www.educationcounts.govt.nz/data/assets/pdf\\_file/0010/172495/Profile-and-Trends-2015-NZs-Annual-Tertiary-Education-Enrolments-Part-1-of-6.pdf](http://www.educationcounts.govt.nz/data/assets/pdf_file/0010/172495/Profile-and-Trends-2015-NZs-Annual-Tertiary-Education-Enrolments-Part-1-of-6.pdf).

<sup>6</sup> Rounded to the nearest 5.

<sup>7</sup> Rounded to the nearest 5.

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## Improving adult literacy and numeracy

Basic literacy and numeracy skills are essential for participating fully in New Zealand society and the economy. Further training, employment opportunities, earning potential, health outcomes, financial capability and social inclusion are all enhanced by gaining sufficient literacy and numeracy skills.

New Zealand's ranking in adult literacy has improved to fourth in the Organisation for Economic Cooperation and Development (OECD), up from 12th in 1996. This country is also amongst the world leaders in problem solving using technology, skills that are increasingly called for in today's working environments.

Although New Zealand's ranking in numeracy has not increased, we have a higher proportion of New Zealanders with high numeracy skills than the average across the OECD. However, even though we are on the right track, there is still

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room for improvement.

During 2015/16, we completed a policy review of literacy and numeracy funds. Employers and providers are pleased with changes introduced to the Workplace Literacy and Numeracy Fund in 2016. This included enabling employers to form a consortium

to help workers gain literacy and numeracy support, lowering the minimum size of eligible employees from 50 to 20 and removing the 2-year maximum length of funding.

We are proposing further changes for 2017 to continue to improve the literacy and numeracy outcomes for learners, particularly those within the workplace. One of these changes is extending the Workplace Literacy and Numeracy Fund to include industry trainees.

In addition, from 2016, around 600 more places will be available in the Workplace Literacy and Numeracy Fund with up to 900 more available in 2017. The amount of training available to each learner through both the Workplace Literacy and Numeracy Fund and the Intensive Literacy and Numeracy Fund is also increasing. This greater flexibility supports adult learners in lifting their skills, and demonstrates our commitment to improving workplace productivity and supporting personal success.

In 2015/16, we provided advice on the funding and implementation of the final stage of the Government's commitment to make foundation education fees-free for under-25s. This enables second-chance learners to gain the basic skills they need to progress to higher study or to gain employment.

Budget 2016 provided \$2.3 million additional funding over 4 years to maintain the Refugee English Fund, which provides fees-free study for refugee background learners in English for Speakers of Other Languages courses at Level 3 and above. Around 700 places are funded per year.

### **Strengthening research-based institutions**

To better recognise the relevance of research to end users, during 2015/16, we supported the TEC with the implementation of the actions from the Performance-Based Research Fund (PBRF) review and the expansion of the Centres of Research Excellence (CoREs).

CoREs are inter-institutional research networks, with researchers working together on commonly agreed work programmes. They support growth in research excellence and make a strong contribution to New Zealand's development of world class researchers.

The PBRF assesses the research performance of degree-granting tertiary education organisations in New Zealand and allocates funding based on research performance. During 2015/16, the PBRF increased to \$300 million per annum. To support growth in research excellence, it has funded four additional CoREs (increasing the total to 10), including one focused solely on Māori research. We also provided ongoing input into science and innovation policy. During 2015/16, we worked alongside the Ministry of Business, Innovation and Employment to help progress the Research, Science and Innovation Statistical Domain Plan and proposals from universities that aim to improve tertiary sector-driven entrepreneurship and innovation.

### **Growing international linkages**

A global market for skilled workers, strong international competition in tertiary education, and the Government's ambitious goal to increase the value of international education to \$5 billion by 2025, make building the international

relevance of New Zealand's education system a priority.

The benefits of international education extend beyond the economic contribution. Young New Zealanders are given the opportunity to live and learn alongside people from other countries, increasing their understanding of other cultures and boosting our links with the world.

All government agencies working in international education need to be well connected to achieve the goals of the Government's Leadership Statement for International Education. The Ministry and our partner agencies support providers to create enduring relationships with overseas partners and showcase the quality of New Zealand's tertiary education system. In 2015/16, the Chief Executives Board for International Education was established to drive a work programme, with international student wellbeing one of its first priorities.

We worked with other agencies to look at the integrity of international education in New Zealand, in response to concerns raised about the safety and wellbeing of some international students. We also worked on projects such as the regulatory levers for quality in international education and the International Student Support Framework.

The new Education (Pastoral Care for International Students) Code of Practice which came into force on 1 July 2016 makes it clear that all New Zealand tertiary providers are responsible for the activities of their agents. With a sharper focus on outcomes, it requires that international students are provided with accurate, reliable information to make informed choices before they arrive and are fully informed about the advice and services available to them while they are here.

The new Disputes Resolution Scheme (DRS) for international students also came into force on 1 July 2016. The DRS will resolve contractual and financial disputes between international students and education providers. The existing International Education Appeal Authority and Review Panel will be disestablished but will continue beyond 1 July to complete all existing cases. All complaints reported after 1 July will be addressed under the new Code of Practice and DRS rules.

New Zealand's commercial and social linkages around the Pacific Rim mean our people and businesses need to be more culturally aware and capable. We introduced policy initiatives to simplify and clarify eligibility settings for government funding for study overseas to reduce barriers to offshore study. It is expected that changes will be implemented by January 2017. To further equip New Zealanders with the capabilities required for the global economy, we led work to increase support for international cultural and language learning for New Zealand students, particularly with our key trading partners in Asia.

We represented New Zealand's education interests in international fora during 2015/16, including chairing the OECD Education Policy Committee meetings, and supporting the Chair of the New Zealand National Commission for the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and our Secretary-General at the 2yearly UNESCO General Conference.

## **International education – a growing sector**

New Zealand is known for offering high-quality learning experiences, lifestyle opportunities and qualifications that provide skills for the future. In 2015, New Zealand's international education industry grew 13% to 125,011 international student enrolments. The International Education Snapshot Report for 2015 shows growth in every region of New Zealand, with tuition fee income from international education topping \$1 billion for the first time. The fastest-growing

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markets for New Zealand education in 2015 were India, China and the Philippines. The government agencies working in international education work to ensure that student recruitment in fast-growing markets is done within our rules and regulations, and the monitoring of the sector evolves and strengthens as the sector grows.

## **Effective stewardship of the education system**

The Ministry of Education is the lead advisor to the Government on education – early childhood education, primary and secondary education and tertiary education. We are also the steward of the education system. Stewardship in this context means two key things:

- a focus on the long-term health and performance of the education system as a whole, and
- the provision of support to enable sector leaders to raise achievement, where needed.

Our stewardship priorities outline the ongoing support and services we provide to maintain the education system, and grow achievement and engagement across the system.

We use international engagement to inform and benchmark our system in comparison with other high-performing education systems globally, and to showcase aspects of New Zealand best practice in education internationally.

### **Achieving more through effective collaboration**

## **Government education agencies working collaboratively to maximise results**

During 2015/16, a group of seven education agencies worked together with the State Services Commission to develop a 10-year vision and four-year excellence horizon for a learner-centric system using a Performance Improvement Framework approach.

Following this shared vision and planning process, we have committed to jointly addressing the key areas where we see the most need for, and the most potential impact of, a collaborative approach.

We will jointly power up learners, parents, communities and employers to influence the quality of teaching and learning and lift achievement.

We will also improve our information management and technology providing the evidence, data and knowledge to allow these groups, education professionals and government agencies to make the best possible decisions.

The education system agencies working together on these priorities are: the Ministry of Education, Careers New Zealand, the TEC, the New Zealand Qualifications Authority, the Education Review Office, Education New Zealand and the Education Council.

Through the Education System Stewardship Forum, these seven agencies and Te Aho o Te Kura Pounamu – the Correspondence School and the Network for Learning have regular dialogue identifying opportunities to improve system performance through better collaboration.

A key initiative has been developing the digital strategy which is focused on delivering a digitally-enabled education system that puts learners at the centre of our thinking.

Along with the Ministry of Business, Innovation and Employment, as the monitoring agencies for Education New Zealand, we have also actively engaged in their Performance Improvement Framework review, which was released in April 2016. As a follow-up to the review, we are helping Education New Zealand to develop its leadership role and ensure the government agencies working in the international education space are well connected. This involves using the new Chief Executives Board for International Education to develop a cross-agency strategy and coordinated work programme, supported by a more forward- focused Senior Officials Group, and capability support for Education New Zealand.

### **Developing a digitally-enabled education system**

The *Education System 2015-2020 Digital Strategy* was approved in October 2015 and is now driving a number of work programmes for the education system:

- a shared ICT services infrastructure for the Ministry and the education agencies
- a common approach to making information shareable and accessible across the system
- the better use of shared corporate systems by education agencies
- developing a common channel strategy which is audience-focused
- implementing Identity Management services for the education workforce
- providing a programme of work designed to assist schools to migrate to the cloud
- working with the Education Council to move teacher registration online.

### **Collaborating with others to progress shared goals**

For the most vulnerable families, ECE and schooling needs to be part of a coordinated package of support, alongside health and other social and community services, to ensure their children and young people can thrive and achieve. Well-targeted, early support is a sound investment with good social and economic returns.

Along with the Ministries of Health, Social Development and Justice, and the New Zealand Police, we have supported the Social Sector Trials in 16 communities around New Zealand. These are testing an alternative approach to social service delivery where communities influence how cross-agency resources are used to deliver more collaborative, directed and effective social services. We also contributed to the implementation of 10 Children's Teams, including the establishment of six new teams. These teams bring together professionals from health, education, welfare and social service agencies to work through a single integrated plan with each vulnerable child and their family.

We worked with the Social Wellbeing Governance Group in Northland to develop a proposal for one of three place-based initiatives for consideration by Cabinet. The initiative will see improvements in outcomes for an estimated 6,000 children and young people and their whānau at most risk of poor outcomes in the region over the next 5 years. The initiative is a collaborative approach across social sector agencies in the region and takes a social investment lens by using data and local knowledge to better target resources.

During 2015/16, we consulted with staff across the organisation on our Child Protection Policy (CPP) to seek their input into how we can better support children who are at risk of abuse and neglect. This is particularly an issue for our front-line staff. Our CPP goes beyond the minimum requirements set out in the Vulnerable Children Act 2014 and also sets out how we will build a culture of child protection within the Ministry. As required by the Act, our contracts require suppliers who deliver children's services to also develop a CPP.

We have also been involved in looking at the implication for the Ministry and the sector of the creation of the new Ministry for Vulnerable Children, Oranga Tamariki. We are supporting the development of the new operating model for Oranga Tamariki, which will further improve outcomes for our most vulnerable children and young people.

We continue to contribute to a number of other cross-government plans/initiatives to support children and young people:

the *Youth Crime Action Plan 2013-2023* which aims to reduce crime by children and young people and help those who offend to turn their lives around

providing education officers in some Youth and Rangatahi Courts, which can help decrease the risks of re-offending

Enabling Good Lives demonstration projects, providing a new approach to disability support.

### **Providing better advice to government**

Our role as steward of the education system places a premium on policy analysis and advice that supports the long-term health and performance of the whole system, not just of its individual parts. We are taking a more evidence-driven, end-to-end, approach to policy design. To set ourselves progressively more ambitious goals for our policy advice, we have increased our target measure for this year.

We are currently in the process of, or have undertaken, a number of activities to build policy capability, including:

convening a Policy Governance Board to provide senior-level oversight of major strategic policy projects

building a robust process for quality assuring our highest profile pieces of advice, including convening a Quality Assurance Panel with members from across the Ministry and trialling a new internal method to assess the quality of our policy advice

developing a Policy Community rotation programme in consultation with staff

building shared understanding of talent and performance standards across the Policy Community

delivering a monthly seminar series which invites international policy and education experts to discuss new, challenging ideas with our Policy Community

developing a new Policy Toolkit and Cultural Competency Toolkit in consultation with internal and external policy experts.

We survey our Ministers annually on their satisfaction with the service we provide and for 2015/16 they have assessed us as 7 and 8 out of 10.

Significant service delivery for the education system is undertaken through a series of Crown entities, for which we have a monitoring and stewardship role. Our Ministers have indicated their satisfaction with our monitoring role, rating us as 7 and 9 out of 10.

Public perception of our performance has been maintained, with a February 2016 UMR Research survey reporting a 1% improvement in excellent/good ratings, following a 9% increase from 2013 to 2015.<sup>8</sup>

We supported the establishment of a Productivity Commission inquiry into new models of tertiary education. It is investigating how trends in technology, internationalisation, population, costs and demand for skills may drive changes in models of tertiary education. It is an important opportunity to bring in fresh perspectives and analysis, and new responses to emerging and enduring issues and opportunities. We are continuing to support the inquiry as it runs through 2016, with a final report due in February 2017.

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### **Using and sharing data and evidence to improve decision-making**

Properly collected, interpreted and applied data can provide insights about how well students are achieving, and how they can be supported to do better.

During 2015/16, we have improved our evidence base by implementing the Early Learning Information (ELI) system to all eligible services and assigning National Student Numbers to children enrolled in early learning education. This enables us to collect participation information at an individual child level in ECE. This can be used to follow the educational journey of children through ECE to school and further education, and to better assess the impact of ECE. ELI also allows us to identify where additional support is needed to increase participation.

A business case was approved by Cabinet in March 2016 to replace the Ministry's 25-year-old Education Management Information System, which determines and delivers funding and staffing entitlements to ECE services and schools.

We spend over \$6.95 billion a year, directly allocated to ECE services and schools, in the form of funding grants and school staffing entitlements. Timely and accurate determination and payment is a critical support to the day-to-day operation of more than 5,000 ECE services and over 2,500 schools. A procurement process is underway to select an information technology vendor with plans for a phased implementation in the ECE and schools sectors set for 2018-20.

We have provided support for teachers to implement and improve consistency of overall teachers' judgements on National Standards. The Progress and Consistency Tool helps to give teachers the confidence that their interim and end-of-year judgements are based on valid information, consistent with those being made by other teachers and also with their previous judgements. As at August 2016, 462 schools had signed up to use the tool and a further 337 schools had expressed interest in using it. The numbers of schools using the tool is increasing day by day and we continue to support schools in understanding what the tool can do.

During 2015/16, we progressed the Tertiary Information Enhancement project, confirming the business requirements, establishing the infrastructure environment and data warehouses structures. The project should resolve the problems of accessibility and consistency of tertiary information. Time, effort and risk will be reduced while establishing greater levels of trust and opportunities for analysis. The project deployed its initial work package relating to organisations and is approximately a third of the way through the second work package – the single data return.

On 8 June 2016, the Office of the Auditor-General released the third audit report on Māori education Education for Māori: Using Information to Improve Māori Educational Success. The report's findings highlight the importance of the effective use of data at a school and national level to effectively lift Māori achievement. We have taken steps to share the findings of the report with the sector. We have also accepted the recommendations and developed a plan to respond to the recommendations in the report.

We continue to participate in international projects providing comparative system performance information, including the OECD Indicators of National Education Systems (INES) programme, which produces the annual Education at a Glance indicators report. New Zealand is leading the development of several pieces of work on economic and social outcomes and we contributed a number of papers and presentations at recent meetings, and chaired a working group on education and social outcomes.

In cooperation with the Ministry of Business, Innovation and Employment, we have published three initial reports on the

data gathered in the Survey of Adult Skills, undertaken in New Zealand in 2014, which is part of the OECD's Programme for the International Assessment of Adult Competencies (PIAAC). This data will be used to inform policy on adult skills development, including the use of skills in employment.

To support the public sector implementation of the New Zealand Business Number (NZBN) initiative we reviewed any policy implications for providers in the education system and are investigating what would be needed to add the NZBN to our information system for provider records.

### **Providing tailored services and support to raise achievement**

A key task for the Ministry, with other education agencies, is to ensure our education system meets the learning needs of all New Zealanders based on their culture and identity.

Most learners are in English language settings, but the system enables learning in Māori-medium, Pasifika language or bilingual settings that recognise and build on children's identity, language and culture.

## **Supporting te reo Māori in education**

We continued to invest in the education system to provide increased access to high-quality te reo teaching and learning, and in particular in the Māori-medium education pathway, through:

partnering with iwi and national Māori groups to develop initiatives to support education success for Māori  
developing 179 new NCEA achievement standards derived from Te Marautanga o Aotearoa to help strengthen New Zealand's standing as a bicultural nation by explicitly acknowledging Māori worldviews, knowledge and values  
strengthening the quality of teaching through the provision of various initial teacher education and PLD initiatives, such as Building on Success delivering PLD to 103 secondary schools and about 6,200 teachers covering about 22,000 Māori students

working collaboratively with Te Ataarangi Incorporated Limited to support intergenerational transmission of te Reo through a Kura Whānau Reo programme (jointly funded with Te Taura Whiri i te Reo Māori), to enable whānau to participate fully in their child's education

developing dictionaries to ensure there is language and corpus support for all wāhanga ako of Te Mārautanga o Aotearoa

commissioning research to investigate whether the NCEA Te Reo Māori and Te Reo Rangatira tools are fit for purpose.

We have also appointed a Chief Advisor Te Ao Māori to provide advice and leadership for our initiatives to accelerate Māori educational achievement as Māori.

## **Supporting Pasifika languages and culture in education**

With 15 centres and over 314 children enrolled, the Achieving Through Pasifika Cultures and Languages programme supports schools and community groups to establish and operate centres that promote achievement for Pasifika learners in Years 1 to 8 (ages 5 to 12) through fostering Pasifika culture and languages.

### **New suite of Pasifika dual language resources**

Transitioning smoothly into English-medium schooling is the goal of a new suite of Pasifika dual language resources designed for new entrant Pasifika children, their teachers and parents. Five sets of dual language early reading books in Samoan, Tongan, Tokelauan, Cook Islands Māori and Niuean, with English, have been published to support academic success and English language literacy for Pasifika new entrants. PLD support materials have been produced for their teachers and parents. These resources were successfully piloted in 2014 and will be released to schools in Term 4 of 2016.

We provide a range of materials to support the teaching of Pasifika languages, including teaching guidelines for Cook Islands Māori, vagahau Niue, Tongan, gagana Tokelau, and revised language guidelines for gagana Sāmoa. We also provide multimedia resources in the Learning Language Series to support the guidelines and storybooks.

## Investing more effectively to raise achievement

Our stewardship role requires us to focus on the long-term sustainability of the education system. Through advice to Ministers on the Budget process and funding for Vote Education and Vote Tertiary Education, we have been seeking to ensure resources are directed where they can make the most difference. We are committed to providing policy advice to support the targeting of investment through:

- the better use of existing funding to manage the cost pressures of current and new educational initiatives
- better managing the Ministry's property portfolio, including meeting demand pressure in Auckland and the costs of the Christchurch rebuild
- designing a more student-centred education system
- providing additional learning support for those students who need it.

The Ministry is one of the agencies that is required to develop a Long Term Investment Plan for a period of at least 10 financial years and participate in Treasury reporting on asset management performance indicators. We have also contributed to the Government's 0 to 5 and Youth Funding reviews and associated Budget 2016 advice.

We have also continued to refine our approach to forecasting future demand for tertiary education, which has been crucial for understanding the relationship between future demand and funding at a national level.

We used the New Zealand Benchmarking Tool to analyse the costs of delivery in tertiary education and establish where there are imbalances between funding and costs as a basis for our advice to Ministers on tuition subsidies.

## Building capability and managing responsibly

### Aligning resources

We are continuing to improve our strategy, planning and financial management, in order to better align our resources to strategic outcomes.

Our *Four Year Plan 2015-2019* was tabled in Parliament in October 2015. It was set up as a document which staff and other stakeholders can get behind and support. We began an update of the *Four Year Plan 2016-2020* and *Long Term Investment Plan* in order to support Ministerial decision-making for Budget 2016.

During 2015/16, we began our Finance Transformation Programme which aims to reduce fiscal risk, improve financial management, reduce ongoing operating costs, and position core systems and processes to better support the policy and service delivery activities of the Ministry. This includes creating a sustainable financial position in the medium term through the financial flexibility allowed under the Public Finance Act 1989 and broader thinking about funding options, as well as building a long-term strategic view of the Ministry's 10-year financial trajectory based on current policy settings and economic projections. Improved finance information will improve the clarity of decision-making about where to prioritise funding to maximise results.

Through improved finance systems and processes we will be better supported to manage funds appropriately and reduce risk, allowing for a focus on the delivery of agreed work priorities.

We are developing an Investment Management Framework which will enable us to cost, select, manage and evaluate our investments across operating and capital expenditure so that resources are allocated to areas of highest value and benefits are tracked.

Our procurement function plays a significant role in supporting the delivery of the Ministry's key priorities. We have more than 5,000 active contracts with an annual spend of more than \$1.3 billion through third party providers covering a wide range of categories including education and social services, transport services, information and technology, and property infrastructure.

Procurement and commercial expertise is provided to a wide range of stakeholders ensuring alignment with the Government's functional lead for procurement and the development of best practice guidance and support. By the end of 2016 we will have updated our systems with the implementation of purchase to pay capability. This will create self-service channels for the purchase of goods and services, improve the transparency and visibility of the Ministry spend and reduce administration costs through the automation of business processes.

## **We have clear expectations for how we work in a set of Ministry behaviours**

We get the job done  
Ka oti i a mātou ngā mahi

We are respectful, we listen, we learn  
He rōpū manaaki, he rōpū whakarongo, he rōpū ako mātou

We back ourselves and others to win  
Ka manawanui ki a mātou me ētahi ake kia wikitoria

We work together for maximum impact  
Ka mahi ngātahi mo te tuinga nui tonu

**Great results are our bottom line**  
**Ko ngā huanga tino pai a mātou whāinga mutunga**

### **Developing our people**

We have developed and agreed a *People Strategy* to better support the Ministry's continued focus on building our capability. Our priorities are to:

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create a strong brand and reputation as an employer  
be recognised as a great place to work  
develop our top talent and lift our capability  
reposition and revitalise our people capability function to support the organisation.

We have developed an in-house programme on leadership which provides development for all people leaders. We enhance this programme with leadership insights for all staff who show future leadership potential. We are fully integrated with the State Services Commission Talent Management framework ensuring future leaders have access to School of Government leadership courses.

As at 30 June 2016, we have approximately 2,600 full-time equivalent (FTE) working from about 35 locations around New Zealand and in the national office. Our staff cap remains at 2,740 FTE positions.

We have made progress in filling our vacancies to ensure we have a strong and diverse workforce to deliver on our strategic outcomes. We have performed strongly in a number of equal employment opportunity areas, particularly Māori in senior management (7.8%, an increase from last year) and representation of women in management (61%).

In 2015/16, the Ministry went through significant changes, with staff leaving employment with the Ministry (14.7% unplanned turnover, 12.3% in 2014/15) remaining higher than the public sector average (10.9% in June 2015). We are continuing to use exit interviews to better understand the reasons why people leave.

We are retaining a high percentage of staff in their first 2 years of employment. As at the end of June 2016, 94.6% of new employees who started within a year, and 90.4% of those who started within 2 years, remained employed with us.

## **Health and Safety at Work Act 2015**

In addition to supporting the sector (see page 17), we ran a health and safety worker representative nomination process within the Ministry, which enhanced this representation across the organisation.

We also completed our internal policies and procedures update and have increased governance oversight of health and safety through the introduction of a dedicated Leadership Team sub-committee. This has positioned us to drive an enterprise-wide programme of work to address key health and safety risks.

We also strengthened the procurement, contract and project management health and safety practices for education infrastructure contractors and suppliers. We conducted independent safety audits, reviews of contractors, specific school construction sites, and the school transport arrangements which we fund. New guidance material and processes have been developed to support this.

### **New ways of working**

We have a new way of working in Mātauranga House and it's a first for a government department or ministry. Nearly half of our people use portable computing equipment and are working from a range of spaces, better suited to support the individual or team tasks they undertake and the way they naturally work. They don't have their own desk, just a locker. We are working to transform all Mātauranga House to this 'flexible working environment' over the next 12 months, which will enable the release of more accommodation space from elsewhere in Wellington and further reduce ongoing rental costs.

In our old building, 80 leaders and managers had their own offices. That's also completely changed – in Mātauranga House no one has an office.

We also now have a space that can be opened up into a conference facility for up to 200 people. Working with a very big sector means having an onsite facility is a much better way of doing business. It is more cost effective and means our people don't lose time travelling.

### **Improving our infrastructure**

## **Accommodating our people**

We successfully relocated the national office to Mātauranga House on Bowen Street, Wellington over the Christmas 2015/New Year 2016 break with staff settling into the new environment well. The move reduced our office space from 22,500 square metres to around 16,500 square metres, generating savings of about \$1.8 million a year in accommodation and running costs.

We have begun the roll-out of the Skype telephony functionality across the Ministry's regional offices. The roll-out is expected to be completed by the end of 2016 and will mean we can decommission the old telephony environment. Skype enables better technology connection between sites, provides greater scope for collaboration among our people and will help reduce the need for routine travel.

In Christchurch, we are developing new office accommodation as part of the wider government move back into the Christchurch CBD. We have entered into a Development Agreement with Ngai Tahu Property for the King Edward Barracks site. This is a new building in the city's West End, formerly the Christchurch Central Police Station, on the corner of Hereford Street and Cambridge Terrace. This move sees us as the lead agency in a co-location with the Ministry of Health.

As regional offices become due for refurbishment or relocation and as funding is available, we will continue to support our people to work in new ways as we implement 'flexible working environments'.

## **Upgrading our asset management system**

The first stage of the Helios application, which supports the cost-effective management of the school property portfolio, went live in April 2016. Work continues to expand the functionality of the application with a subsequent release to be completed by February 2017.

The completed system will enable tracking of progress on all school property works, and provide the level of information needed about the condition and performance of assets to support the early identification of issues and opportunities to achieve capital efficiencies.

## **Improving our information management systems**

We have a programme of work underway focused on improving our information management. We have put in place a significant data warehouse that will make available our school information and we are working to create a single

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tertiary data warehouse.

Our next step will be to focus on making our learner information more accessible and improving access to this information by all sector participants.

## **Enhancing privacy and security**

A key priority for all of our people is ensuring that our customers' sensitive information is kept safe and secure. Privacy and appropriate use of data is a key consideration in everything we do.

In 2016, the Ministry completed comprehensive self-assessments against the New Zealand Security Intelligence Service Protective Security Requirements and Government Chief Privacy Officer Privacy Standards, establishing security and privacy maturity targets. This has informed our programme of work to build our capability in the physical, information and personnel security areas. It has also positioned us to make improvements to our processes and policies, to ensure our data handling and privacy undertakings are as robust as possible.

## **Nature and scope of functions**

### **Our purpose**

We lift aspiration and raise educational achievement for every New Zealander.

### **Our vision**

Our vision is to see all children and students succeed personally and achieve educational success.

We want every New Zealander to:

- be strong in their national and cultural identity
- aspire for themselves and their children to achieve more
- have the choice and opportunity to be the best they can be
- be an active participant and citizen in creating a strong civil society
- be productive, valued and competitive in the world.

Our work and investment priorities are focused on activities that will help the education system flourish and make it possible for everyone to succeed.

### **Our role**

The Ministry of Education is the lead advisor to the Government on education: early childhood education, primary and secondary education and tertiary education. We are also the steward of the education system. As steward, we also ensure the system reflects and fulfils our responsibilities under the Treaty of Waitangi.

### **What we do**

We need to ensure the system works for every learner, at every stage, and as a whole, and help educational leaders deliver the best outcomes for each and every child and student. To achieve this we:

- licence early learning providers, to ensure they are set up appropriately to provide education and support to children
- support schools and teachers to raise achievement through advisory and support initiatives, as well as learning programmes for individual students and their families or whānau
- provide special education services to children and young people, and support to early learning services and schools
- deliver direct infrastructure services to help schools function – property, transport and IT
- administer the funding for early learning services and for schools, and hold responsibility for tertiary education funding which is administered by the TEC
- gather, analyse, publish and use evidence, data and knowledge across the system
- provide advice to government across the system.

## Our Ministers

The Ministry administers two Votes as shown in the following table.

MINISTER AND PORTFOLIO	ASSOCIATES	VOTE
<b>Hon Hekia Parata</b> Responsible Minister for the Ministry of Education Minister of Education	<b>Hon Nikki Kaye</b> Associate Minister of Education (until 2 September 2016)  <b>David Seymour</b> Parliamentary Under- Secretary to the Minister of Education	Education
<b>Hon Steven Joyce</b> Minister Responsible for Novopay		Education
<b>Hon Steven Joyce</b> Minister for Tertiary Education, Skills and Employment	<b>Hon Louise Upston</b> Associate Minister for Tertiary Education, Skills and Employment	Tertiary Education

## Our education system partners

Within government, the New Zealand education sector has a large number of specialised agencies focused on delivering their part of the education system. We work with these agencies to improve and manage the performance of the education system to maximise results for New Zealand.

**Careers New Zealand** – Helps people make the best decisions about jobs, training and careers, at any age or stage of their lives.

**Education New Zealand (ENZ)** – The lead government agency for the promotion of New Zealand education internationally. ENZ works to build awareness of New Zealand as a study destination and to pave the way for exporting education institutions and businesses.

**Education Payroll Limited (EPL)** – A government-owned company managing the payroll for schools to ensure an accurate and reliable payroll service.

**Education Review Office (ERO) – Te Tari Arotake Mātauranga** – Reviews and reports publicly on the quality of education in all New Zealand schools and ECE services. The ERO also publishes national reports on current education topics.

**Network for Learning (N4L)** – A Crown- owned company providing schools with a government-funded package that includes access to a secure network, uncapped monthly data, online content filtering and security services.

**New Zealand Qualifications Authority (NZQA) – Mana Tohu Mātauranga o Aotearoa** – Ensures that New Zealand qualifications are regarded as credible and robust, nationally and internationally.

**Te Aho o Te Kura Pounamu – The Correspondence School** – Provides distance education from early childhood to Year 13.

**Tertiary Education Commission (TEC) – Te Amorangi Mātauranga Matua** – Responsible for government-funded tertiary education and training offered in New Zealand.

**The Education Council of Aotearoa New Zealand – Matatū Aotearoa** – The professional and regulatory body for registered teachers working in early childhood centres, schools and other education institutions in New Zealand, representing teachers in both English and Māori settings. The Council aims to support the professional status of teachers and high-quality teaching and learning.

## Our organisation

The **Secretary for Education (Acting, Katrina Casey)** leads the organisation which is structured to support our stewardship role and achieve the priorities set out in our *Four Year Plan 2016-2020*.

Working internally and with other agencies to get a clearer view of the longer-term education system issues and responses, the **Education System Policy Group (Deputy Secretary, Dr Andrea Schöllmann)** provides an integrated education system policy function covering the learning journey from age 0 to 18.

To support the sector and better invest our resources, the **Evidence, Data and Knowledge Group (Deputy Secretary, Dr Craig Jones)** is tasked with strengthening our ability to turn data into knowledge that the sector and the Ministry can act on to raise student achievement.

The **Early Learning and Student Achievement Group (Deputy Secretary, Lisa Rodgers)** focuses on raising the quality of teaching and leadership and system performance through setting the direction of what and how students learn, building sector capability and an effective workforce, and encouraging innovation in the development of new pedagogy and the use of digital technology.

The **Graduate Achievement, Vocations and Careers Group (Deputy Secretary, Claire Douglas)** delivers policy advice, strategy and research on tertiary education and achievement, and secondary-tertiary transitions.

The **Parents, Whānau, Communities and Employers Group (Deputy Secretary, Apryll Parata)** provides leadership and policy advice on the perspectives of parents and whānau, and boosting outcomes for learners who are least effectively served by the system, particularly Māori and Pasifika children/young people. This group is also a

mechanism for deploying resources to the Minister's and Secretary's priority initiatives.

The **Sector Enablement and Support Group (Acting Deputy Secretary, Kim Shannon)** is the key sector-facing part of our organisation and provides a single point of contact for early learning providers and schools.

**Education Infrastructure Service (Acting Head of Education Infrastructure Service, Jerome Sheppard)** is responsible for managing our property, payroll, transport and school IT services together within a single integrated business group.

The **Strategy, Planning and Governance Group (Deputy Secretary, Ellen MacGregor-Reid)** is responsible for the development, coordination and oversight of organisation strategy and planning.

The **People, Capability and Resources Group (Deputy Secretary, Zoe Griffiths)** works across the Ministry and is responsible for the organisational capability to ensure the critical people, processes, systems and infrastructure are in place to achieve the business strategies of the Ministry.

## Our governance arrangements

We have various governance arrangements in place to ensure appropriate scrutiny of the Ministry's performance. We have a Risk and Assurance Board with four independent members, one of whom chairs this board. During 2015/16, an internal Performance Board, chaired by the Secretary for Education, reviewed key corporate indicators on a monthly basis. There are various other governance boards providing oversight and assurance in areas such as ICT, infrastructure and policy.