

Pasifika Education Plan  
Monitoring Report: **2010**



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Published May 2012

ISSN 1178-7821 (print)

ISSN 1179-0288 (web)

[newzealand.govt.nz](http://newzealand.govt.nz)

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## Foreword from the Minister of Education and Pacific Island Affairs

*Tēnā koutou, Talofa lava, Kia Orana, Mālō e lelei, Ni sa bula vinaka, Taloha ni, Fakaalofa lahi atu, and greetings to you all.*

I am excited about both my roles as Minister of Education and Minister of Pacific Island Affairs. I look forward to all opportunities that these roles will present me with to help Pasifika people realise their aspirations and their potential.

New Zealand's Pasifika population aged 15 to 39 years is expected to reach 12% by 2026. In light of this the 'Pasifika Education Plan Monitoring Report 2010' provides an important update on how Pasifika learners are achieving against the targets in the *Pasifika Education Plan 2009-2012 (the Plan)*.

The vision of the *Pasifika Education Plan* is that: *"The education system must work for Pasifika so they gain the knowledge and skills necessary to do well for themselves, their communities, Aotearoa New Zealand, the Pacific region and the world"*.

Heoi ano

Hon Hekia Parata  
Minister of Education and Minister of Pacific Island Affairs

I am pleased to announce that Pasifika learners have demonstrated progress against targets in the *Plan*. This includes more Pasifika teachers becoming registered in the early childhood and schooling sectors, a reduced number of Pasifika learners being suspended from school, and an increased proportion of Pasifika learners achieving NCEA level 2 and University Entrance. However there is room for improvement and achievement needs to be raised rapidly.

Our Government's goal is to create the conditions that grow strong, vibrant, capable Pasifika communities. Participation in quality early childhood education and continued achievement in compulsory education provide critical foundations for Pasifika to achieve good school leaving qualifications, at least NCEA level 2. This will open doors to various tertiary education opportunities and lead to strong employment prospects.

I believe in potential, and when that is underpinned by one's identity, language and culture, alongside perseverance and discipline, all Pasifika learners will achieve.

## Message from the Secretary for Education

*Talofa lava, Kia orana, Mālō e lelei, Ni sa bula vinaka, Talofa ni, Fakaalofa lahi atu, and greetings to you all*

I am delighted to be able to introduce the *Pasifika Education Plan Monitoring Report 2010*.

Ensuring the education system works for Pasifika learners so that they are as successful as others is an important aspect of our work. The Ministry's *Statement of Intent 2011/12-2016/17* includes the *Pasifika Education Plan 2009-2012* (the *Plan*).

The *Plan* is a means to focus efforts across the education system to raise Pasifika achievement. It also allows the Ministry to measure performance over time against indicators. Its aims are to:

- build strong learning foundations
- lift Pasifika literacy and numeracy achievement
- increase the number of Pasifika students achieving and leaving school with at least NCEA level 2 or tertiary equivalent qualifications
- enable Pasifika people, in particular young Pasifika students, to *participate and attain higher levels of tertiary education*.

Lesley Longstone  
Secretary for Education

The monitoring report outlines that Pasifika learners are progressing well against the majority of the targets in the *Plan* but we need to stretch the system further and quicker. There are many national initiatives that serve to raise achievement across the board such as National Standards, Reading Together and Youth Guarantee. These are proving effective for raising Pasifika learner achievement.

Case studies in the monitoring report show that improvement for Pasifika learners in ECE, compulsory education and tertiary education is most apparent when there is a concerted effort between inspired individuals, schools, tertiary institutions, parents and community, who believe in Pasifika learners' potential to succeed.

The monitoring report also highlights the importance of a quality early childhood education and strong literacy and numeracy foundations as having the greatest contribution to lifelong outcomes.

I hope you enjoy reading the progress and case studies in the *Pasifika Education Plan Monitoring Report 2010*, and that it helps you better understand what is working, and what areas need more attention.

## Introduction

The *Pasifika Education Plan 2009-2012* (the *Plan*) provides a strategic direction for improving education outcomes for Pasifika peoples in Aotearoa New Zealand.

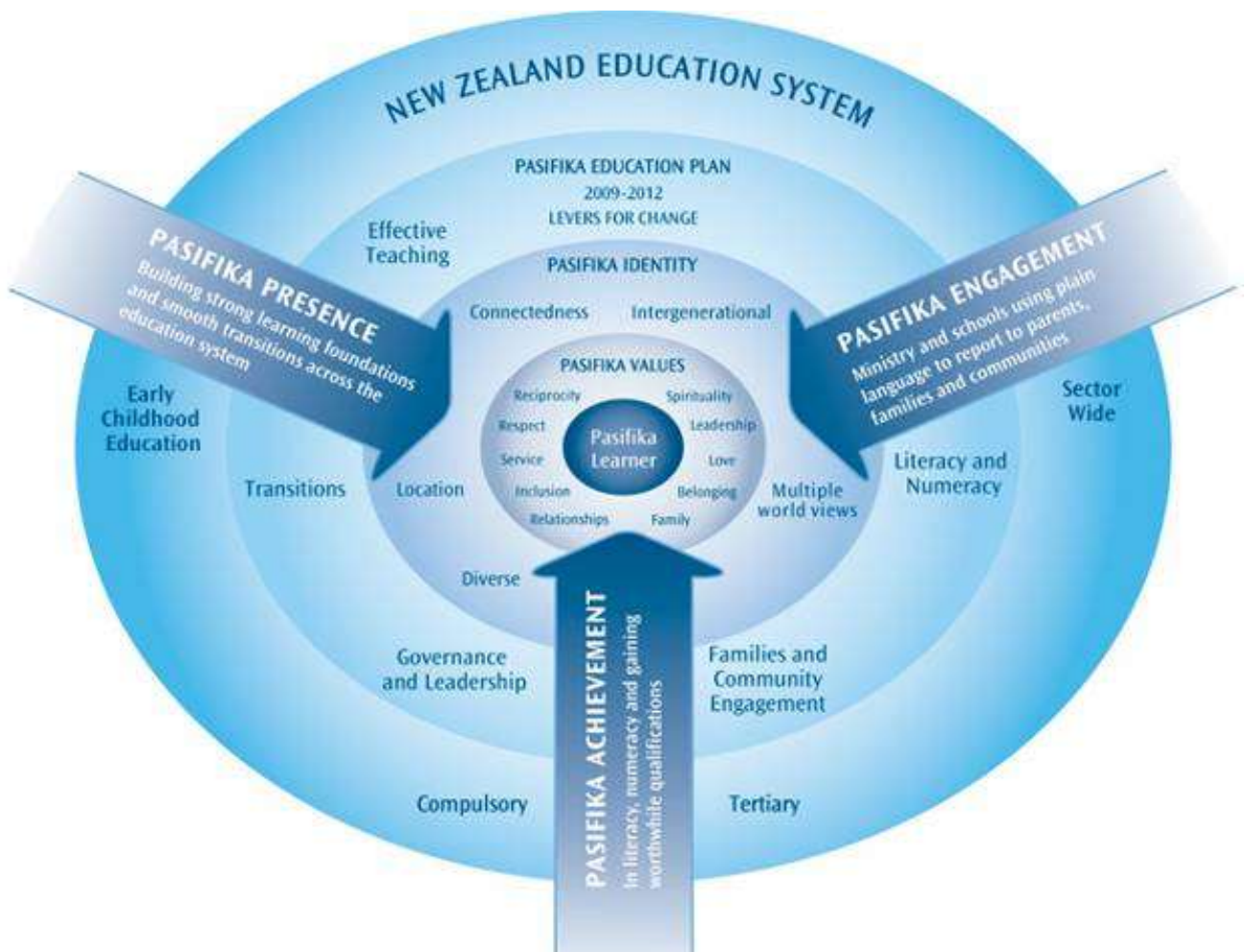
This monitoring report provides a national and regional picture of how Pasifika learners are progressing as the *Plan* is implemented in schools and communities. It gives us an idea of what level of progress is needed to achieve the *Plan's* goals and targets by 2012. Actions to improve outcomes in these identified areas are included in the *Plan*. The success of these actions will be assessed in this and subsequent monitoring reports to assess what we are doing to create an environment for Pasifika educational success.

### Compass for Pasifika success:

The compass for Pasifika success is a fundamental part of the *Plan*. It is a visual representation which helps to

ensure that Pasifika learners are at the heart of efforts to increase Pasifika presence, engagement and achievement. It is vital that all parts of the education system work together to achieve the goals and targets of the *Plan*.

Pasifika people have multiple world views and diverse cultural identities. They are able to operate and negotiate successfully through spiritual, social, political, cultural and economic worlds. Success in education requires harnessing Pasifika diversity within an enabling education system that works for young people, their families and communities. This requires the education system, leadership and curricula to start with the Pasifika learner at the centre, drawing on strong cultures, identities and languages.





# Pasifika demographics<sup>1</sup>

Pasifika people make up approximately 6.9% of the total population with 266,000 people living in New Zealand in 2006. The growth of the Pasifika population continues to be a significant attribute to society in New Zealand. Having the highest growth rate of any ethnic group, with 38% of their population under the age of 15 years, the success of the *Plan* is vital in contributing to the education of this fast growing group of young New Zealanders.

## Population in New Zealand

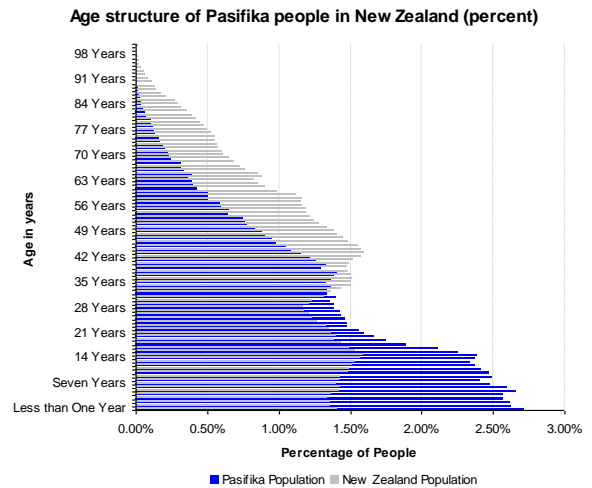
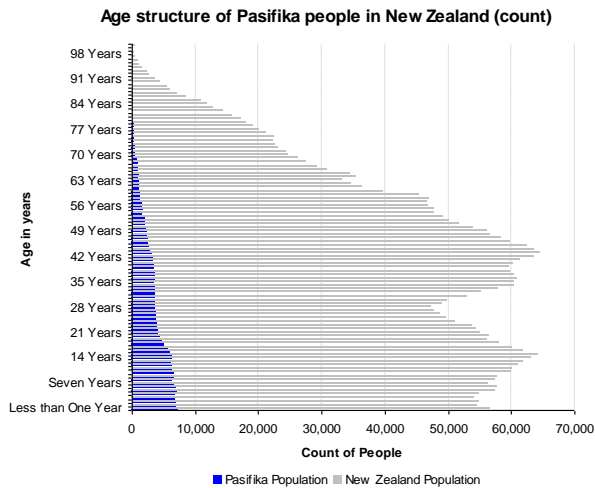
In the census of 2006, the Pasifika population was 265,974, an increase of 14.7% since 2001 compared to an increase of 7.4% for Māori and a decrease of 9.1% for the European population. The Pasifika population in New Zealand includes people of Pacific descent born in New Zealand and people born in the Pacific Islands. They include people of Samoan, Cook Island Maori, Tongan, Niuean, Fijian, and Tokelauan ethnicity as well as some people from smaller island communities. Samoan is the largest Pasifika ethnicity and Tongan is the fastest growing ethnicity.

## Fertility and Life Expectancy

In 2006, Pasifika had the highest fertility rate for an ethnic group, with an average 2.95 births for each woman in her lifetime, compared to 2.05 for the total population. On average, Pasifika mothers give birth at a younger age than Pākehā/European, Asian, and to the national population median childbearing age (27.66 years). Pasifika people still experience lower life expectancy and higher rates of mortality than the total population. At birth, Pasifika females and males have life expectancies of 76 and 70 years respectively, both of which are about four years lower than total population figures.

## Age Structure

The structure of Pasifika peoples' age profile is such that it is profoundly disproportionate, with many younger people and very few elderly. In 2006, the median age of Pasifika was 21 years, compared to 36 years for the total population. With such a high proportion of the population in their youth, this only emphasises the importance of education to this fast growing population.



<sup>1</sup> Quick Stats about Pacific Peoples Populations Structure Census 2006, [www.stats.govt.nz](http://www.stats.govt.nz).



## Employment

In 2006, just under two-thirds of Pasifika adults<sup>2</sup> were in the labour force. The percentage of Pasifika peoples in the labour force aged 15 to 64 years that were employed increased to 89% from 84% in 2001. Men continue to be more likely to be in the labour force than women, however, women in the labour force show greater diversity in occupation than men.

## Income

In 2006, the median annual income for Pasifika adults was \$20,500, which is lower than the national median annual income of \$24,400. Income levels are related to age and employment. As the Pasifika population has a large proportion of younger people, tending to have lower incomes of \$5,000 or less, compared to people older in age, they more heavily contribute to the lower annual income. In 2006, Pasifika with an income of \$20,001 or greater were more likely to be full-time employed.

## Urban housing and living

Pasifika highly value and recognise relationships and family as being central within the Pasifika community. The importance of these values is reflected in the high proportion of Pasifika peoples who live in a family situation. Pasifika have a higher percentage of people living in a family situation, as well as people living in and extended family situation, compared to the total population. The average number of usual occupants for all households in which Pasifika people were living in 2001 was 5.4 compared with 3.5 for New Zealand as a whole.

The proportion of Pasifika living in housing owned by a member of their household has decreased from 51% in 1986 to 38% in 2001. The proportion of Pasifika living in rental housing increased from 49% in 1996 to 59% in 2001. Nationally in 2001, 29% of the population were living in rental housing.

There are Pasifika peoples throughout New Zealand; however they are concentrated in four main regions: Auckland, Wellington, Waikato and Christchurch. The largest Pasifika populations are located in Manukau, Auckland Central, Waitakere and Porirua. Pasifika are vastly urbanised with 97% living in urban areas in 2006; 66% of all Pasifika people and 72% of all Pasifika students reside in Auckland.

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<sup>2</sup> Adults are people aged 15 years and over.

## Recent movements: 2010

In 2010 Pasifika learners showed marked improvement in many areas of education compared to nationwide general trends. Figure 1.1 shows a broad picture of where we are now in terms of the indicators, recent improvements and what improvement is required to reach the specific targets for the future.

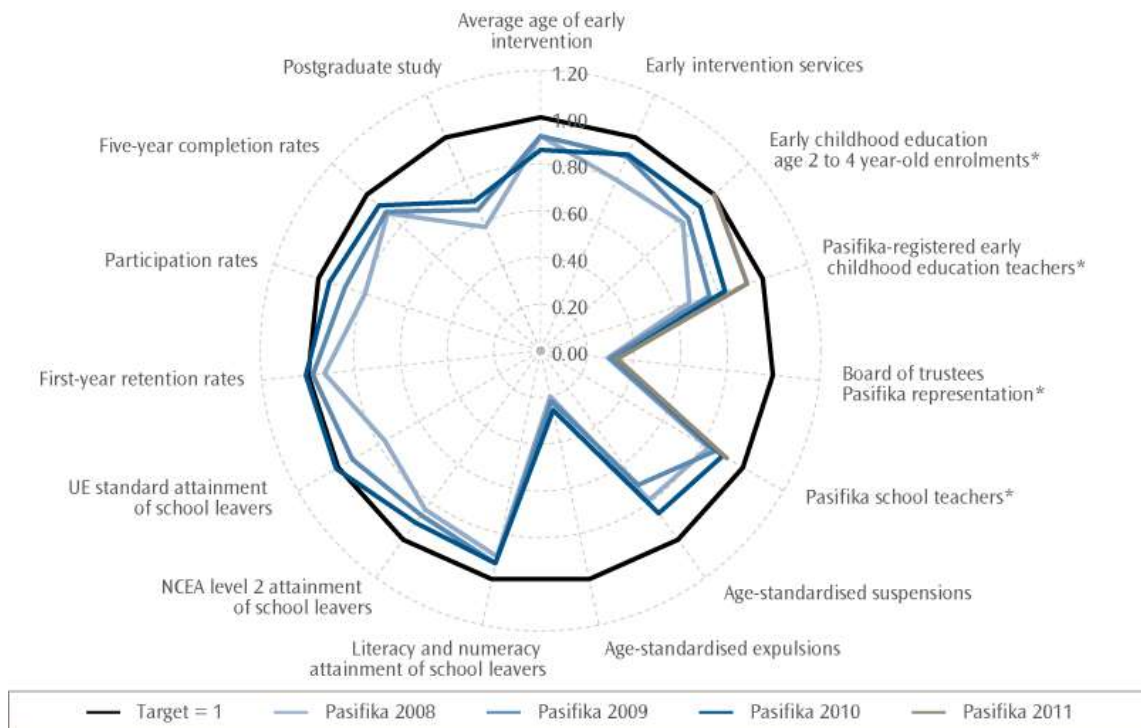
Each spoke represents an indicator from this report. The target for each measure has been adjusted to equal 1.00 (the black outer line). Each of the coloured lines represents the position of the indicator against the 2012 target for an individual year. The dark blue line represents the position of the indicator based on the 2010 data. 2011 information, where available, is represented by the grey line. A value of less than 1.00 means that the target has yet to be reached, while a value equal to or greater than one means the target has been achieved.

The distance between the dark blue line and the outer line shows how much change is required to reach the target. The distance between the dark blue line and the other years shows how much change has occurred in the past for that target. These distances are proportionately identical for each indicator. The 'distance' still required to reach the target does not show the ease or likelihood of achieving the target. The lack of improvement or deterioration between 2009 and 2010 also indicates where change may be more difficult.

Improvements can be seen in all sectors, with two-thirds of targets forecast to be met in 2012:

- More Pasifika teachers are becoming registered in the early childhood education and schooling sectors; however initiatives are still needed to get at risk children referred to intervention services earlier.
- All achievement and retention indicators are forecast to be met in 2010 in schooling but engagement remains a problem area; expulsion rates are still far from target. Furthermore, Pasifika people remain under-represented in Board of Trustee positions in the school sector.
- In the tertiary sector 2012 targets have already been met for the first years of tertiary study but initiatives are needed to increase both 5 year completion rates and participation in postgraduate study.

Figure 1.1: Proportion of target achieved (2008 to 2011)



Note: \*indicators with an asterisk have been updated with 2011 information.

## Where we are: 2010

The following section provides a high level summary of the latest year's performance against the *Plan*. Data predominantly relates to 2010, however, more current 2011 data is used where available. A brief likelihood of the target being met is also provided.

### Early childhood education

- Participation in early childhood education has continued to improve. In 2011 there were 11,061 Pasifika children aged 2 to 4 years enrolled in licensed early childhood services. It is very likely that the target of 11,103 enrolments in 2012 will be met.
- In 2010, the number of Pasifika children in early intervention services was 751. From recent trends it is forecasted that the number of children accessing these services will exceed the target of 813 in 2012.
- The average age of a first referral to early intervention services in 2010 for a Pasifika child was 3 years, 7 months. This is a large increase from 2009, but consistent with the average age of first referral for non-Pasifika children. Forecasting suggests that the target to reduce average age of intervention to 3 years and 1 month will not be achieved.
- The gap between registration status of Pasifika and non-Pasifika teachers is closing. In 2011 65.3% of Pasifika early childhood teachers were registered. It is forecasted that by 2012 registration of Pasifika early childhood education teachers will reach 72.4% falling just below target of 73%.
- The number of registered Pasifika early childhood education teachers in 2011 was 1,120. With the increasing trend in registration of early childhood education teachers, it is forecast that the target of 1,208 registered Pasifika teachers in 2012 will be met.
- Sixty-eight percent of all 2010 Pasifika school leavers achieved NCEA level 2 or above; the forecast position for 2012 is that the target of 75% will be met. This remains below that of non-Pasifika students.
- The target of 30% of all Pasifika school leavers achieving a university entrance standard for 2012 has been met as of 2010. The forecasting position is that the proportion of students leaving school with university entrance will continue to increase to 35% by the end of 2012.
- There has been a marked improvement in age-standardised suspension rates for Pasifika students; a 17.5% decrease from 8.0 to 6.6 per 1000 between 2009 and 2010. The forecast position for 2012 is that a reduction to 5.7 per 1000 will be met.
- The age-standardised expulsion rate for Pasifika students in 2010 was 3.9 per 1000 students, a decrease of 20% since 2008. The target of 1 expulsion per 1,000 Pasifika students is unlikely to be achieved by 2012.
- Pasifika teachers continue to be under-represented in the school sector. Pasifika students make up 10% of state school rolls, yet only 2.7% of all state teachers identify as Pasifika.
- Since 2008 there has been a 10% increase in the number of Pasifika teachers compared to 3% increase in non-Pasifika teachers. In 2011 there were 1393 Pasifika teachers. It is forecasted that the number of Pasifika teachers will fall just below target of 1,520 Pasifika teachers.

### Compulsory education

- Eighty-seven percent of all 2010 Pasifika school leavers achieved the NCEA level 1 literacy and numeracy requirements. The forecast position for 2012 is that the target of 93% will be met.
- In 2011, only 32.9% of schools in which Pasifika representation on the schools board of trustees would be expected had such representation. It is unlikely that the forecast target of 100% of these schools having such representation will be met without suitable intervention.

## Tertiary education

- In 2010, the number of Pasifika people aged 18 to 24 years in level 4 qualifications and above increased to 26.9%. It is forecast that this participation rate for Pasifika students will exceed target of 27% in 2012.
- Pasifika students aged 18 to 24 years who first enrolled in 2009, in 2010 had a first-year retention rate of 75.6%; exceeding the target for 2012 of 75%. Based on the recent trends for Pasifika students, it is forecast that the retention rate will rise continue to rise to 76.6% in 2012. A new target should focus on reducing the gap between Pasifika and non-Pasifika retention rates, which remains large and stable.
- Of the Pasifika students aged 18 to 24 years who began a qualification at level four or above in 2005, 39.9% completed this qualification in 2010. It is estimated that the Pasifika five-year completion rate will increase to 40.2% in 2012 for those who started study in 2007. Initiatives are needed to meet the corresponding target of 43%.
- In 2010, the participation rate in postgraduate study by Pasifika students was 0.71%. The target participation rate for Pasifika students in postgraduate study is one percent. By 2012 the rate is forecast to be 0.73%.

## Whole of sector

The Ministry of Education is the lead Government agency for the *Plan* in partnership with the Ministry of Pacific Island Affairs and through strengthening relationships with other agencies, the resulting collaboration will be critical to the success of the *Plan* and Pasifika in education.

The Ministry of Education staff continue to develop their understanding of Pasifika which will ensure that the goals in the *Plan* are fully realised.

### The Pasifika population in New Zealand is young and diverse.

*"I believe in potential, and when that is based on strong identities, languages and cultures, alongside perseverance and discipline, all Pasifika learners will achieve,"* says Hon Hekia Parata, Minister of Education and Minister of Pacific Island Affairs.



Vealata-i-Tafengamonū Tongati'o a proud Kiwi, Tongan and Samoan





## ✧ Early Childhood Education



## Participation in early childhood education

### What we have found

Early childhood education is essential to the goal of building a strong foundation for learning, and preparation of later school years. The number of Pasifika children aged 2 to 4 years enrolled in licensed early childhood education services has continued to increase over the past year. Since 2008 the percent of Pasifika new school entrants who have participated in early childhood education has increased more than that of any other ethnic group; yet Pasifika children continue to have the lowest levels of participation of the ethnic groups.

Diagnosing special education needs at an early stage is crucial to assessing risks early and helping a child's development. In 2010 there were 751 Pasifika children accessing and engaged in early intervention services, with 3 years 7 months being their average age for first referral. The number of children being referred is on target but average age of referral is much later than we were hoping to achieve. There was a large increase in average age of first referral to early intervention services between 2009 and 2010 for all ethnicities.

### What we are trying to achieve

***Increase Pasifika children's access to and participation, in early childhood education (ECE) that prepares them well for school.***

### Targets

The number of Pasifika children aged 2 to 4 years enrolled in licensed early childhood education by 2012 will be 2,000 higher than at July 1, 2008 (9,103).

Increase the number of Pasifika children accessing early intervention services from 739 in 2008, by 10%, to 813 by the end of 2012, and ensure interventions happen on average three months earlier in their lives.

### Why this is important

Time spent in early childhood education enhances future learning. New Zealand studies<sup>3</sup> have shown that time spent in early childhood education has a significant positive relationship to academic achievement well into secondary schooling years. This is important because it confirms a range of international research that demonstrates the ongoing influence of early childhood education on children's learning.

Early intervention support for children with special education needs is available from the time they are born until they are settled in school. Early Intervention staff can provide specialist support for children who have a developmental or learning delay, a disability, a behaviour difficulty or a communication difficulty that significantly affects their ability to participate and learn at home or in an early childhood education setting.

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<sup>3</sup> See the Competent Children, Competent Learners publication series on the Education Counts website.  
[www.educationcounts.govt.nz/publications/series/2567](http://www.educationcounts.govt.nz/publications/series/2567)

## How we are going

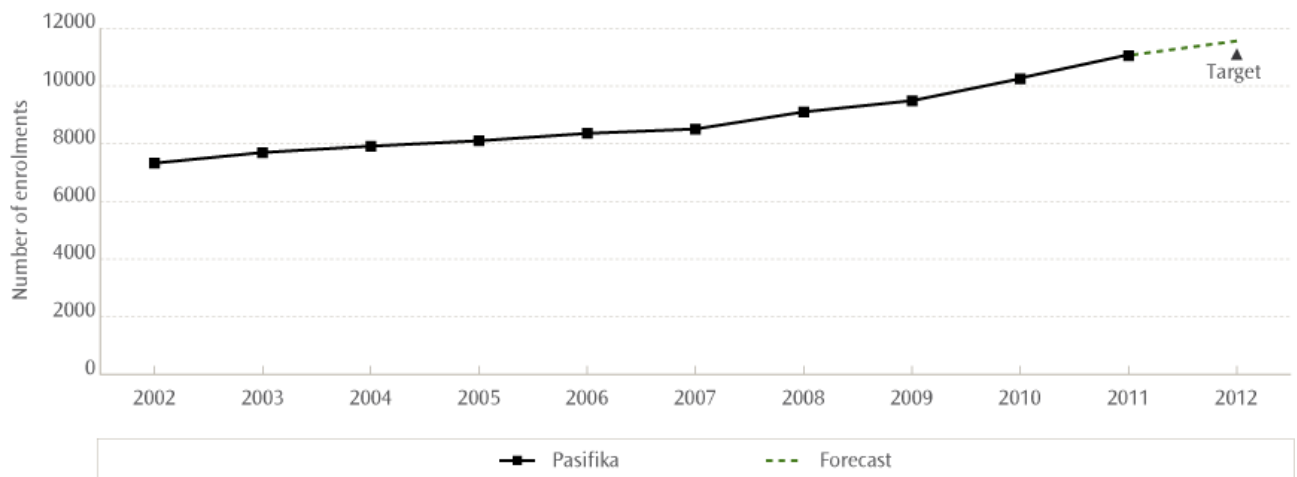
### Enrolments

Pasifika children continue to have the lowest level of participation of all ethnic groups. In 2011, 85.9% of Year 1 Pasifika students had participated in early childhood education prior to enrolling compared to 95.7% of non-Pasifika students.

As at 1 July 2011, there were 11,061 Pasifika children aged 2 to 4 years enrolled in licensed early childhood services. Figure 1.2 shows there has been a 51% increase since 2002. Pasifika have had the highest increase in participation of any ethnic group during this period (see Figure 1.3).

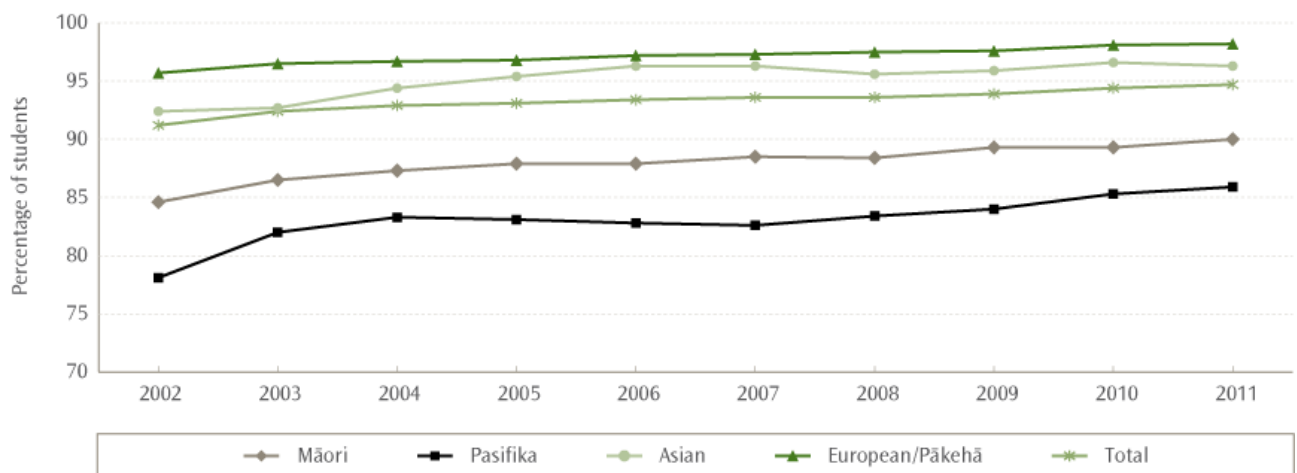
Enrolments of Pasifika children aged 2 to 4 years in licensed early childhood education services will need to increase by a further 42 enrolments to meet the 2012 target. Assuming that the current rate of growth is maintained, it is forecast that the target of 11,103 will be exceeded by the end of 2012. Future targets and interventions should focus on reducing the ethnic difference in prior participation rates, which remains large.

**Figure 1.2: Licensed early childhood Pasifika enrolments for 2 to 4 year-olds (2002 to 2011)**



Note: Children can enrol at more than one service, so double counting of enrolments will occur.

**Figure 1.3: Percentage of year 1 students with prior early childhood education, by ethnicity (2000-2011)**





## Early intervention services

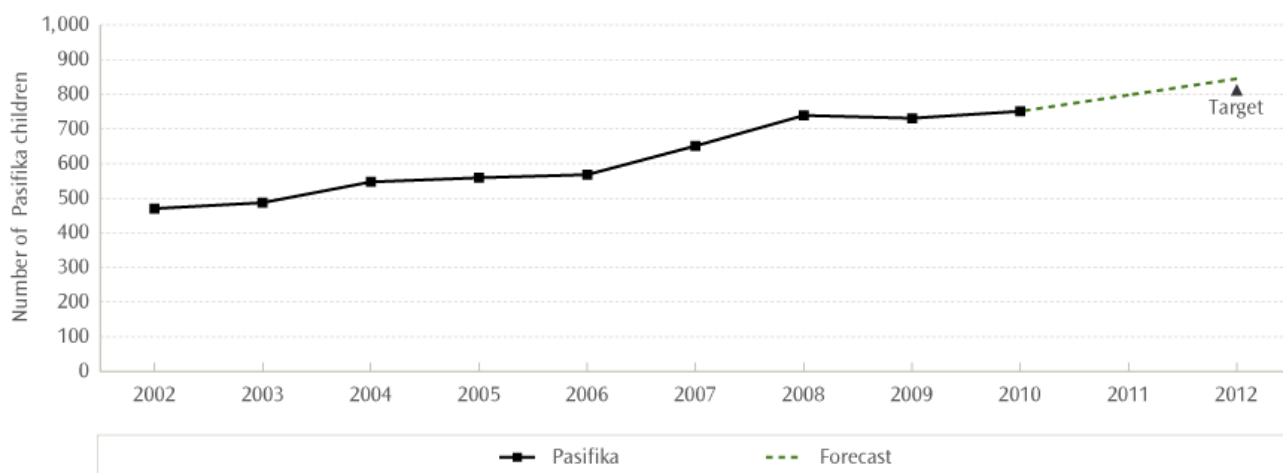
In the 2010 there were 751 Pasifika children accessing and engaged in early intervention services. There has been a 60% increase since 2002 and, if the current rate of growth is maintained, the take-up rate for Pasifika children will exceed the target of 813 in 2012 (see Figure 1.4).

Figure 1.5 shows very little difference between Pasifika and non-Pasifika children’s average age of referral. Since 2004 the average age of a Pasifika child being referred for the first time to an early intervention service has wavered between 3 years 4 months and 3 years 3

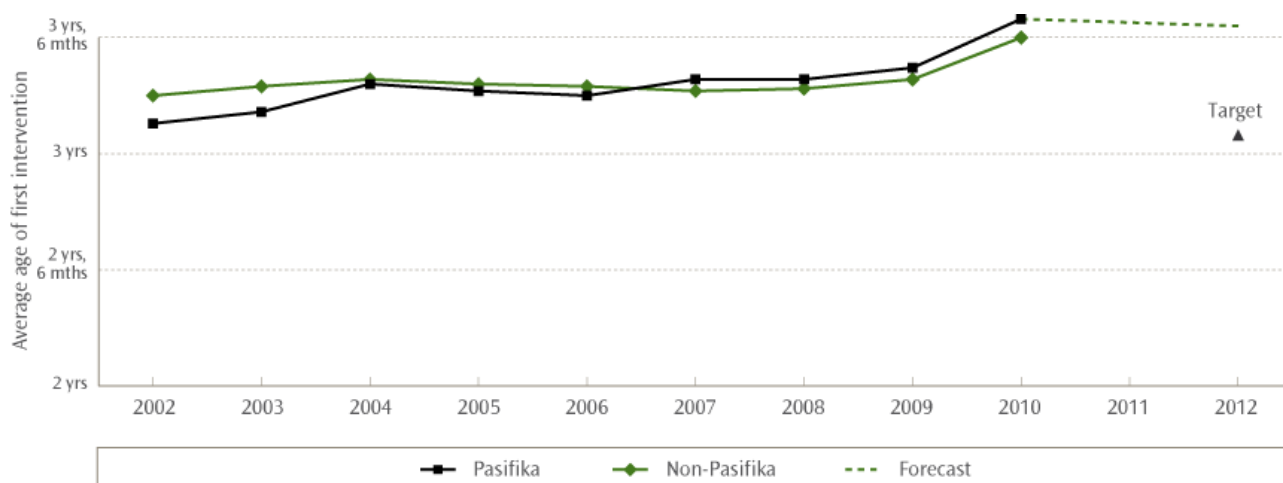
months; the same as the non-Pasifika rate. However, in 2010 this increased dramatically to 3 years and 7 months for Pasifika children and 3 years and 6 months for non-Pasifika children.

No progress has been made towards reducing the average age of intervention for Pasifika children by 3 months; rather between 2009 and 2010 it has increased by 3 months. Both the target and action needs to be revised before we will see a significant reduction in the average age of first referral to early intervention services.

**Figure 1.4: Number of Pasifika Children Engaged in Early Intervention services (2002 to 2010)**



**Figure 1.5 Average age of first early intervention for Pasifika and non-Pasifika children (2002 to 2010)**



Note: Target is to reduce the average age of intervention.

## Case Study

### Promoting participation

**New Zealand studies and international evidence shows that time spent in early childhood education has a significant positive relationship to lifelong academic achievement well into secondary schooling years and beyond.**

In 2010 the Ministry of Education initiated the first stage of the Early Childhood Education Participation Project in Counties Manukau and Tamaki. This project involved interviewing parents, early childhood providers, and community group representatives to identify what is currently working well in regard to early childhood education and suggestions for ways in which to increase participation.

One of the methods identified is to establish more street-side playgroups and education play days (EPDs) in local communities:

- EPDs enable one-on-one contact with parents and caregivers, meaningful conversations with families about ECE, and demonstrate the learning and value of play activities for their children.
- Street-side playgroups engage parents at a local level and are most often the first link to education and learning for their children.

This initiative provides an early childhood education option for communities that have large numbers of children who don't participate because parents want to stay with their children or where there are significant barriers to the establishment and on-going viability of an ECE service. This support enables higher levels of parent engagement, curriculum delivery and home language and culture provision than a traditional playgroup, contributing to children's learning outcomes and transitions to school.

### Team work in Rotorua to promote Pasifika ECE participation

A Pasifika playgroup in Rotorua operates for two days a week, and also operates as a Tokelauan language (Gagana Tokelau) nest for another one day of the week. It has been in operation since 2009.

The playgroup operates in an unused hall in front of a licensed mainstream ECE service (Amazing Place Preschool). The playgroup has been instrumental in raising Pasifika participation in ECE by referring children to Amazing Place once they have reached three years of age (the age by which they qualify for 20-Hours ECE).

Currently, the playgroup has 9 children on their books, with an average attendance of 6 children per week. Many of the children would not have attended, were it not for the efforts of Ms Lohalia Peato, who "wanted to do something for her own kids", and Chrissy Russell (an ECE Coordinator at the Rotorua regional Ministry of Education office), who supported Lohalia and linked her in with a venue, as well as supplying resources/toys/etc to get Pasifika Playgroup started.

The Pasifika playgroup has since come under the umbrella of "He Mafua Ma Tamaiti Educational Trust", a local Pacific Islands trust in Rotorua, who provide financial and administrative support, whilst leaving the running of the playgroup to the parents.



Ms Lohalia Peato in action with children at the Pasifika Playgroup in Rotorua. The Playgroup was made possible by the Collaborative efforts of inspired individuals and organisations who are helping to raise Pasifika participation in ECE.

## Actions

The Ministry seeks to increase participation in quality ECE through the ECE participation project, which includes the following six initiatives:

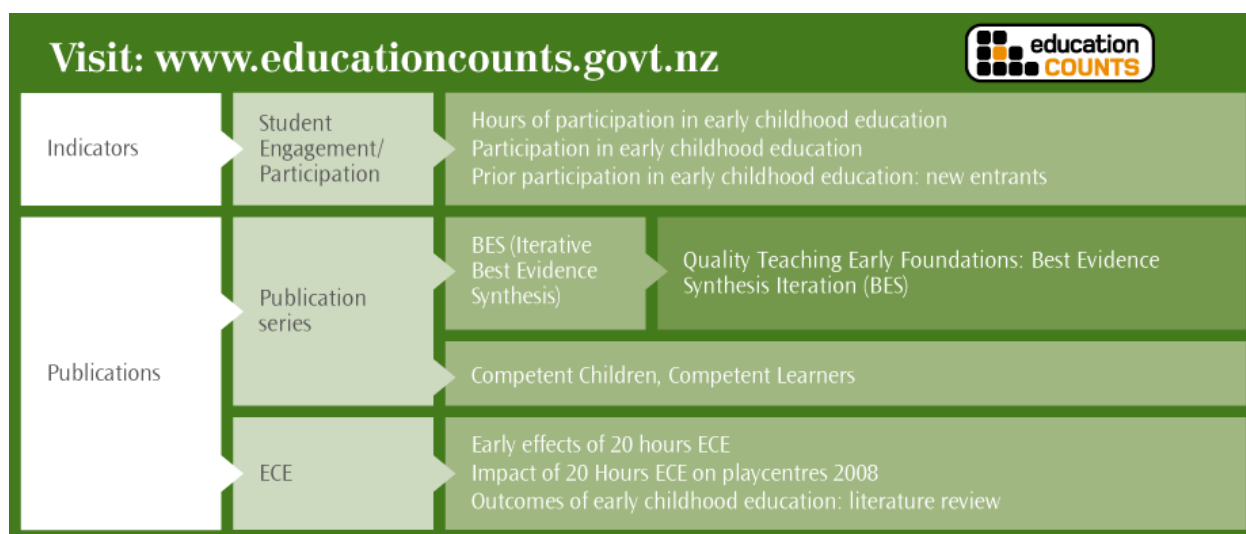
- Intensive community participation projects to understand the barriers to ECE participation as well as the ECE needs of communities with very low participation.
- The establishment of supported playgroups as an ECE option for communities with large numbers of children who don't participate. A supported playgroup is a certificated playgroup, with regular support from a Kaimanaaki or Playgroup Educator to ensure the provision of high quality ECE and encourage involvement by families.
- The Engaging Priority Families initiative seeks to provide intensive early learning support to families and whānau of three and four year olds in target communities who are currently not participating in ECE.
- The Identity, Language, Culture and Community Engagement initiative provides support to ECE services so that they are able to cater to their community's specific identity, language, culture needs.
- The Flexible and Responsive Home-based ECE initiative provides another ECE option for families

whose children do not currently attend ECE. The initiative also seeks to support the transition of informal family and whānau care arrangements into licensed ECE settings.

- The Targeted Assistance for Participation fund will establish new child places and ECE services in high priority areas. This fund will provide start-up costs and incentives to create new child places and/or establish new services in communities where they are needed most.
- The early intervention service as part of the Special Education Group is demand driven, largely through referrals from other agencies. There are a range of initiatives across the country to build awareness and understanding of the special education services available, including early intervention. This includes working with churches, early childhood services and a range of community organisations and public agencies, including doctors, paediatricians and other health providers.

More information on the 2010 initiatives to increase ECE participation for Māori and Pasifika children, and children from lower socio-economic backgrounds can be found at: [www.minedu.govt.nz/theMinistry/Budget/Budget2010/Factsheets/ECEParticipation.aspx](http://www.minedu.govt.nz/theMinistry/Budget/Budget2010/Factsheets/ECEParticipation.aspx).

## Where to find out more



## Quality in early childhood education

### What we have found

In 2011, 65.3% of Pasifika early childhood teachers were registered compared with 71.3% of non-Pasifika early childhood teachers. The percentage of Pasifika early childhood teachers who are registered is increasing at a faster rate than that of non-Pasifika early childhood teachers; by 2012 the percentage of Pasifika early childhood teachers should be close to matching that of non-Pasifika early childhood teachers. Given the current growth rate in the number of qualified teachers and in their registration, the 2012 target of 400 more teachers is forecast to be met.

### What we are trying to achieve

***Increase the quality of ECE experiences for Pasifika children.***

***Increase effective engagement of Pasifika parents in early learning and in ECE services in ways that are effective for children's learning and ways that are responsive to parents' and children's cultures and languages.***

### Targets

Increase by 400 the number of Pasifika ECE teachers that are registered by 2012 (from 808 in 2008 to 1,208 in 2012), to achieve the same level of registration as non-Pasifika ECE teachers (estimated to be 73%).

Improve quality in Pasifika ECE services through regular review and reporting by the Education Review Office (ERO).

### Why this is important

Children benefit from participation in quality early childhood education services. Early childhood education teachers are registered with the New Zealand Teachers Council to help ensure the quality of services. Teacher registration shows new teachers have successfully completed a recognised teacher education programme, and then received supervision and support. Gaining full registration and maintaining a practising certificate assure currency of professional knowledge and practice.

**How we are going**

**Registered Pasifika early childhood education teachers**

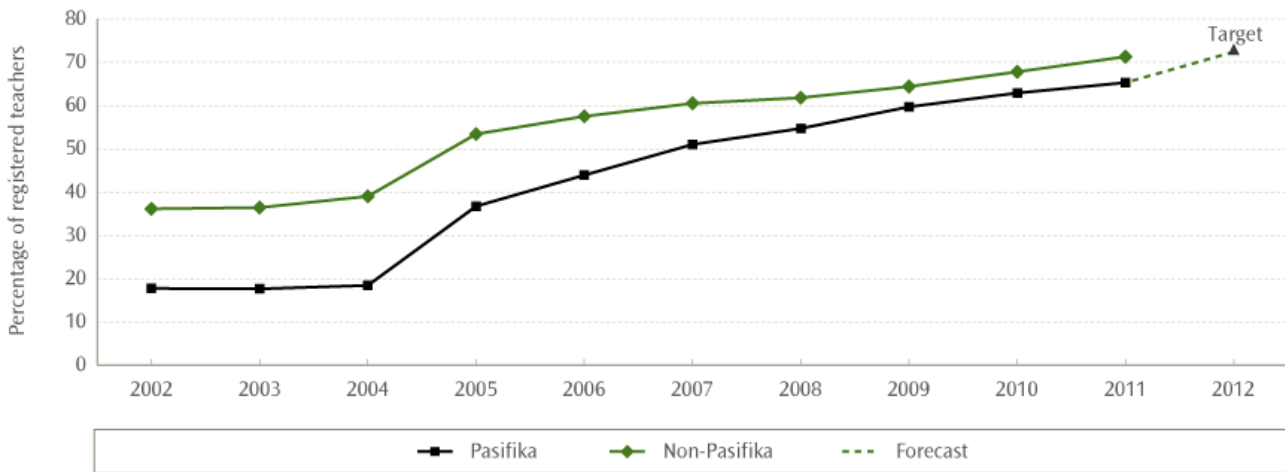
In 2011, over two-thirds of Pasifika early childhood teachers were registered (65.3%). As can be seen in Figure 2.1, the proportion of Pasifika early childhood teachers who are registered is growing at a faster rate than that of non-Pasifika early childhood teachers. As a result the gap between the proportion of registered Pasifika and non-Pasifika teachers is decreasing.

In 2004, additional funding for teacher supply initiatives was introduced. This policy change led to increased incentives for early childhood education teachers to be qualified and registered.

The percentage of registered Pasifika teachers had a three-fold increase compared to a 50% increase for non-Pasifika.

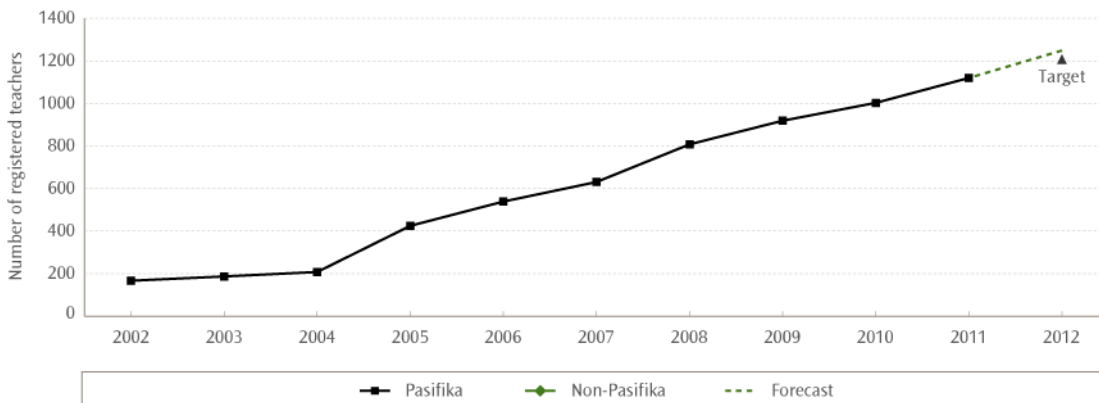
Figure 2.2 shows that the number of registered Pasifika teachers has been increasing. As at 1 July 2011, 1,120 Pasifika early childhood teachers were registered. The number of registered Pasifika teachers will need to increase by a further 88 teachers to meet the 2012 target of 1208. It is forecast that there will be approximately 1,250 registered Pasifika teachers in 2012.

**Figure 2.1: Percentage of early childhood teachers who are registered with the New Zealand Teachers Council, by ethnic group (2002 to 2011)**



Note: Excludes caregivers in home based services and adults on duty in parent/whānau-led services including play-centres and te kōhanga reo.

**Figure 2.2: Number of registered Pasifika early childhood education teachers (2002 to 2011)**



## Quality in Pasifika early childhood education services

A 2006 Education Review Office report confirms that having registered early childhood education teachers leads to improved quality in early childhood education services.<sup>4</sup>

The Education Review Office evaluates and reports on the quality of education in early childhood education services as part of its regular cycle of reviews.

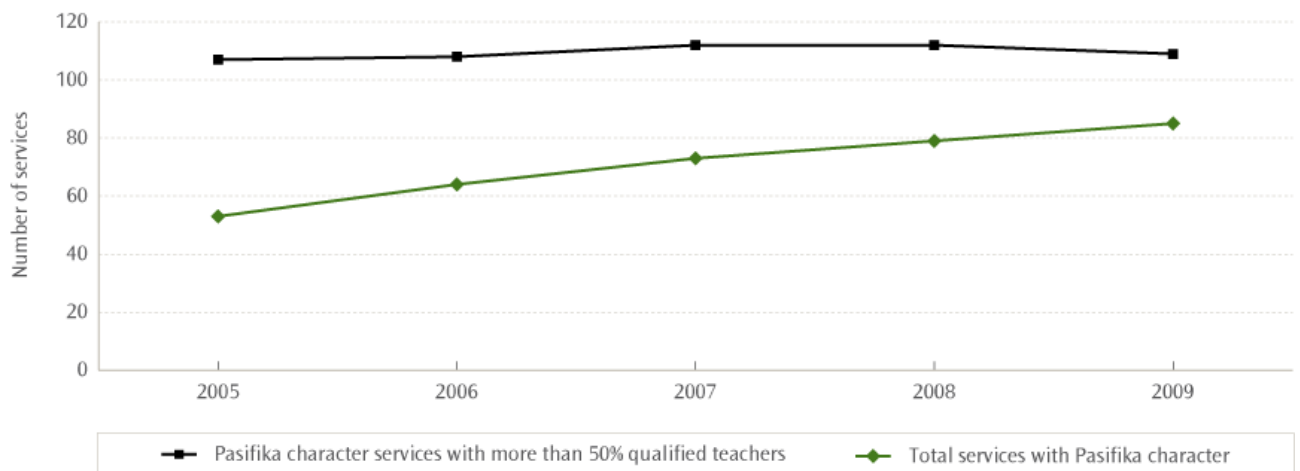
Many Pasifika services provided programmes that were culturally enriching, and some of these were of a high quality. Most services met current requirements for staff qualifications. However, there was wide variation between Pasifika services in the type and quality of education provided, and some services needed to improve.

Two-thirds of Pasifika services are located in Auckland, where there is currently high demand for registered early childhood education teachers.

From the end of 2007, 50% of regulated teachers<sup>5</sup> in teacher-led early childhood education services were required to hold a recognised early childhood education teaching qualification. Of the 109 Pasifika character services, 85 were meeting this requirement in 2009 (Figure 2.3). Pasifika character services have been defined as those that have been classified as being of Pasifika nature at the time of licensing, and/or those where Pasifika language is spoken more than 50% of teaching time in the service, and/or those where 75% or more of the roll of service comprises of Pasifika children.

The number of Pasifika character services that have 50% or more of their staff qualified have been increasing steadily since 2005 (see Figure 2.3). Services that do not meet this requirement may face loss of licence, and closure, if they do not increase the number of registered early childhood education teachers.

**Figure 2.3: Number of services with Pasifika character and with more than 50% of teachers registered (2002 to 2009)**



Note: Excludes home-based networks, parent/whānau-led services including playcentres, and te kōhanga reo. One teacher in their final year of study at each service can be counted towards meeting the 50% qualification target.

<sup>4</sup> Education Review Office (2006). *Early Childhood Services: Readiness for 2007 Qualification Requirements*. Wellington: Education Review Office.

<sup>5</sup> Teachers required for an early childhood education service to meet the minimum regulatory requirements for staff: child ratios. Until 2010, early childhood services may count one person in their final year of a programme of study for a qualification that leads to registration as an early childhood teacher as part of this requirement.

## Case Study

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### Planting seeds

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SEEDS is one of three early childhood education centres in the Porirua region providing a Christian environment where Samoan language is promoted and encouraged. Founder and co-owner Tolo Pereira says, “Staff make it a priority to instil a passion for books in their children and to ensure the centre is a welcoming environment for all ethnicities.”

“A European child has been with us for four months and has picked up the Samoan language with such joy and confidence. She loves music time, where she has mostly picked up the language and her pronunciation is amazing.”

Tolo says there is a strong commitment to producing bilingual literature, with four books under way. There is also a strong focus on developing basic math skills through puzzle and block play as well as recognising numbers, colours and shapes through music and mat times. Sand play is also used by staff, with English and Samoan words introducing simple maths terminology such as “bigger than, more, less than, high, and deep”.

Tolo says the transition-to-school programmes helped children write their names, develop a love of books and stories, recognise numbers, shapes and colours, “and to socialise and be proud of their identity and cultural background”.



Infants and toddlers enjoy sitting alongside older children during story time at the Samoana Early Education Development Services (SEEDS) at Waitangirua in Porirua.



## Actions

Teacher supply initiatives have been focused on the training and retention of Pasifika teachers to aid and increase the quality of ECE experiences for Pasifika children. The Government wants to ensure all children and families can access quality ECE services in all areas of New Zealand.

The priority is to improve participation in quality ECE among Māori children, Pasifika children, and children from low-income families. Qualified and registered teachers play an important role in this. However, many services which have low numbers of qualified and registered teachers are in lower socio-economic areas, with high proportions of Māori and Pasifika children.

In line with this priority both the ECE Service Teacher Education Grant (ECESTEG) and the ECE Support Grant for Provisionally Registered Teachers (PRTs) has been targeted towards services that have the greatest need for Government assistance. The ECESTEG assists these services to attract student teachers, or support unqualified staff members through a programme of study.

The ECE Support Grant for PRTs provides funding to ECE services to support their Provisionally Registered Teachers to gain full registration.

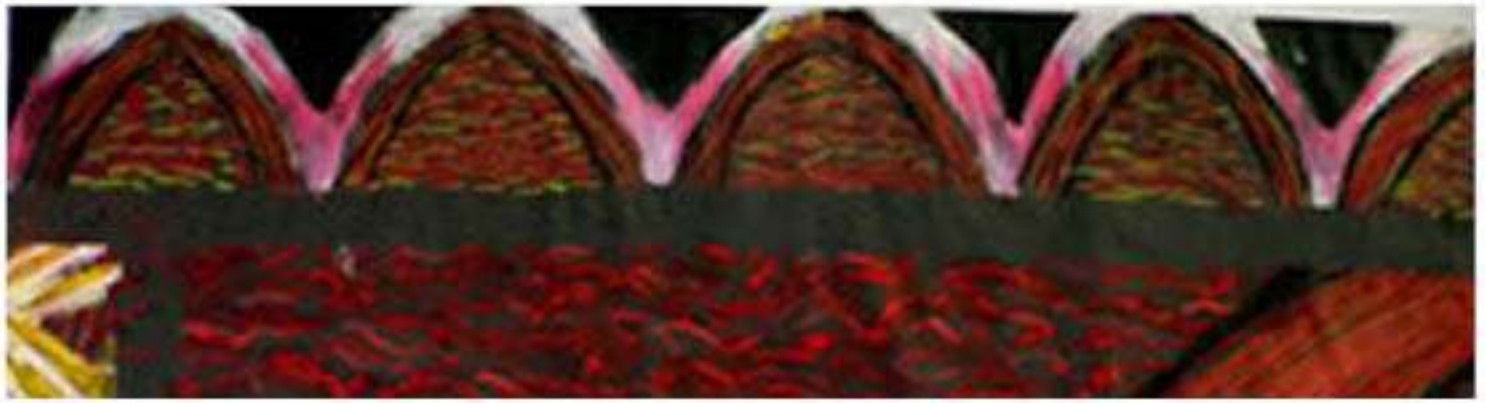
Recruitment of Pasifika into tertiary training to become an ECE teacher has been more focused through advertising and promoting general scholarships with over 270 scholarships awarded to Pasifika students in 2010/11. In 2010 TeachNZ offered 92 scholarships to applicants who had a focus on teaching in Māori or Pasifika communities and 63% of these scholarships were awarded to Pasifika students.

Professional development is a key component to increasing the quality of ECE experiences for Pasifika. Government funded professional development will be made more available in locations with lower rates of ECE participation. Currently, the Ministry of Education and the Manukau Institute of Technology (MIT) are working together to provide Pasifika with ECE focused business courses at levels 3, 4 or 5.

**Where to find out more**

**Visit: [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)**

Indicators	Effective Teaching	Registered early childhood education teachers
Publications	Publication Series	BES (Iterative Best Evidence Synthesis) → Quality Teaching Early Foundations: Best Evidence Synthesis Iteration (BES)
	ECE	An evaluation of initial uses and impacts of equity funding COI (Centre of Innovation) Pasifika early childhood education Perceptions of teachers and teaching: A focus on early childhood education Picking up the pace



## ✧ Compulsory Education



## Achievement at school

### What we have found

In 2010, 87% of Pasifika school leavers achieved NCEA level 1 literacy and numeracy requirements. This reflects the consistently increasing attainment trend for Pasifika students. Since 2005 there has been a total increase of 18.0 percentage points. If this positive trend continues as expected, the 2012 forecast of 93% of Pasifika school leavers achieving NCEA level 1 literacy and numeracy requirements will be met.

### What we are trying to achieve

Ensure Pasifika children and young people demonstrate improved progress and achievement in literacy and numeracy in relation to the National Standards (years 1-8), and improved achievement in NCEA levels 1, 2 and 3 and University Entrance.

### Targets

Once confirmed baseline data is gathered (from 2011) then future targets will be set for an annual increase in the number of Pasifika students meeting the National Standards in schools.

Increase the proportion of Pasifika school leavers achieving NCEA level 1 literacy and numeracy requirements from 84% in 2008 to 93% by 2012.

### Why this is important

All students need strong literacy and numeracy skills to be able to learn in all subjects. The literacy and numeracy skills gained at primary school during years 1 to 8 are essential life skills upon which all other learning is based. The achievement of school qualifications is vital to improving success in tertiary education, training and entry level jobs. By students achieving the National Standards in literacy and numeracy, they have the ability to gain the necessary prerequisites to move on with more challenging areas of education.

Hon Hekia Parata, Minister of Education and Minister of Pacific Island Affairs says, "Our Government's goal is to create the conditions that grow strong, vibrant, capable Pasifika communities. Quality early childhood education and compulsory education experiences lay the critical foundations for Pasifika learners to achieving good school leaving qualifications, at least NCEA level 2. This will open doors to various tertiary education opportunities and finally on to strong employment prospects".

## How we are going

### National Standards

The standards are descriptions of what students should know and be able to do in reading, writing and maths at different points in their schooling. They set clear, consistent expectations for learning and are designed to support students in developing key competencies and strong foundations for achievement in all learning areas. They are designed so that students who achieve the standards will be on track to achieve at least NCEA level 2 in year 12 at secondary school. Once sufficient data from the standards are available for analysis (expected in 2011) targets for an annual increase in the proportion of Pasifika students meeting the National Standards will be set. Current information from international studies, designed to assess reading literacy and numeracy in younger students, show many Pasifika students are already lagging behind by year 5.

- The mean reading literacy scores for Pākehā/European and Asian year 5 students in PIRLS-05/06 were significantly higher than the mean scores for Pasifika students.
- Sixteen percent of Pasifika year 5 students did not reach the Low International Benchmark for PIRLS-05/06. This compares with 3% of Asian and four percent of European/Pākehā.
- The Pasifika mean mathematics score in TIMSS-2006 for year 5 students was 427, compared to 546 for Asian students and 510 for Pākehā/European students. The international mean was 500.

## Literacy and numeracy

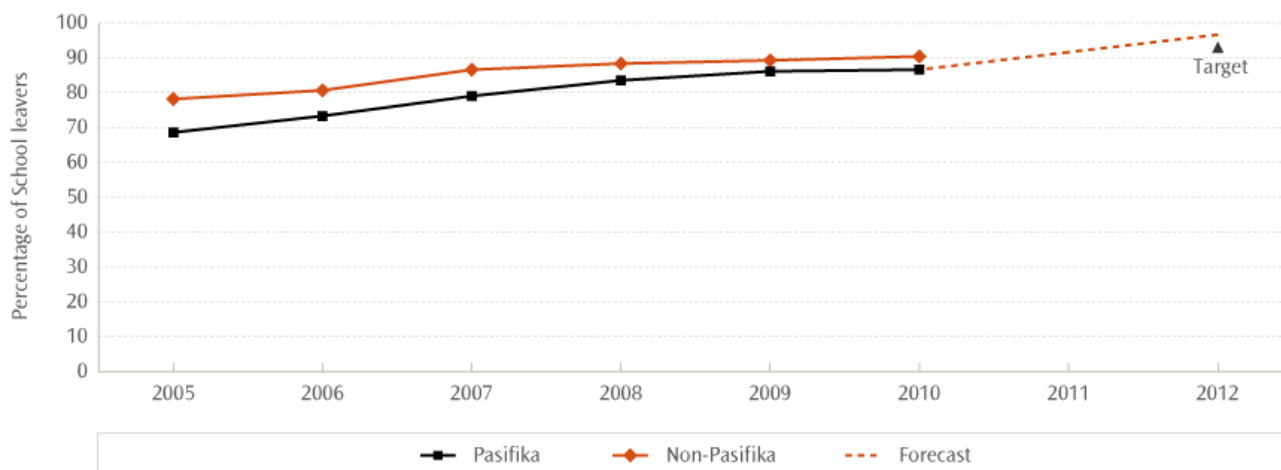
A good level of literacy and numeracy obtained from schooling is vital for establishing foundations needed for lifelong learning.

The percentage of Pasifika school leavers in 2010 who achieved NCEA level 1 literacy and numeracy was 87%, an increase from 83% in 2008. Pasifika school leavers had an increase of 18.0 percentage points from 2005 to 2010, compared to 12.2 percentage points for non-Pasifika.

As a result the gap between the proportion of Pasifika school leavers with this NCEA literacy and numeracy requirement and non-Pasifika school leavers has decreased; with a range of achievers being within four percentage points in 2010 compared to 10 percentage points in 2005.

The target for 2012 is to have 93% of all Pasifika school leavers achieving NCEA level 1 literacy and numeracy requirements. With the positive increases to date, Pasifika students are expected to meet this target in 2012.

**Figure 3.1: Percentage of school leavers achieving NCEA level 1 literacy and numeracy requirements (2005-2010)**





## Case study

### Reading together: St Joseph's School

Reading Together is a programme, consisting of four workshops facilitated by schools (working with the local library) over seven weeks. It focuses on teaching parents specific skills to support the development of reading, and stresses collaborative and non-threatening partnerships between parents, teachers, and children. This initiative has been shown to accelerate the achievement of students, build an ongoing learning partnership and empower families to support, rather than inadvertently pressure their children as they learn to read.

The implementation of Reading Together at St Joseph's Primary School facilitated the alignment of school-home links with effective teaching and learning. Positive outcomes included recorded improvements in students' levels of reading comprehension, reports by parents of positive and constructive changes in relationships with their children, and observations by teachers of positive shifts in children's independent reading and relationships between teachers and parents.

#### School Profile: St Joseph's School (Otahuhu)

Territorial Authority:	Auckland-Manukau
School Type:	Primary
Authority:	State: Integrated
Decile:	2
Total Number of Students:	317
Portion of students that identify as Pasifika:	88%
Portion of students that identify as Māori:	1%
Pasifika school leavers with NCEA level 2 or above:	N/A
Age Standardised Pasifika Standdown Rate:	0.0



Vitaliano Roache aged 5 inbetween his mother Luisa Roache (left) and father, Tommy Roache, during a Reading Together Workshop held at St Joseph's School Otahuhu.

Luisa, Tommy, and Vitaliano Roache are one family that got involved in the Reading together programme.

Principal, Liz Horgan, says, "They are a great family! Both parents are extremely supportive of their little boy's learning. Tommy and Luisa are always involved in and supportive of anything that happens in the school as well as running sports teams for children in the community. A fabulous example of parental support and active involvement in their school and local community."

The Best Evidence Synthesis (BES) has identified very strong evidence for the effectiveness of Reading Together when implemented well.

To read the full report on Reading Together at St Joseph's School visit [www.educationcounts.govt.nz/topics/BES/useful-links/Reading-Together.doc](http://www.educationcounts.govt.nz/topics/BES/useful-links/Reading-Together.doc) or to learn more about the BES (Iterative Best Evidence Synthesis) programme visit: [www.educationcounts.govt.nz/topics/BES](http://www.educationcounts.govt.nz/topics/BES)



### Actions

There is support in place for schools to identify and improve literacy and numeracy achievement by the end of the first year at school for Pasifika students. Schools that were identified as having students with underachievement in years 1 to 3 have been provided with additional facilitator funding from School Support Services (SSS), in particular for Pasifika, Māori and ESOL students, as well as additional SSS Literacy years 1 to 8 and LPDP, which also provide professional development for early years literacy.


Providing Pasifika language guidelines and resources for schools aims to help language and cultural learning. More effective teaching through greater knowledge of Pasifika cultures and languages will ensure Pasifika learners are more capable of achieving at a higher level and reaching the targets set in the *Plan*.

A series of five Pasifika language guidelines have been completed – Gagana Sāmoa, Cook Islands Māori, Vagahau Niue, Tongan and Gagana Tokelau. The language guidelines have been distributed to schools and are available from the Ministry warehouse. These guidelines are for the teaching and learning of Pasifika languages in school.

Reading Recovery is an early literacy intervention program, co-funded by the Ministry of Education and the schools involved, to reduce reading and writing difficulties of six year olds at the school. This is achieved through intensive and individual help by Reading Recovery tutors. An increased commitment and focus on Pasifika students taking part in this intervention, particularly at lower decile schools, has been implemented leading to more resources becoming available for Pasifika students. Pasifika achievement is vital to attaining literacy and numeracy as well reaching the National Standards level.

### Where to find out more

Visit: [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)



<b>Indicators</b>	<b>Education and Learning Outcomes</b>	School leavers with NCEA Level 1 or above School leavers with NCEA Level 2 or above School leavers with a university entrance standard School leavers entering tertiary education
<b>Publications</b>	<b>Publication Series</b>	BES (Iterative Best Evidence Synthesis) <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">                     Effective Pedagogy in Pāngarau/Mathematics: Best Evidence Synthesis Iteration                      Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES)                 </div>
		PIRLS (Progress in International Reading Literacy Study)
		TIMSS (Trends in International Mathematics and Science Study)
	<b>Māori</b>	Towards Making Achieving Cool: Achievement in Multi Cultural High Schools (AIMHI)
	<b>Pasifika</b>	Focus on Pasifika Students Achievement in Reading Literacy: Results from PISA 2000 Literature review on the experiences of Pasifika learners in the classroom Strengthening Education in Mangere and Otara (SEMO)

## Secondary school qualifications

### What we have found

In 2010, 68% of Pasifika school leavers left with NCEA level 2 or above, and 30% of Pasifika school leavers achieved a university entrance standard. The gap between the proportion of Pasifika and non-Pasifika students leaving school with at least NCEA level 2 continues to decrease. However, this gap has remained relatively constant for university entrance standard.

If the recent rate of improvements is maintained for Pasifika school leaver results, then the target of 75% of Pasifika students leaving school with NCEA level 2 or above and revised target of 35% of Pasifika students leaving school with a university entrance standard should both be met in 2012.

### What we are trying to achieve

Ensure Pasifika children and young people demonstrate improved progress and achievement in literacy and numeracy in relation to the National Standards (years 1 to 8), and improved achievement in NCEA levels 1, 2 and 3 and University Entrance.

### Targets

Increase the proportion of Pasifika students leaving school with at least NCEA level 2 or equivalent, from 63% in 2008 to 75% by the end of 2012.

Increase Pasifika students leaving school with university entrance, from 23% in 2008 to 30% by the end of 2012.

### Why this is important

The success of an education system is manifested in, among other things, the success of individuals in finding sustainable employment, as well as the level of wages that employers are willing to pay for their skills and knowledge. A formal school qualification is a measure of the extent to which young adults have completed a basic prerequisite for higher education and training, or for many entry-level jobs.

People with no qualifications have unemployment rates far greater than those with qualifications. In New Zealand, people with no qualifications have an unemployment rate more than 60% higher than those whose highest qualification was a year 12 (sixth form) school qualification or above.

## How we are going

### NCEA level 2 or above

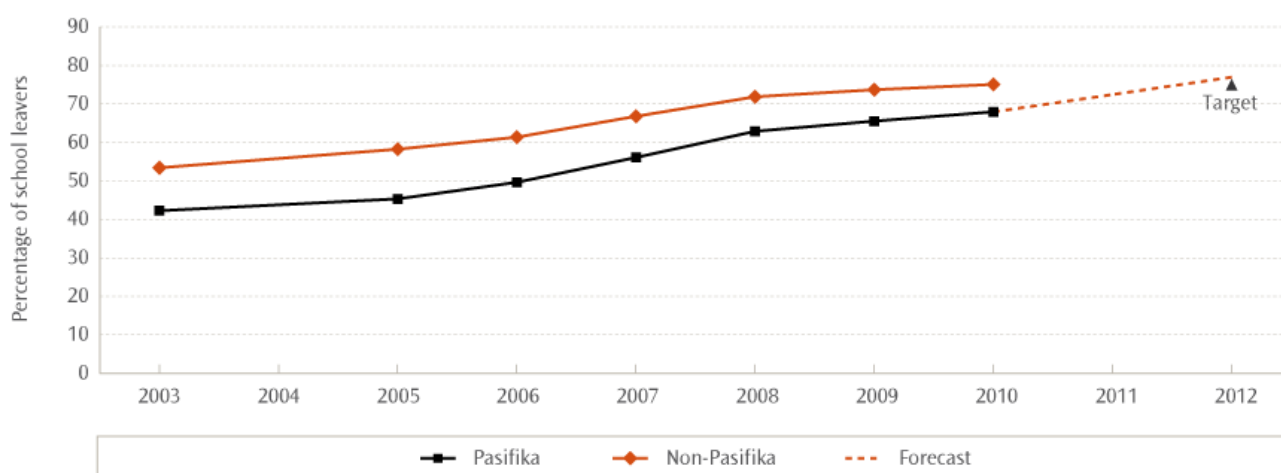
Since the introduction of NCEA level 2 in 2003, there has been a 25.7 percentage point increase in Pasifika school leavers achieving NECA level 2 or above. In 2010 over two-thirds of all Pasifika school leavers (68%) were achieving this level of attainment.

Since 2003, the percentage of non-Pasifika school leavers with NCEA level 2 or above has increased from 53% to 75%; a 21.7 percentage point increase.

As can be seen in Figure 4.1, the gap between the proportion of Pasifika and the proportion of non-Pasifika students leaving school with NCEA level 2 continues to decrease.

It is forecast that 77% of Pasifika school leavers will have NCEA level 2 or above by 2012, meeting the target of 75%.

**Figure 4.1: Percentage of school leavers with an NCEA level 2 qualification or above (2003 to 2010)**



Note: Due to methodological changes in the allocation of attainment levels in 2004, for leavers achieving a qualification between little or no formal attainment and UE standard, the percentages of leavers with at least NCEA level 2 in 2004 is not comparable with other years, and has been omitted.

## Case study

### Schools putting the plan into action: Flaxmere College

Two students enjoyed wins in the junior and secondary school sections of the Hawke's Bay Secondary School Pasifika Speech Competitions and the college's Pasifika Group's second place in the 2010 Hawke's Pasifika Cultural Competition also held at Hastings Boys' High School gave Pasifika pupils at Flaxmere College a sense of pride that is rubbing off on the whole school.

Speech competitions can sharpen cultural focus and lift leadership skills and achievement. Research shows leadership and success in all its forms, and having strong cultural identity, transfers to success in the classroom. Teachers who value the cultural backgrounds of their students and support confidence building in out of classroom activities play a key role in this process.



Flaxmere College speech contestants holding the Secondary section trophy (left to right), Lesina Uelese, Tameti Teweti, Mary Taito and Camberley Crichton ended their speeches with a rendition of their school song 'Unified' in Maori, English and Samoan.

#### School Profile: Flaxmere College

Territorial Authority:	Hastings District
School Type:	Secondary
Authority:	State: Not integrated
Decile:	1
Total Number of Students:	325
Portion of students that identify as Pasifika:	18%
Portion of students that identify as Māori:	73%
Pasifika school leavers with NCEA level 2 or above:	42%
Age Standardised Pasifika Standdown Rate:	67.5

Flaxmere College's NCEA results are still well below the national average, but significant improvements have been made for their Pasifika learners between 2009 and 2010 when the Pasifika Education Plan was put in to action by the school.

School principal Louise Anaru says Flaxmere College sees culture as an advantage and values its partnership with families who are part of the school community – "We believe by working together we can achieve the very best for every young person who attends our school. We care about our students and their families. We know our students are capable and we want to share their successes and help plan for their future."

## University entrance

This indicator is a measure of those students who successfully achieve a full senior secondary school education. Success is measured by the attainment of at least NCEA level 3 (the qualification typical of year 13) or gaining entrance to university, which is not a qualification per se, but, still a useful measure of success and future opportunity.

The target of 30% of Pasifika school leavers achieving a university entrance standard has been met in 2010 with 30.5% of all Pasifika school leavers successfully attaining university entrance. The forecast is that, by 2012, over 35% of Pasifika school leavers will successfully attain university entrance.

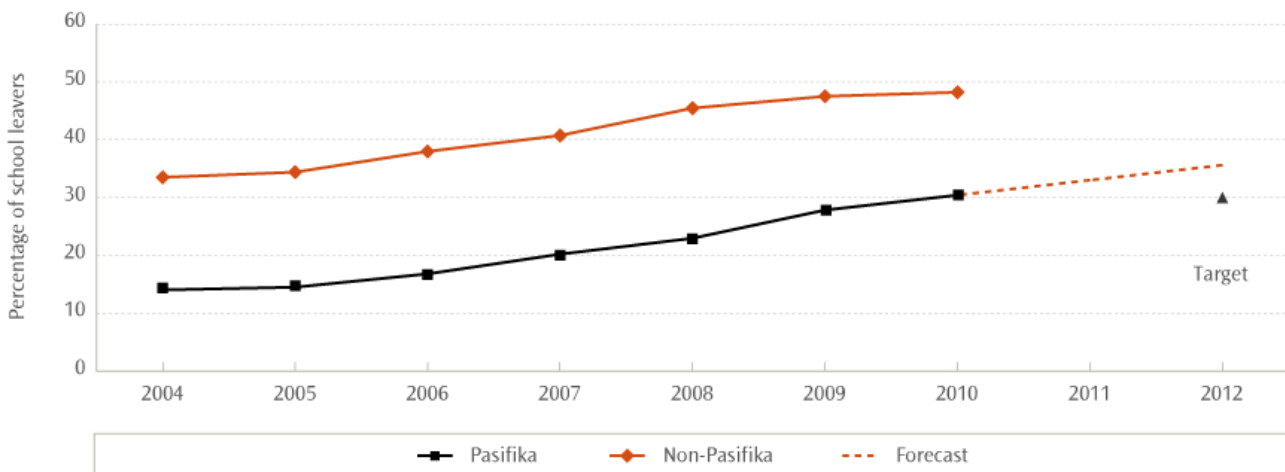
As can be seen in Figure 4.2, the gap between the proportion of Pasifika and the proportion of non-Pasifika

students leaving school achieving a university entrance standard has stayed relatively even and large across the years.

From 2008 to 2010 the proportion of Pasifika school leavers achieving a university entrance standard has increased from 22.9% in 2008 to 30.5%, an increase of 7.5 percentage points. During this same period, the proportion of non-Pasifika school leavers achieving a university entrance standard has increased from 45.5% to 48.3%, only a 2.8 percentage point increase.

We have begun to see a slight decrease in the gap between the proportion of Pasifika and the proportion of non-Pasifika students leaving school achieving a university entrance; however without intervention the disparity will remain large across the years to come.

**Figure 4.2: Percentage of school leavers with a university entrance standard (2004 to 2010)**



**Case Study**

**UCME XL Pacific Outreach programme**



The UCME XL Pacific Outreach programme, held in 2011, is a tutorial-based programme that targeted two low-decile schools that were badly affected by the Canterbury earthquakes; Aranui High School and Linwood College.

Preliminary results released from schools showed that 40% of Pacific students not on XL passed NCEA, compared with 77% of Pacific students who are enrolled on XL. More than three-quarters of students agree or strongly agree that XL has made them more aware of the University of Canterbury, with the majority indicating that they are now motivated to achieve a tertiary qualification.

**First Foundation**

First Foundation brings together a diverse group of people to achieve a single objective — the building of a better future for New Zealand's most talented, but financially disadvantaged youth. Scholars receive their First Foundation scholarships at the end of Year 12. This recognises the importance of both their final year at school and the transition from secondary school to tertiary education. Learn more about first foundation and their objectives at:


[www.firstfoundation.co.nz/first-foundation/our-story.aspx](http://www.firstfoundation.co.nz/first-foundation/our-story.aspx).



First Foundation Scholars from Mangere College, Auckland, Lana Sheerin, Tau Irangi, AJ Kelemete, and Crystal Ng Lam.

<b>School Profile: Mangere College</b>	
Territorial Authority:	Auckland-Manukau
School Type:	Secondary
Authority:	State: Not integrated
Decile:	1
Total Number of Students:	864
Portion of students that identify as Pasifika:	79%
Portion of students that identify as Māori:	18%
Pasifika school leavers with NCEA level 2 or above:	67%
Age Standardised Pasifika Standdown Rate:	41.8

**Where to find out more**

Visit: <a href="http://www.educationcounts.govt.nz">www.educationcounts.govt.nz</a>			
Indicators	Education and Learning Outcomes	School leavers with NCEA Level 1 or above School leavers with NCEA Level 2 or above School leavers with a university entrance standard School leavers entering tertiary education	
Publications	Publication Series	BES (Iterative Best Evidence Synthesis)	Effective Pedagogy in Pāngarau/Mathematics: Best Evidence Synthesis Iteration Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES)
		PIRLS (Progress in International Reading Literacy Study)	
		TIMSS (Trends in International Mathematics and Science Study)	
	Māori	Towards Making Achieving Cool: Achievement in Multi Cultural High Schools (AIMHI)	
Pasifika	Focus on Pasifika Students Achievement in Reading Literacy: Results from PISA 2000 Literature review on the experiences of Pasifika learners in the classroom Strengthening Education in Mangere and Otara (SEMO)		



## Effective teaching

### What we have found

As at 1 April 2011, there were 1,393 Pasifika teachers, this is an increase of 6.0% since 2009 (83 teachers). However, Pasifika teachers continue to be under-represented in the school sector in 2011; Pasifika students making up 10% of state school rolls but Pasifika teachers making up only 2.8% of all state teachers.

A 2009 survey by the Education Review Office showed half of the schools had improved effectiveness for Pasifika students since their last review and were responding to the needs of these students.

### What we are trying to achieve

***Increase the quality of teaching and school leadership by increasing responsiveness to Pasifika learners and families.***

### Targets

- Increase the number of registered Pasifika teachers by 20% more by 2012 (from 1,267 in 2008 to 1,520 in 2012).
- At least half of schools demonstrate improved effectiveness for Pasifika students in the ERO's pilot 2008/2009 national evaluation, since their previous review.

### Why this is important

Effective teaching makes the greatest 'in-school' difference to students learning and achievement outcomes.

Initiatives by teachers to get to know their Pasifika students — their goals, priorities and cultures can contribute to their success. Teacher effectiveness also involves building strong relationships with parents, families and communities to raise Pasifika achievement.

## How we are going

### Pasifika teachers

The number of Pasifika teachers continues to increase over time, this positive outcome means no extra intervention is needed in particular at this point. The target for 2012 is 1,520 Pasifika teachers, a 20% increase from 1,267 teachers in 2008. Using data from 2000-2010, it is forecast that the number of Pasifika teachers in 2012 will be 1,506 which is more or less on track to reach the target.

The number of registered teachers in 2011 is slightly lower than predicted (see figure 5.1), which could indicate that this positive increase is beginning to plateau.

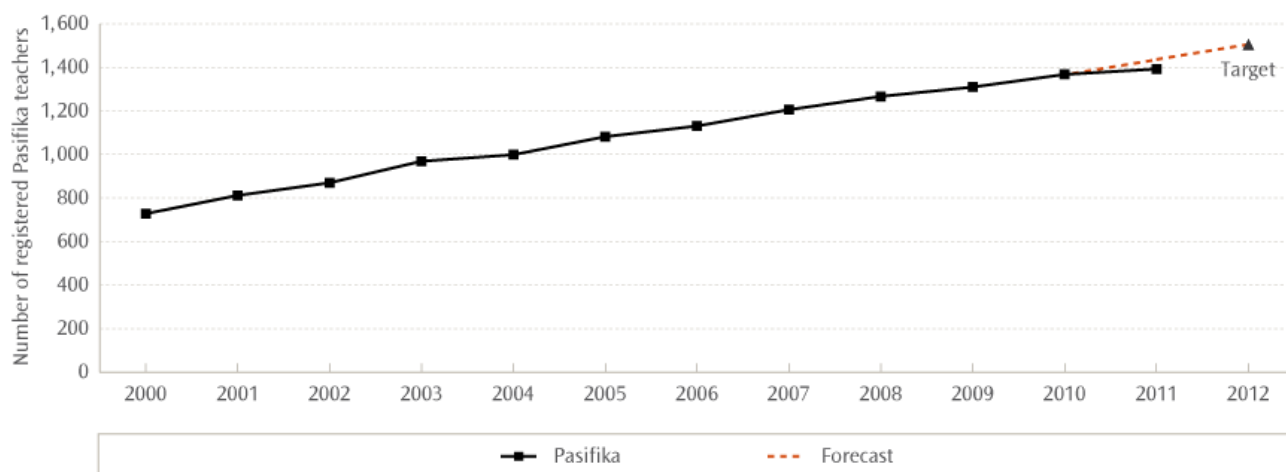
While the number of Pasifika teachers is increasing, fair representation will be difficult to achieve for Pasifika, because of their disproportionate younger population in New Zealand; Pasifika teachers continue to be under-represented in state<sup>6</sup> schools compared with the proportion of Pasifika students on the roll. In 2010, Pasifika students made up 10% of the state school roll, while only 2.8% of state school teachers were of Pasifika ethnicity.

Effective teaching (and professional development) for Pasifika students has been reviewed as part of the *Plan's* implementation actions.

Effective teaching includes being familiar with Pasifika students' cultural backgrounds and aspirations. It is this familiarity which is an advantage Pasifika teachers possess. The implication here is that by having a target of increasing Pasifika teachers, there will also be an underlying increase in teachers effective for Pasifika students. However, professional development for all teachers, including Pasifika and non-Pasifika is important to ensure effectiveness for Pasifika learners.

All teachers bring different skills and backgrounds to the classroom. All teachers can be effective for Pasifika learners by being positive and proactive about implementing the initiatives outlined in the *Plan*.

Figure 5.1: Registered Pasifika teachers (as at April 2000 to 2011)



Note: Includes management and principal teachers.

<sup>6</sup> State includes State and State: Integrated schools.

## Effectiveness for Pasifika students

For the last three years, in each school where Pasifika students were enrolled, ERO has asked questions about their achievement and the ways that the schools identified and met their learning needs. As part of its education reviews in Auckland schools in 2008/09, ERO has refocused its evaluation process to investigate what schools knew about Pasifika students' presence, engagement and achievement.

The report looked at 32 schools in the greater Auckland region and found that:

- three-quarters of these schools had either continued to engage their students well or had improved the levels of engagement
- half the schools in the sample had improved presence and literacy and numeracy achievement levels of Pasifika students since their last review.

The overarching evaluation question ERO asked was; What does the school know about progress in Pasifika student achievement since the last ERO review? Answers were sought through six investigative questions about the extent to which there had been improvements in:

- Pasifika student presence at school
- Pasifika student engagement with learning
- the board of trustees' knowledge and understanding of Pasifika issues

- the school's engagement with its Pasifika community
- student achievement in literacy and numeracy from years 1 to 10
- the quality of the school's achievement information for Pasifika students.

Improvements have been seen in all of the investigated categories since the last review in 2007 for the schools in the study.

Since the last ERO report, Pasifika student presence remained high in nine of the schools, and significantly higher in two schools with some improvement evident in 14 schools.

Approximately a quarter of the 32 schools had continued to demonstrate high levels of Pacific student engagement. About half the schools had improved substantially with the final quarter showing little or no improvement in this area.

Overall in achievement, three schools showed higher Pacific achievement in English literacy, two schools reported higher numeracy levels and over a third of schools showed higher literacy and numeracy levels in general.

## Actions

Effective teaching makes the greatest 'in-school' difference to students learning and achievement outcomes. Initiatives by both Pasifika and non-Pasifika teachers to get to know their Pasifika students, their goals, priorities and culture, contribute to their success.


Working with parents, families and communities creates better relationships, familiarity with Pasifika culture and helps to establish high shared expectations for Pasifika students.

- Participation in Pasifika School Community Parent Liaison (PSCPL) increased awareness of many principals and senior managers about the importance of fostering positive relationships between teachers and Pasifika students. Pivotal to the success of PSCPL in schools was the Pasifika Liaison Advisor (PLA) role.

- PLA liaised with community, provided pastoral care to Pasifika students and promoted Pasifika cultures and languages. They primarily engaged in liaison and student welfare support, building a strong emotional foundation for learning to occur.
- There was a strong correlation between schools with increased academic and wellbeing outcomes for Pasifika students, and staff involved in professional learning. This was especially so where the professional learning focused on pedagogical content knowledge and on raising Pasifika student achievement, through literacy programmes.
- Teachers noted that Pasifika parental engagement with the school about student learning was much stronger when there was a clear purpose for their attendance and when parents could see their children enjoying school and achieving.

## Where to find out more

Visit: [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)



Publications	Publication Series	BES (Iterative Best Evidence Synthesis)	Effective Pedagogy in Pāngarau/Mathematics: Best Evidence Synthesis Iteration Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES)
	ECE	Initial Teacher Education	
	Pasifika	Status of Teachers Research Project 2002-2006	
			Evaluation of Professional Development for Pacific teachers which Supports the Arts in the NZ Curriculum High Level Executive Summary: Quality Teaching, Research and Development Samoan Bilingual Hub Learning from the Quality Teaching Research and Development Programme (QRT&D) - Findings of the External Evaluation

## Student engagement in schooling

### What we have found

The age standardised suspension rate for Pasifika students had been decreasing since a peak of 10.5 suspensions per 1,000 students in 2006, showing a promising trend for the future. In 2006, age standardised suspension rates for Pasifika students were 60% higher than that of non-Pasifika students. In 2010, the suspension rate for Pasifika students has been reduced to 6.6 suspensions per 1,000 students, only 14% higher than that of non-Pasifika students.

The age standardised expulsion rate for Pasifika students was 3.9 per 1,000 students in 2010, compared to 4.6 per 1,000 students in 2009. The expulsion rates for students have fluctuated a great deal since 2000. This is partially because of the relatively small number of students being expelled. The 2010 decrease in the number of expulsions is a positive movement in the right direction but the target of reducing the Pasifika age-standardised expulsions to 1 per 1,000 students in 2012 remains unlikely to be achieved without further intervention.

As at 1 December 2011 the proportion of schools with adequate Pasifika representation on their BoT was 32.9%. This is an increase of three percentage points from 2009. The trend is reasonably flat for this proportion fluctuating around 30%; Target of 100% will not be achieved in any foreseeable future without intervention.

### What we are trying to achieve

***Increase effective engagement between Pasifika parents, families and teachers and schools focused on learning.***

#### Targets

Reduce the Pasifika school suspension rate of 7.2 suspensions per 1,000 students in 2008, by 20% by 2012.

Reduce the Pasifika expulsion rate of five per 1,000 students in 2008, to one per 1,000 students in 2012.

The proportion of Pasifika trustees on a school Board of Trustees (BoT) should be at least the same as the proportion of Pasifika students of that school.

### Why this is important

A student's engagement, their 'opportunity to learn', is an essential part of helping students to reach their educational potential, and obtain the prerequisites for higher education and training, or for many entry-level jobs.

Engagement encompasses attendance, a sense of belonging and well-being, and enjoyment. Student disengagement leads to higher risks of negative youth behaviour.

There are clear signals when a student is disengaging from school. If underlying reasons are not identified and confronted, disengagement could lead to chronic truancy, stand-downs and suspensions, or in the more serious cases, expulsion of the student.

Decisions about support, curriculum, resources and planning all contribute to positive engagement with Pasifika students.

Pasifika representation on the BoT is a key mechanism for participation of parents, family and community in the education of their children.

## How we are going

### Suspension rates

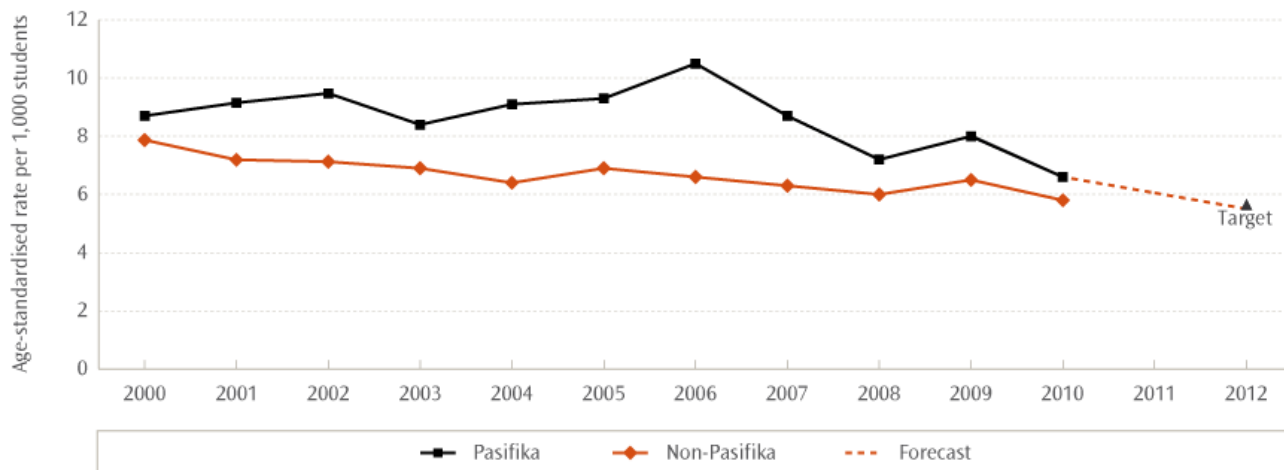
The majority of suspensions occur for students aged 13 to 15, accounting to 70% of total suspensions of all ethnicities in 2010. In 2010 the peak age for Pasifika students was 15 with a suspension rate of 25.3 per 1,000 students.

As can be seen in figure 6.1, in 2010, the age-standardised suspension rate for Pasifika was reduced 6.6 per 1,000 students. This is compared to the non-Pasifika age-standardised suspension rate of 5.8 per 1,000 students.

Since a peak of 10.5 suspensions per 1000 Pasifika students in 2006, suspension rates have been steadily decreasing. Based on the trend since 2006, the target age-standardised suspension rate of 5.76 is forecasted to be met in 2012.

Furthermore Pasifika rates are decreasing while Non-Pasifika rates remain relatively stable. The gap between the age-standardised suspension rates for Pasifika and non-Pasifika substantially decreased between 2006 and 2010. If trends remain stable the gap between Pasifika and non Pasifika student suspension rates should be eliminated by 2012.

**Figure 6.1: Age-standardised suspension rates (2000 to 2010)**



Note: International fee-paying students, Correspondence School students, adult students (age >19) and private students are excluded.



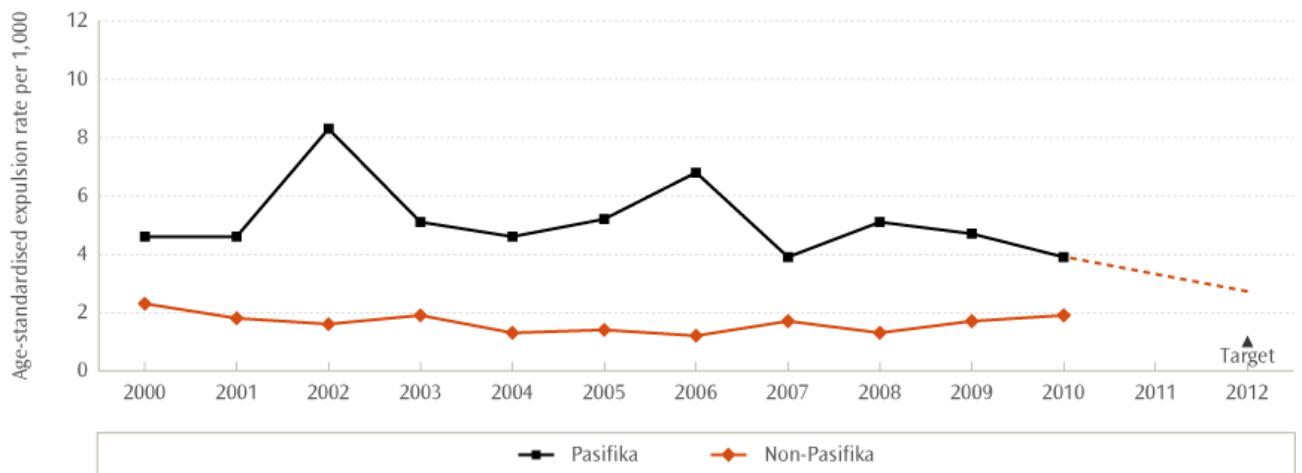
## Expulsion rates

In 2010, the age-standardised expulsion rate for Pasifika students was 3.9 per 1,000 students, a decrease from 2009. This is compared to the non-Pasifika age-standardised expulsion rate of 1.9 per 1,000 students, which has increased since 2009.

Pasifika expulsions have fluctuated around 5 per 1,000 students since 2000, with particularly large variability between 2006 and 2007. The non-Pasifika expulsions trend continues to be significantly lower and relatively stable.

In the figure 6.2, we see that the gap between the Pasifika and non-Pasifika age-standardised expulsion rates is variable because of the fluctuating Pasifika rate. The amplitude and explanation for the variability is partly due to the number of students expelled being relatively small. This unpredictability makes it difficult to forecast, however it is unlikely we will meet the target of an age-standardised expulsion rate of 1 per 1,000 students in 2012 without intervention.

**Figure 6.2: Age standardised expulsion rates per 1000 students (2003-2010)**



## Pasifika representation on the Boards of Trustees

Since 2000, the proportion of schools which achieved the criteria for adequate representation on their board of trustees (BoT) has increased by nine percentage points.

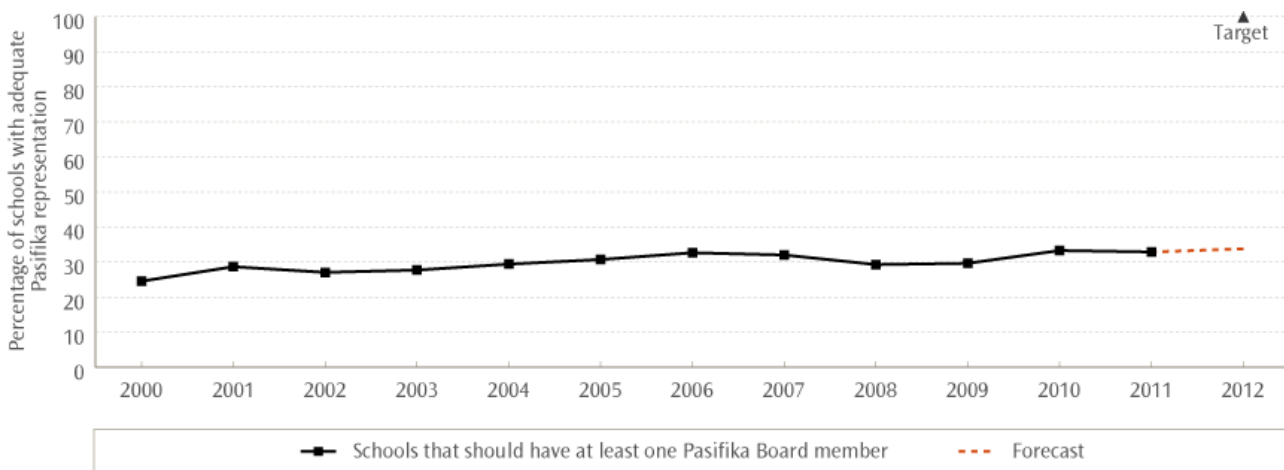
This analysis is based on schools with sufficient Pasifika students on the roll to expect Pasifika representation on the board. This expectation is based on both the relative size of the Pasifika roll and the number of available positions on the board, and recognises that board representation must be a whole person, not a proportion of a person (see the technical notes for a detailed explanation).

The target for Pasifika BoT representation in the *Plan* is calculated on “Pasifika representation should be at least

the same as the proportion of Pasifika learners at that school”. As at 1 December 2011, only 32.9% of schools with sufficient number of Pasifika students to expect Pasifika representation on the schools’ board of trustees had such representation. The forecast falls well short of the target of 100%.

Interventions and policy changes must be looked at and be actively affecting these applicable schools raising their awareness of the need to increase Pasifika representation. It is important that the Pasifika students have a voice on their board and are fairly and not under-represented, considering their roll size at a school.

**Figure 6.3: Schools which have adequate Pasifika representation on their board of trustees (2000-2011)**



Note: Restricted to schools that should have at least one Pasifika board member (i.e. excludes schools with small or zero percentage of Pasifika students)

## **Actions**

Lessons learned from lowered suspension rates have been attributed to the growth of restorative practices in many secondary schools.

Restorative work relies less on punitive interventions, and more on work to prevent and repair the harm of wrongdoing. The Ministry's Student Engagement Initiative (SEI) work has engaged many secondary schools in restorative work to reduce suspensions and exclusions. Pasifika suspension and exclusion rates in these schools were high, but have fallen dramatically. Pasifika suspensions and exclusions in schools which were not targeted for SEI have risen slightly over time.

Many schools have also placed a greater emphasis on efforts to raise Pasifika achievement. This means schools are looking at their achievement data and are more likely to intervene early when there are signs of disengagement.

It is important to note that with the small number of Pasifika students compared to European there is going to be a lot more statistical variability for Pasifika students.


## **Pasifika Board of Trustee representation**

The distribution of Pasifika learners makes it difficult to always match the proportion of Pasifika learners with Pasifika representation on boards. For this reason, the Ministry undertakes board training to ensure that board members are able to effectively represent and advocate for the interests of Pasifika learners at their school regardless of their own ethnicity.

This current target applies across all schools and Pasifika learners are concentrated in a few schools. This might mean that in the new Pasifika Education Plan, BoT targets might need to be developed for schools with a high percentage of Pasifika learners, for example schools with 10% or more Pasifika learners.

To increase the understanding of Pasifika issues at the school board level, the Ministry has worked with the Ministry of Pacific Island Affairs (MPIA) and the New Zealand School Trustees Association (NZSTA) to encourage more Pasifika people to stand for board elections. The next triennial elections will be held in May 2013.

**Where to find out more**

Visit: <a href="http://www.educationcounts.govt.nz">www.educationcounts.govt.nz</a>			
Indicators	Student participation	Early leaving exemptions Non-enrolled students Retention of students in senior secondary school Stand-downs, suspension, exclusions and expulsions from school Truancy from school	
	Quality Education Providers	Pasifika parent representation on the boards of trustees	
Publications	Publication Series	BES (Iterative Best Evidence Synthesis)	Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) The Complexity of Community and Family Influences on Children's Achievement in New Zealand (BES)
		Attendance and Absence in New Zealand Schools	
		Results of the School Board of Trustees Elections	
	Pasifika	Literature review on the effective engagement of Pasifika Parents and Communities in Education (PISCPL) Literature review on the experiences of Pasifika learners in the classroom Pasific Island School Community parent Liasion Project case study	



## ✧ Tertiary Education



## Participation in tertiary education

### What we have found

In 2010, the proportion of Pasifika people aged 18 to 24 years in level 4 qualifications and above was 26.9%, up by three percentage points compared with 2009. The target for Pasifika students is to reach 27% participation rate in level 4 qualifications and higher by 2012, current forecast suggests Pasifika students will exceed this in 2012.

At 75.6%, students identifying with the Pasifika ethnic group had one of the lowest first year retention rates in level 4 qualifications and above for people aged 18 to 24 years. Since 2000, when the rate was just under 70%, the retention rate has continued to increase. In 2008 it dropped significantly but has recovered in 2009, and continues to rise in 2010 exceeding target of 75%. The disparity between retention rates for Pasifika and non-Pasifika students has begun to decrease, however intervention is needed to see this gap close.

### What we are trying to achieve

***Increase the first-year retention rate for Pasifika students aged 18 to 24 in qualifications at level 4 and above.***

#### Targets

Increase participation rates for Pasifika people aged 18 to 24 in qualifications at levels four and above from 22% in 2008 to 27% in 2012

Increase the first-year retention rate for Pasifika students ages 18 to 24 in qualifications at levels four and above from 70% of those first enrolled in 2007 to 75% of those first enrolled in 2011.

### Why this is important

An important step to build on schooling success for young New Zealanders is to increase their participation and retention in tertiary education. Pasifika learners are disproportionately represented in lower level tertiary provision, and have lower first-year retention rates and lower overall qualification completion rates.

The issue of retention is complicated by the number of Pasifika learners switching courses meaning they are participating but not progressing and achieving.

The Ministry has seen improvements in both the participation rates and first-year retention rates for 18 to 24-year-old students in level 4 and above, however it will take another three to four years for the improvements in retention rates to show through as improvements in the five-year completion rate.



How we are going

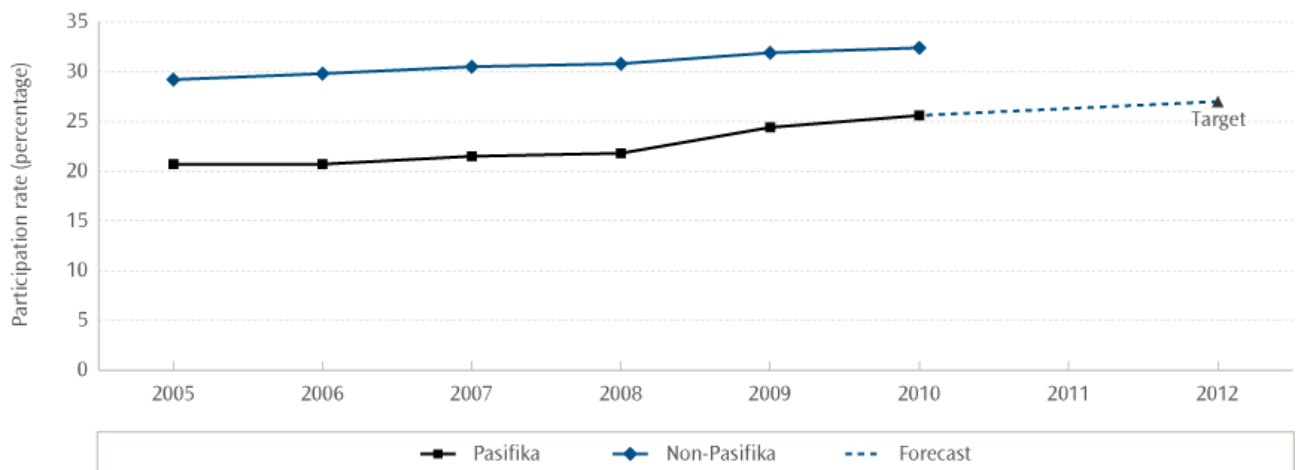
## Participation rates of Pasifika people aged 18 to 24 years in level 4 qualifications and above

The target for the Pasifika ethnic group is to reach a participation rate in level 4 qualifications and higher of 27% by 2012. The participation rate of young Pasifika students has increased in recent years. In 2010, the proportion of Pasifika people aged 18 to 24 years in level 4 qualifications and above was 26.9%, up by 6.7 percentage points compared with 2005.

Based on recent trends it is forecast that the participation rate in level 4 qualifications and above by young Pasifika students will exceed the target of 27% in 2012.

The gap between Pasifika and non-Pasifika participation rates is slowly narrowing from 5.6 percentage points in 2008 to 3.3 percentage points in 2010. However, further intervention is required to make a significant difference.

**Figure 7.1: Percentage of Pasifika and Non-Pasifika people aged 18 to 24 years participating in tertiary qualifications at level 4 and above (2005-2010)**



**How we are going**

**First-year retention rate for Pasifika students aged 18 to 24 years in levels 4 qualifications and above**

From 2002 to 2006 retention rates for both Pasifika and non-Pasifika students remained relatively stable with Pasifika students' retention rate being approximately eight percentage points below that of non-Pasifika students.

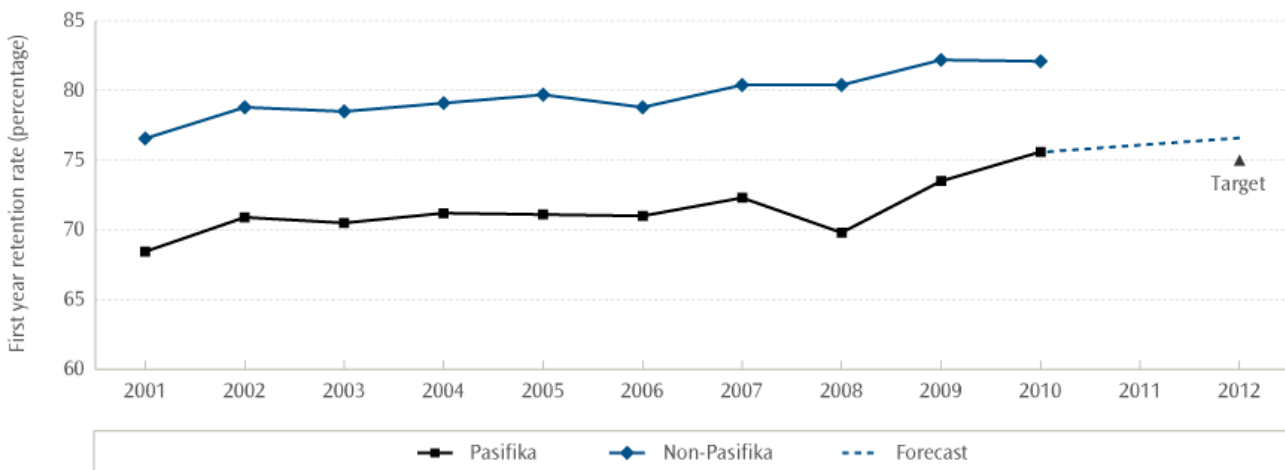
In the past few years the retention rate for students across the board has increased, potentially in part due to the recession, with more students choosing to stay at university rather than leaving to look for employment.

In 2010 the retention rate of Pasifika students for 18 to 24 year-olds reached 75.6% exceeding the target of 75% by

2012. Despite meeting the target, the difference in retention rates between Pasifika and non-Pasifika students remains large at approximately seven percentage points difference (see figure 7.2).

The target for 2012 has been met and based on the recent trends for Pasifika students it is forecast that in 2012 retention rate will be 76.6%. The retention rates may continue to rise across the board but without further intervention Pasifika retention rates are likely to remain significantly below that of non-Pasifika students.

**Figure 7.2: First Year Retention Rates of students aged 18 to 24 years in level 4 qualifications and above (2001-2010)**



## Actions

The role of the Tertiary Education Commission (TEC) is to give effect to the Government's Tertiary Education Strategy 2010-15 (TES) by:

- allocating Government funding to tertiary education organisations through the Investment Plan process
- monitoring the performance of tertiary education organisations
- providing advice to the Government on the tertiary education sector

For TEC to deliver against the TES, the Government introduced a range of initiatives aimed at strengthening educational and financial performance, and to invest in training that would produce wider economic benefits. To get the best return on the investment, the Government has articulated the need to increase the number of Pasifika students achieving at higher levels.

Tertiary education providers and industry training organisations are required to focus on how they can ensure Pasifika students progress to and achieve at higher levels of study. Tertiary Education Organisations responded in a number of ways including working with Pasifika community groups and improving pastoral and academic support, learning environments, and pathways into tertiary education.

The Performance-Based Research Fund (PBRF) will now give due emphasis to both research by Pasifika researchers and research into Pasifika matters. The Pacific Research Expert Advisory Group (EAG) established for the 2012 Quality Evaluation will assess the significance, quality and impact of research identified as Pacific research.

## In 2010:

### Institutes of Technology and Polytechnics

- Increased enrolments across degree-level and higher courses by 23%
- Improving Education Performance Indicators (EPIs) for Pasifika students, with the largest gains in the proportion of successful course completions (from 60% to 65%) and student retention (from 41% to 48%).

### Universities

- Increased the volume of Pasifika participation enrolments, particularly across levels 7 to 8 programmes (up 9%, or 510 EFTS)
- Achieved the highest qualification completions rate at degree level and above for Pasifika students across all sectors.

### Wānanga

- Improved on all EPIs for Pasifika students, with improved course completion, student retention rates and qualification completions across the wānanga sector.

### Private Training Establishments


- Improved on all EPIs for Pasifika students with the largest improvement in the proportion of successful course completions (up from 64% in 2009 to 73% in 2010) and student retention (up from 56% to 62%).

### Industry Training Organisations

- Improved on all EPIs for Pasifika students with credit achievement rate rising to 55%, while credit weighted programme completion rose to 43%.

### Where to find out more

**Visit: [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)**



Indicators	Student Engagement/ Participation	International students enrolled in tertiary education Participation in industry training Participation rates in tertiary education
Publications	Publications Series	Pasifika in tertiary education
		Profile & Trends: New Zealand's Tertiary Education Sector
		Tertiary Education Strategies - Monitoring and Evaluation

## Achievement in tertiary education

### What we have found

The five-year completion rate of level 4 qualifications or higher by Pasifika students aged 18 to 24 years was 39.9% for students who started study in 2006. The five-year completion rates for young Pasifika students is the lowest among the ethnic groups and the difference between Pasifika students and non-Pasifika students remains stable around 18% point difference. The forecast rate for five-year completion rate of level 4 qualifications or higher for Pasifika students aged 18 to 24 years who started in 2008 is 40% in 2012, lower than target of 43%.

The number of people aged 18 to 24 years in the population is expected to increase over the next few years and because younger students tend to study with the aim of getting a qualification, it is likely that the qualification completion rate for Pasifika students will increase.

In 2010, participation by Pasifika students in postgraduate-level study continued to increase. The Pasifika participation rate in postgraduate study has risen from 0.4% in 2001 to 0.70% in 2010. The target for the Pasifika participation rate in postgraduate study has been set at one percent by 2012. It is forecast to reach 0.73% by 2012.

### What we are trying to achieve

***Increase the number of young Pasifika people achieving level four and above qualifications by age 25.***

#### Targets

Youth Guarantee targets for Pasifika people's participation and achievement will be developed once a base line is established.

Increase the five year completion rates for Pasifika people aged 18 to 24 in qualifications at levels four and above from 38% of those first enrolled in 2001 to 43% of those first enrolled in 2008

Increase participation and completion in advanced level trade, technical and professional qualifications.

Increase the post graduate level participation rate for Pasifika learners to be the same level as non-Pasifika learners, estimated to be one percent by 2012.

### Why this is important

People who complete a tertiary education qualification have, on average, better economic outcomes. For example the median hourly earnings of people with a bachelor's degree or higher qualification were 70% higher in 2008 than for those with no qualification. A tertiary education qualification also provides people with a sound foundation for lifelong learning, and contributes to development of a workforce and society which has the ability to meet the challenges of today and the future.

Research shows that to maximise access to higher level tertiary education for Pasifika learners, institutions need to function within an environment that provides multiple pathways and links from one qualification level up to the next. Improvements in first-year retention rates have been largely in level 4 certificates and diplomas rather than in bachelor degrees, thereby affecting Pasifika postgraduate study participation.

As the focus on Pasifika learners has been stepped up in the current Tertiary Education Strategy, as well as other measures to improve performance such as performance linked funding, greater emphasis on progression and completion, the five year completion rates for Pasifika learners, and Pasifika learners undertaking postgraduate study is likely to improve post 2012.

## How we are going

### **‘Youth Guarantee’ targets Pasifika students**

The Youth Guarantee Initiative was introduced in 2010, with the launch of fees-free places in tertiary education organisations (TEOs). The Government’s aim is to allow 16 and 17-year-olds access to free education towards NCEA level 2 or a tertiary equivalent qualification in both schools and tertiary organisations. The initiative includes the opportunity of studying full-time for free at a TEO or being dual enrolled in both school and a tertiary provider through a Trades Academy. An important part of both programmes is to ensure that Pasifika learners are provided with pathways that engage them to achieve NCEA level 2 or a tertiary equivalent.

Fees free tertiary funding, often referred to as Youth Guarantee, offers vocationally focused education in a tertiary environment for 16 and 17 year olds who have disengaged from secondary school. In 2011, there were 2500 equivalent full time students (EFTS) studying at levels 1 to 3 on the New Zealand Qualification Framework across 35 TEOs, including ITPs, PTEs and one wānanga. This will increase in 2012 with the combination of Youth Training as under the fees-free Youth Guarantee programme, offering approximately 7500 places across New Zealand.

Trades Academies focus on delivering trades and technology programmes to secondary learners based on partnerships between schools, TEOs and employers. The aim is to improve transitions from school to tertiary or employment by motivating learners to stay engaged in learning and training through the provision of multiple study options.

The then-Minister of Education, Anne Tolley, in an announcement of additional Trade Academies as part of the Youth Guarantee initiative, bringing the total number to 21 by 2013, said, “Local economies will also benefit from these new Trades Academies, as businesses will now have more young people with better skills ready to enter the workplace.”

“Engaging with Pasifika communities and families is an important part of Youth Guarantee implementation and ensuring that there is strong pastoral care for Pasifika students while studying,” says Dr Lesieli Tongati’o, Pule Ma’ata Pasifika based in the national office at the Ministry of Education. “This means ensuring Pasifika students have access to quality careers advice, have the support of their family and teachers, and receive all the practical assistance they need to complete their education goals, such as transport and equipment,” says Lesieli.



**Case study**

**Youth Guarantee fees free tertiary in action**

By the time Lavinia Holi left school at the end of sixth form she had decided school wasn't for her. She barely managed to pass her levels one and two and found it hard to focus on her studies.

Lavinia is of Tongan descent, and her friends and family saw her potential. They encouraged her to give Auckland's BEST Pacific Institute of Education a go. "I had friends and cousins who knew about BEST, or studied there, and they persuaded me to try it," Lavinia said. "I went for a tour and the people were really friendly, so I decided to enrol in the National Certificate of Travel and Tourism in 2011. That decision changed my life."

The other deciding factor was that Lavinia qualified for a Youth Guarantee placement which meant she did not have to pay for course fees because she was under 18.

In September 2011, not only did Lavinia complete her course, she completed it early. "When I realised I'd finished ahead of my classmates, I was shocked," Lavinia said. "The biggest challenge for me has been learning to believe in myself. My teachers told me to believe in myself and said that I could do it."



Q & A – LAVINIA HOLI
Age: 17 years
Ethnicity: Tongan
Secondary school attended: Tangaora College, Otara
Course studied at BEST: National Certificate of Travel and Tourism
Completion date: September 2011
Further study planned: Diploma of Travel and Tourism in 2012

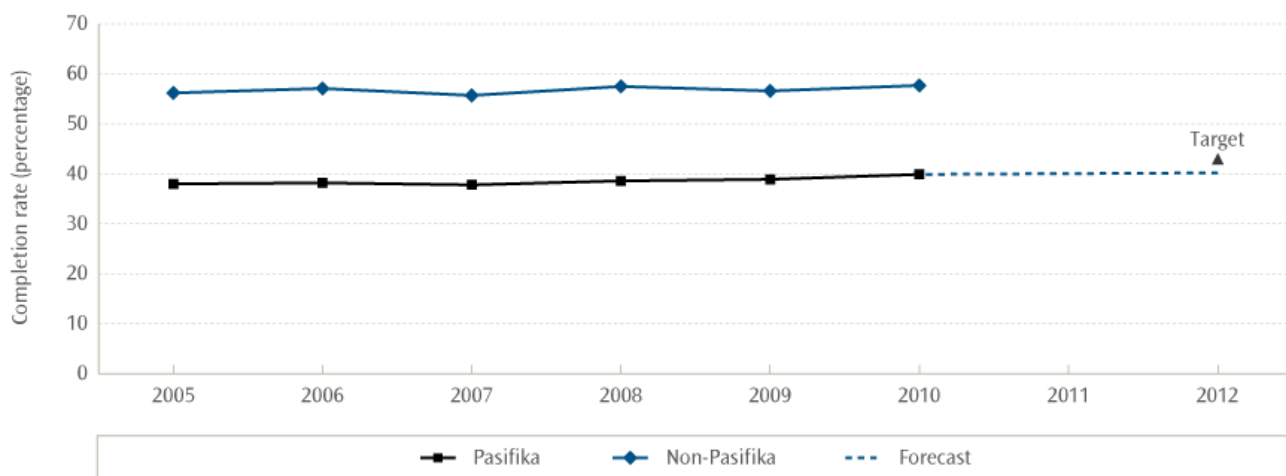
**How we are going**

**Five-year completion rates for Pasifika Students**

Of the Pasifika students aged 18 to 24 years who began a qualification at level four or above in 2006, 39.9% completed this qualification in 2010. This is a slight improvement on those who began a qualification in 2001 as just over 38% of these students completed this qualification in 2005.

It is estimated that the Pasifika five-year completion rate will have increased to 40.2% in 2012 for those who started study in 2008. The corresponding target is 43% so some also initiatives will be required in this area in order to meet the target.

**Figure 8.1: Tertiary 5-year qualification completion rates of Pasifika and non-Pasifika domestic students at level 4 and above**



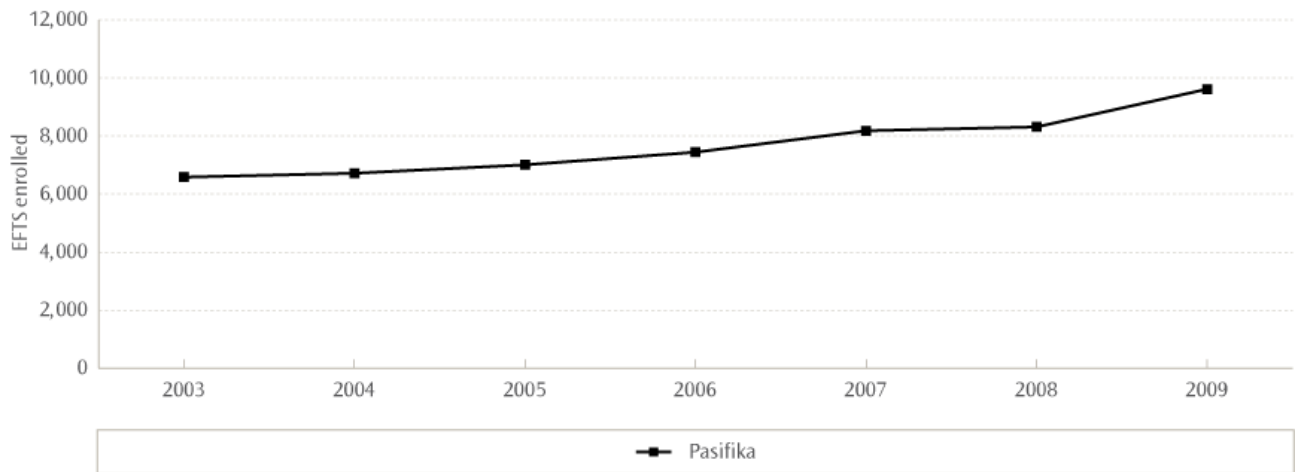
**How we are going**

**Participation and completion in advanced level trade, technical and professional qualifications**

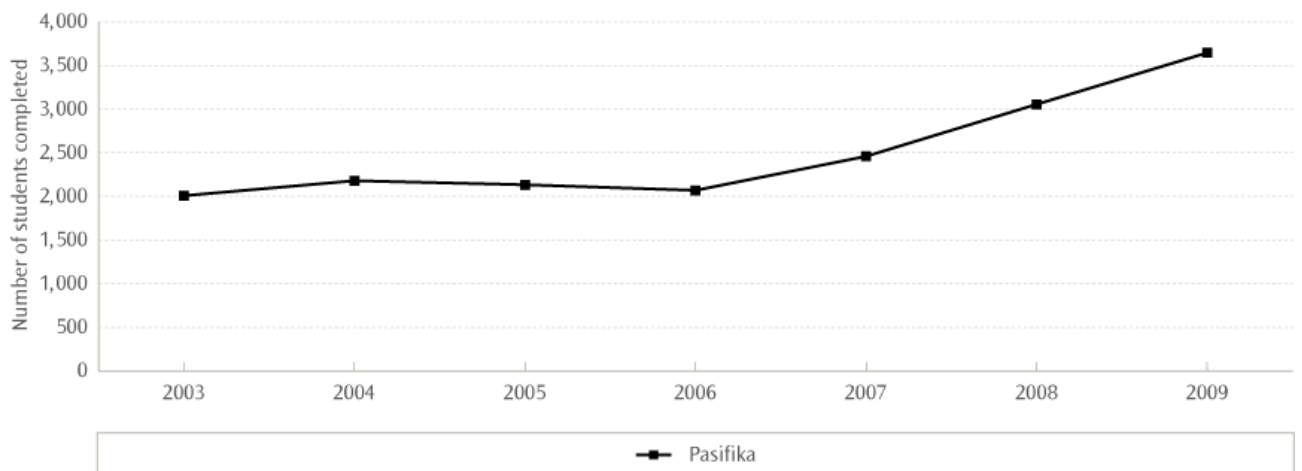
The number of enrolments in advanced level trade, technical and professional qualifications has increased by 31.5% between 2003-2009, with an increase of 13.6% between 2008-2009. The greatest enrolments by field of study in certificates and diplomas were business and management, in bachelors was teacher education and in postgraduate was curriculum education studies.

Completions in advanced level trade have also improved, by 45 % from 2003 until 2009, with a 16.2% increase in the last year. The greatest number of completions by field of study followed the same pattern as enrolments, with certificate and diploma levels being business and management, and in bachelor degrees and postgraduate study was teacher education and education studies respectively.

**Figure 8.2: Number of EFTS enrolled in advanced level trade, technical and professional qualifications (2003-2009)**



**Figure 8.3: EFTS completed in advanced level trade, technical and professional qualifications (2003-2009)**



## How we are going

### Participation rate of Pasifika people in postgraduate study

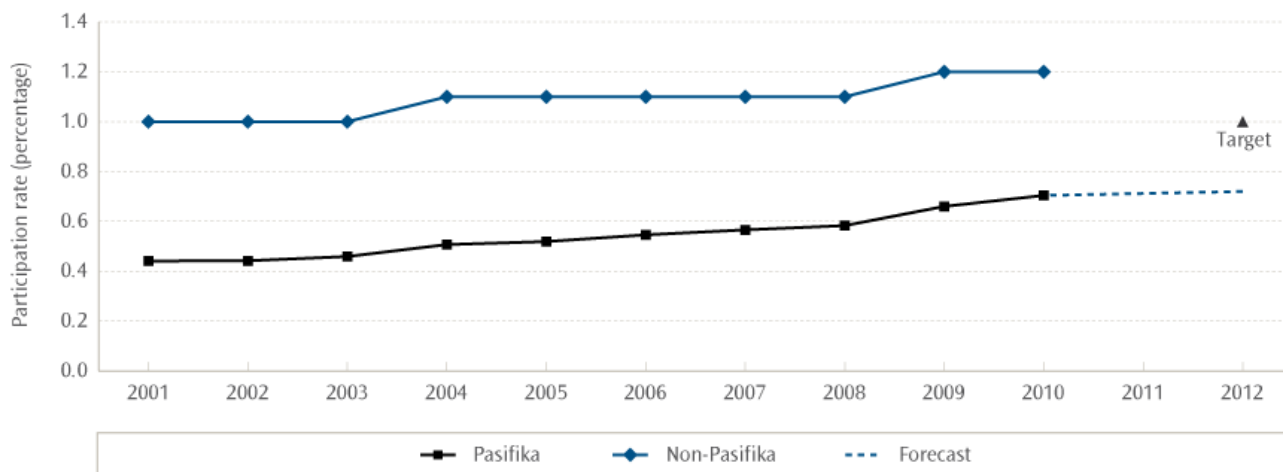
The number of enrolments in postgraduate study has steadily increased in recent years for both Pasifika and non-Pasifika students.

In 2010, the participation rate in postgraduate study by Pasifika students was 0.7%, having risen steadily from 0.4% in 2001. However, Pasifika students continue to

have the lowest participation rate in postgraduate study across all ethnic groups.

The target participation rate for Pasifika students in postgraduate study is one percent. The rate of participation of Pasifika people in postgraduate study is forecast to be 0.72% in 2012. Further intervention is needed to meet the target by 2012.

Figure 8.4: Participation rate of Pasifika and non-Pasifika people in post-graduate study



## Case Study

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### Inspiring Pacific youth to academic and leadership excellence

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Nadeen Papali'i is a role model for all Pasifika learners and a great example of a Pasifika person who is living the vision of the *Pasifika Education Plan 2009-2012*; "the education system must work for Pasifika so they gain the knowledge and skills necessary to do well for themselves, their communities, Aotearoa New Zealand, the Pacific region and the world."

Miss Nadeen Papali'i graduated with a Bachelor of Engineering degree with honours in Chemicals & Materials, and was awarded the Prime Minister's Pacific Youth Award for Leadership- an annual scholarship to help with furthering her studies. She is now working on her masters and then hopes to do a PhD. Nadeen's family and friends gathered to honour her and her out-standing achievement. Nadeen acknowledged the support of her parents, Poutoa and Lei Papali'i and her family along with her friends, teachers, tutors and lecturers to reach this educational goal. Nadeen is proud to be born and raised in Otara.

In order to be an applicant for the award Nadeen Papali'i had to qualify for a Bachelors degree and show strong leadership qualities such as the ability to motivate others and take on significant challenges and meet them. Dr Tukuitonga, Ministry Chief Executive, said the Prime Minister's Pacific Youth awards were established in 2010 to motivate, celebrate and inspire young Pacific people to reach their full potential. To read more about the Pacific youth awards and the inspirational young Pacific people involved visit: <http://www.pacificyouthawards.org.nz/>



Nadeen Papali'i with the other winners of the Prime Minister's Pacific Youth Awards 2011: (Left to right) Mark Dewes, Brandon Jackson, Nadeen Papali'i, Jessica Papali'i-Curtin, Joyce Toleafoa, and Cameron Hoare.

## Actions

To achieve our goal of more under 25 year-olds achieving level four and above, the Ministry of Education and Tertiary Education Organisations are committed to carrying out the actions set out in the *Plan* relating to Youth Guarantee, and participation and completion in advanced level trade and technical professions.

Web communications have been strengthened as a tool for Pasifika communities and organisations. It is a more efficient way of getting information on learners out to parents and family on their participation and achievement. It is also a great way to promote tertiary education to the community and encourage better achievement and participation by its participants. This initiative has become increasingly more important since 2009. Pasifika communities are also being informed of changes that have taken place within TEC and in the sector.

Pasifika were identified as a priority learner group in the Tertiary education system and TEIs can also invite a student participant to provide learner's perspectives as a member of the TEC's Learner Advisory Committee.

To increase participation in higher level trade, technical and professional qualifications, the Electrotechnology Industry Training Organisation (ETITO) has been working on its Māori and Pacific strategy with ITPs to support employment for graduates on a electro technology programme being run by MIT and Unitec. Observation following this shows that those completing the programme have been offered employment. These students can then progress in this area and may then continue with higher level on-job training via the ITO.

## Where to find out more

Visit: [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

Indicators	Education and Learning Outcomes	Completion of tertiary education Educational attainment in the adult population Tertiary student progression
Publications	Publications Series	Pasifika in tertiary education
		Profile & Trends: New Zealand's Tertiary Education Sector
		Tertiary Education Strategies - Monitoring and Evaluation

## Literacy, numeracy and language levels

### What we have found

Baseline data for this target is not available at this time. Information about improvements made by Pasifika learners in literacy and numeracy provision will be available from 2011 onwards. The 2006 Adult Literacy and Life-Skills (ALL) survey showed a considerable proportion of Pasifika adults did not have the level of skills allowing full participation in the knowledge society and economy.

### What we are trying to achieve

***Increase English literacy, numeracy and English language levels for the Pasifika workforce.***

#### Target

Increase the participation rate of Pasifika people in the workforce in quality training focused on lifting literacy, language and numeracy skills.

#### Why this is important

Strong evidence exists that full participation in society and the labour market is linked to the capacity to accumulate knowledge and to develop and maintain a broad range of skills. Literacy, numeracy and language skills are essential for continued learning and active participation in society and family/whānau roles and central to a range of social and economic benefits.

### How we are going

#### Actions

Work to ensure the Literacy and numeracy action plan has a priority focus on areas with a significant Pasifika workforce.

Pasifika learners have access to literacy and numeracy training through a range of mechanisms managed by the TEC. These include:

- Embedded literacy and numeracy in SAC level 1 to 3
- Workplace Literacy Programme
- Intensive Literacy and Numeracy ESOL targeted stream.



## Case Study

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### **Raising youth opportunities: Ministry of Pacific Island Affairs' Pacific Employment Support Service**

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The Pacific Employment Support Services (PESS) project, implemented and managed by the Ministry of Pacific Island Affairs, involves the C-Me Mentoring Foundation Trust, Crosspower Ministries Trust, In-Work New Zealand Ltd and SENZ Charitable Trust.

These four providers collaborate to deliver a service which identifies the needs of and best fit for each participant, then walks them through a tailored programme which includes literacy and numeracy training, communication and interview skills, career counselling and planning, coaching and support, and job, apprenticeship or higher education opportunities.

It is expected that nearly seven hundred Pacific 16 to 25-year-olds in Auckland will benefit from these services in 2011 and 2012. "It's great to have the opportunity to do this," Ministry of Pacific Island Affairs chief executive Colin Tukuitonga says.



## ✧ Education Sector-wide



## Education sector-wide

### What we have found

### Ministry of Education staff capability

Reaching the targets for the *Plan* requires everybody in the Ministry and education sector to work together to ensure the education system works for Pasifika peoples so they can be part of a future that provides improved social and economic outcomes.

Working together will ensure we are making progress towards reaching our collective vision for Pasifika outlined in the *Plan*:

The education system must work for Pasifika so they gain the knowledge and skills necessary to do well for themselves, their communities, Aotearoa New Zealand, the Pacific region and the world.

Goals, targets and actions for each sector in the education system gives a clear direction to the Ministry and agencies and providers about what needs to be done and how progress towards the desired outcomes will be measured.

A key vehicle to achieve the vision of the *Plan* is organisational commitment and endorsement from leadership that Pasifika peoples' achievement in the education system is a priority. The *Plan* needs to be included in the Ministry's strategic documents and business plans, guide policy formulation and implementation activities.

An integral part of the *Plan* is also a strong focus on monitoring using research, evidence, evaluation and data to drive progress in Pasifika education. This includes the assessment of whether initiatives provide value for money.

### What we are trying to achieve

We want to develop Ministry staff in their understanding of Pasifika people, cultures, languages, identities and aspirations. This involves collectively building evidence about what works for Pasifika learners in education and how staff can lead change for Pasifika success.

### Why this is important

New Zealand's Pasifika population is fast growing, young and diverse. The average age for Pasifika people is 21 compared with almost 36 for the total population. This age structure and growth rates mean that Pasifika success is critical to New Zealand's success.

Since 2009, Pasifika students have demonstrated progress against many of the targets in the *Plan* but there is still much more work to do to reach all the targets in the *Plan* and for Pasifika to achieve as well as other students.

This means the Ministry needs to focus on improving the educational outcomes for Pasifika people who have been underserved by the education system.

'The Compass for Pasifika Success' provides a useful way for everyone in the education system to understand this diverse population and remember to place the Pasifika learner at the centre of teaching and learning. Understanding some of the values that Pasifika learners bring into the learning process helps teachers target and tailor teaching strategies to meet the learners' needs.

## How we are going

# Pasifika initiatives

## Communications

The Ministry communicates key messages about the *Plan* to Ministry staff, the education sector, parents and communities in a variety of ways. These include articles in the Education Gazette, Talanoa Ako – Pacific Education Talk, the Ministry’s internet and intranet, the Northern region newsletter, Te Kete Ipurangi, (New Zealand’s bilingual education portal known as TKI), Education Counts, and radio. All other publications, strategic documents and resources produced by the Ministry for public consumption include references to the goals in the *Plan*.

## Sau Ta Ō

The Ministry is building the capability of its staff to lead change for Pasifika success through Sau Ta Ō, The Pasifika Cultural Responsiveness Programme. Sau Ta Ō is a Samoan phrase and means, ‘come with me – let’s make this journey together’.

Building the capability of all staff to work more effectively for Pasifika children, young people and their families is critical to achieving better outcomes for Pasifika learners, particularly those with special needs. This requires Pasifika staff, leaders and experts to work collaboratively and alongside all non-Pasifika staff — making the journey of raising Pasifika achievement together.

Sau Ta Ō is an interactive, practical professional development opportunity for Ministry staff (mainly non Pasifika who have a desire to learn more about Pasifika peoples and their cultures) that combines clinical theory and knowledge with Pasifika cultural theory and knowledge.

Sau Ta Ō has been delivered nationally to Ministry staff since 2004 (formerly known as the Cultural Training Programme) and is a core part of the Ministry’s Special Education business plan and the Pasifika Education Plan 2009-2012. In 2010/2011 over 600 staff received training in eight centres across the country: Wellington, Rotorua, Nelson, Auckland City, Whanganui, and Taranaki.

## Fono series

The Ministry’s strategic fono series led by the Secretary for Education, has been a significant item on the Pasifika work programme for some years. It has provided the Ministry with strong links into the community to support raising Pasifika achievement.

Previous feedback from fono has been used in developing Pasifika Education Plans over the years and gathering information on work programmes across the Ministry. The Pasifika Education Co-ordinators based in the regional offices also hold a number of tailored fono in the community and with schools to raise awareness of *Plan*. The relationship building and sharing of ideas during these fono is a valuable way of making the vision in the *Plan* a reality.

## Agencies working together

The Ministry of Education leads the work on the *Pasifika Education Plan 2009-2012* (the *Plan*), and the Ministry of Pacific Island Affairs, Education Review Office, New Zealand Qualifications Authority, Tertiary Education Commission, Careers New Zealand and the New Zealand Teachers’ Council, as partners to the *Plan*, all contribute to achieving the targets set.

The Inter-Agency Group for the Pasifika Education Plan (IGPEP) supports guides and advises on the strategic direction of the *Plan*. The strong agency alignment at the senior official level ensures that the common understanding towards meeting the goals and targets of the *Plan* are prioritised.

IGPEP meets regularly and members are senior officials from each agency.

In 2009, NZQA launched its first Pasifika Strategy in the same year the Ministry of Education launched the Pasifika Education Plan 2009-2012 (the *Plan*). The Pasifika Strategy outlines NZQA’s strategic framework to support the aspiration of Pasifika communities that Pasifika learners become more highly skilled and qualified and this includes NZQA’s contribution to the goals and targets in the *Plan*.

The Pasifika Strategy was developed in consultation with the Ministry of Education’s Pasifika Advisory Group, Pasifika communities and sector interest groups. The Pasifika Strategy has six focus areas; Learners, Qualifications, Quality Assurance, International Recognition, Communications and Operational Excellence.

The strategy has gained greater impetus through the recent establishment of a Pasifika Team for NZQA. This team consists of a new Chief Advisor Pasifika and Principal Analyst Pasifika, who were formally welcomed into their new roles on the 3 March 2011. Fa’amatua’inu Aaron Nonoa as Chief Advisor Pasifika and Tupa’i Peter Peilua as Principal Analyst Pasifika, were already staff members of NZQA.

Aaron says a significant part of their work is having an understanding of what Pasifika learners and communities need in order to achieve to their full potential.

“We are continually monitoring our six focus area outputs to ensure we are delivering what we say we will for Pasifika learners. We are focusing on data on Pasifika achievement and on the ways NZQA can support Pasifika learners.”

Aaron sees the Pasifika team’s main role as one that facilitates contact with the community. “One key goal, at

the moment, is to develop links with agencies, sector and community groups so that we can work with them to improve NZQA’s Pasifika Strategy outcomes.”

Ivan Tava, Senior Advisor Pasifika, Careers New Zealand says, “Career education provides the link between education, qualifications and skills, and productive and satisfying work. Careers New Zealand works with the school community and families to ensure student confidence and aspirations levels are raised through career education. At Careers New Zealand, we know that NCEA achievement is critical to a young person’s malaga (journey) by instilling self belief, good subject choice and lifelong career management skills. The Pasifika section of our website is one example of our commitment to raising the educational achievements of Pasifika people.”



Fa’amatua’inu Aaron Nonoa, (Chief Advisor , Pasifika) and Tupa’i Peter Peilua, (Principal Analyst, Pasifika)

Agency	Contribution
The Ministry for Pacific Island Affairs (MPIA)	Has a key role in maintaining an overview of Pasifika progress across all sectors and provides advice and support on the <i>Plan</i> . MPIA sees improved participation and achievement in education, at all levels, as critical for improving economic wellbeing and living standards of Pasifika people.
The Education Review Office (ERO)	ERO reviews schools and provides information to make changes to teaching and learning that will raise Pasifika achievement. ERO also reviews all Pasifika ECE centres and plans are under way for further national evaluation work about ECE for Pasifika children in 2011-2012.
The Tertiary Education Commission (TEC)	Has a role in shaping the nature of tertiary education by ensuring tertiary education organisations’ investment plans set out their priorities and proposed activities in line with the <i>Tertiary Education Strategy 2010-2015</i> .
The New Zealand Qualification Authority (NZQA)	Is focusing on implementing its <i>Pasifika Strategy 2009-2012</i> to support the aspiration of Pasifika communities that Pasifika learners become more highly skilled and qualified.
Careers New Zealand	Has a central role in supporting schools to help Pasifika students and their families to make good decisions about learning and career pathways.
The New Zealand Teachers Council (NZTC)	Supports the <i>Plan</i> by requiring all initial teacher education programmes to ensure graduates understand how to promote a learning culture which engages diverse learners. The Registered Teacher Criteria also require all teachers to demonstrate knowledge and understanding of Pasifika social and cultural influences on learning and to use appropriate resources and practices.

## **The Pasifika Advisory Group**

The Pasifika Advisory group (PAG) is a partnership between Pasifika communities and the Ministry of Education. Its purpose is to provide critique and advice to the Ministry of Education on ways to improve the education system's effectiveness to improve the education outcomes of Pasifika students.

Group members also work alongside the Ministry in the engagement with Pasifika parents, families, communities and students. This involves sharing and exchanging information, ideas and concerns, and raising parental expectations for better education outcomes from the education system. Membership is spread across the country, representing a variety of skills, backgrounds and experiences across all education sectors and special needs.

PAG meetings are focussed on discussing the *Plan* and key policies.

### **Web links**

The New Zealand Qualifications Authority's Pasifika Strategy 2009-2012 can be downloaded from: [www.nzqa.govt.nz](http://www.nzqa.govt.nz).

Careers New Zealand section on their website specifically for Pasifika from: [www2.careers.govt.nz/pasifika/](http://www2.careers.govt.nz/pasifika/)

The Education Review Office: [www.ero.govt.nz](http://www.ero.govt.nz)

The Tertiary Education Commission: [www.tec.govt.nz](http://www.tec.govt.nz)

The New Zealand Teachers Council: [www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz)

Ministry of Pacific Island Affairs: [www.mpia.govt.nz](http://www.mpia.govt.nz).

## What we have found

### Collaboration within New Zealand and across the Pacific

The Ministry of Education is the lead Government agency for the *Plan* and works in close collaboration with the Education Review Office, Career Services, New Zealand Qualifications Authority, New Zealand Teachers Council, Tertiary Education Commission, the Ministry of Pacific Island Affairs, and the Ministry's Pasifika Advisory Group.

It is integral that all parts of the education system work together to achieve the *Plan's* goals. Better results are likely if the responsibility for Pasifika education achievement is shared between Government organisations, teachers, parents, families, early childhood education providers, schools, tertiary institutions and students.

The Ministry has found that a strong relationship with our Pacific neighbours is critical to the success of the *Plan*. The *Plan* seeks to build on strong Pasifika cultures, identities and languages to raise Pasifika presence, engagement and achievement. This cannot be done in isolation of the strong connection and intergenerational links to other Pacific nations because Pasifika families retain strong connections to their Pacific countries of origin. Close working relationships with education systems across the Pacific region also helps to share good practices about what is working in these different contexts and to support smooth transitions for students entering the Aotearoa New Zealand education system as well as students moving offshore.

The *Plan* provides strong education links with the Pacific region through inter-country relationships such as the Treaty of Friendship with Samoa and the memorandum of understandings with other countries such as Tokelau, Niue and the Cook Islands, and involvement in the annual Pacific Forum Education Ministers Meeting (FEEdMM).

#### What we are trying to achieve

The goal is for the Ministry to strengthen its relationships with key agencies, organisations and communities within New Zealand and across the Pacific Region. This is to ensure that all parts of the New Zealand education system work together to cater for the diversity of the Pasifika learner, building on Aotearoa New Zealand's strong relationships across the region.

#### Why this is important

This is to ensure that Pasifika people are able to operate and negotiate successfully through economic, political, social, cultural and spiritual, worlds no matter where they have come from. This can be achieved when:

- all parts of the education sector work together to better meet the requirements of Pasifika communities
- there is effective cross-agency work to responding to requests for education support from Pacific countries.



## **How we are going**

### **Relationships across the Pacific region**

There is always a lot happening in Pasifika education both in Aotearoa New Zealand and across the Pacific region. In the Pacific region, the Government of Papua New Guinea hosted the 8th Pacific Forum Education Ministers Meeting 2010 (FEdMM10) on 13th -14th October, 2010.

The theme for the meeting was “Sustaining Education in the Pacific through Regionalism”. Accordingly, most presentations made to Ministers detailing initiatives focused on the Pacific Education Development Framework, its priorities and delivery of services at national country levels.

### **Strategic Connections**

The Ministry works closely with many other agencies on issues that are relevant to Pasifika education. This involves attending seminars, presenting at conferences, contributing to action plans that have a specific focus on areas with high Pasifika populations, collaboratively developing research capacity, and building relationships across the education sector and with Pasifika communities.

The Ministry regularly hosts placements from personnel from Pacific countries. The purpose of these short postings is to gain insight and knowledge about New Zealand’s education system. The Ministry is also able to learn about the education system in other Pacific countries.





## ✧ Appendices



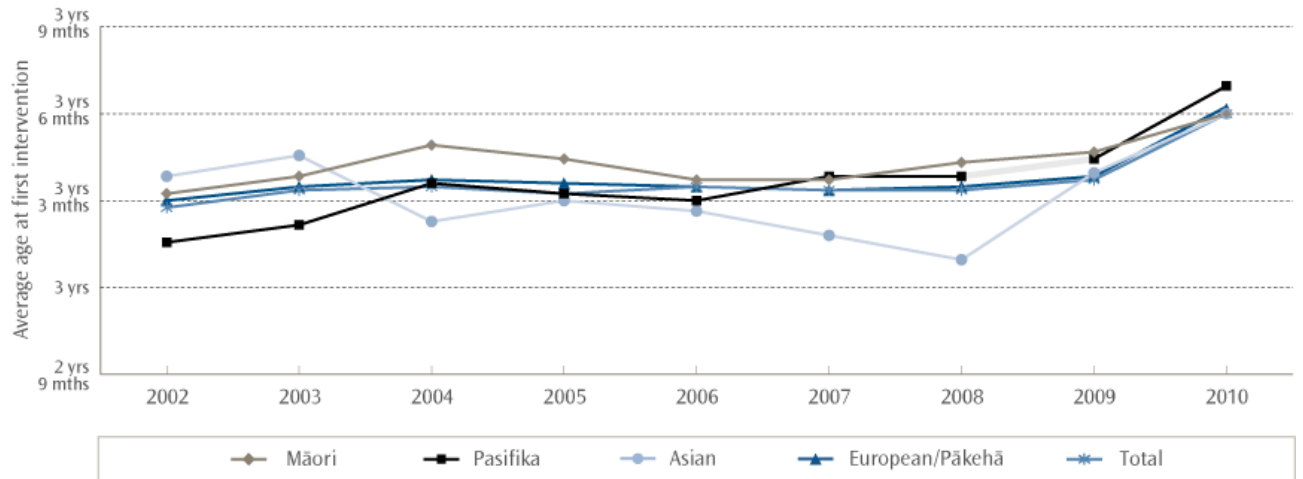
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**Table A.1 Early intervention services (2010)**

Number of Children accessing services			Average Age of First Intervention		
Year	Pasifika	Percent	Year	Total Pasifika	All Ethnicities
2002	470	5.6	2002	3 years, 2 months	3 years, 3 months
2003	487	5.5	2003	3 years, 2 months	3 years, 3 months
2004	547	6.0	2004	3 years, 4 months	3 years, 4 months
2005	559	5.9	2005	3 years, 3 months	3 years, 4 months
2006	568	5.9	2006	3 years, 3 months	3 years, 3 months
2007	651	6.5	2007	3 years, 4 months	3 years, 3 months
2008	739	6.9	2008	3 years, 4 months	3 years, 3 months
2009	731	6.6	2009	3 years, 4 months	3 years, 4 months
2010	751	6.2	2010	3 years, 7 months	3 years, 6 months

**Figure A1: Average first age of intervention by ethnicity (2002-2010)**



**Table A.2: Number of enrolments for 2 to 4 year-olds in licensed early childhood education services (1 July 2011)**

Regional Council	Total Pasifika
Northland Region	89
Auckland	7,292
Waikato Region	447
Bay of Plenty Region	234
Gisborne Region	35
Hawkes Bay Region	271
Taranaki Region	61
Manawatu-Wanganui Region	294
Wellington Region	1,407
Tasman Region	22
Nelson Region	53
Marlborough Region	46
West Coast Region	9
Canterbury Region	539
Otago Region	186
Southland Region	76
Not Applicable	x
<b>New Zealand Total</b>	<b>11,061</b>

Type of service	National Value
Kindergarten	2,857
Play centre	204
Education & Care Service	7,505
Home based Service	333
Te Kōhanga Reo	162
Correspondence School	0
<b>All Services</b>	<b>11,061</b>

Pacific Island Group	National Value
Tokelauan	263
Fijian	710
Niuean	644
Tongan	2,061
Cook Islands Māori	1,636
Samoan	4,914
Other Pacific Peoples	833
<b>Total Pasifika</b>	<b>11,061</b>

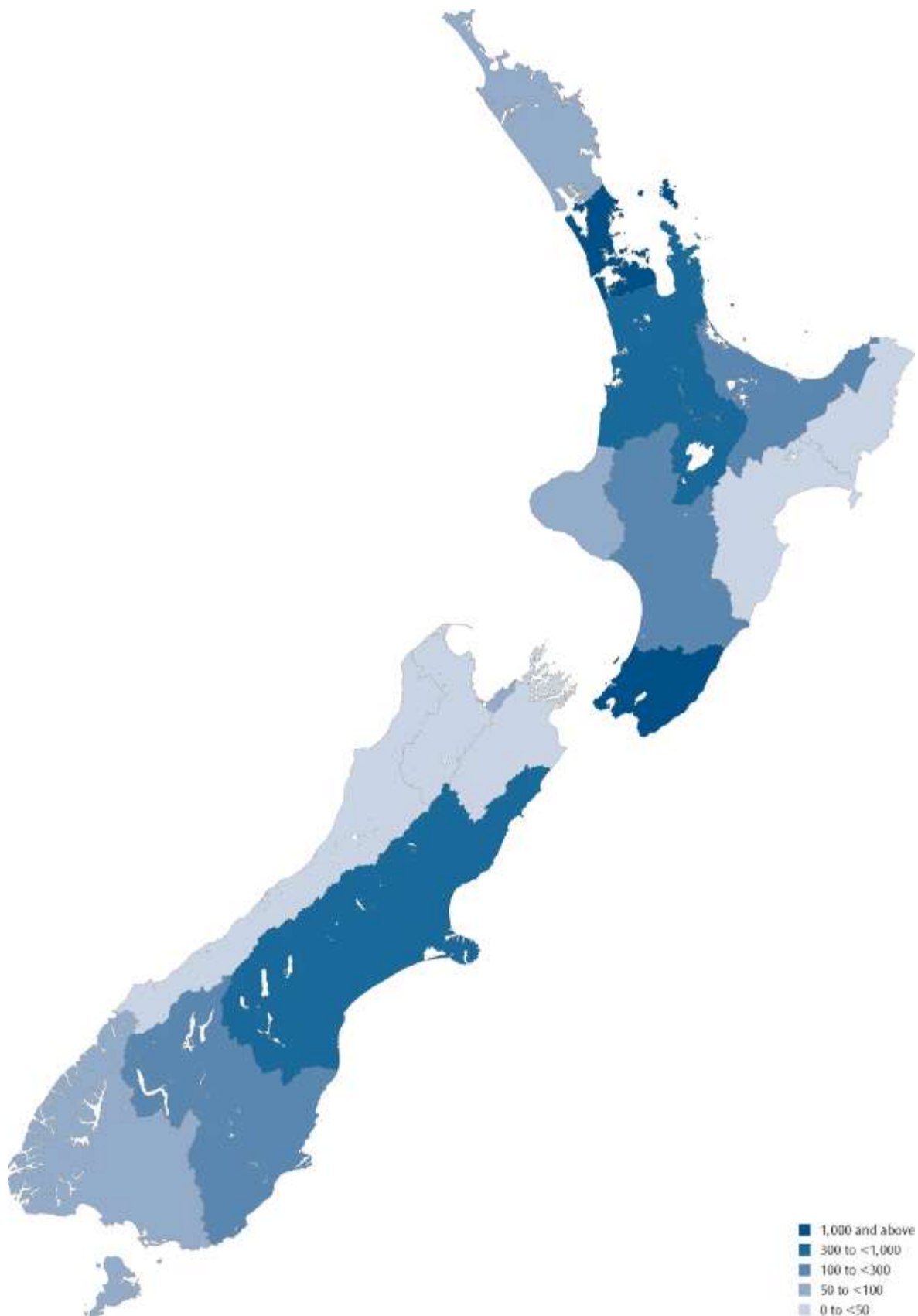
  

Year	Total Pasifika
2002	7,326
2003	7,696
2004	7,916
2005	8,102
2006	8,358
2007	8,510
2008	9,103
2009	9,492
2010	10,253
2011	11,061

Decile	Total Pasifika
Decile 1	3,804
Decile 2	2,183
Decile 3	1,533
Decile 4	914
Decile 5	670
Decile 6	562
Decile 7	372
Decile 8	447
Decile 9	367
Decile 10	209
<b>Total</b>	<b>11,061</b>

**Map A.1: Number of enrolments for 2 to 4 year-olds in licensed early childhood education services (1 July 2011)**





**Table A3: Prior participation of Year 1 students in early childhood education (2011)**

Regional Council	Number	Percent	Year	Pasifika	Non-Pasifika
Northland Region	35	89.7	2002	78.1	92.5
Auckland	3,607	83.7	2003	82.0	93.5
Waikato Region	164	88.2	2004	83.3	93.9
Bay of Plenty Region	86	87.8	2005	83.1	94.2
Gisborne Region	18	n	2006	82.8	94.5
Hawkes Bay Region	104	90.4	2007	82.6	94.8
Taranaki Region	17	n	2008	83.4	94.7
Manawatu-Wanganui Region	120	95.2	2009	84.0	95.1
Wellington Region	601	92.5	2010	85.3	95.5
Tasman Region	8	n	2011	85.9	95.7
Nelson Region	12	n			
Marlborough Region	21	100			
West Coast Region	7	n			
Canterbury Region	199	91.7			
Otago Region	62	91.2			
Southland Region	31	93.9			
New Zealand Total	5,093	85.9			

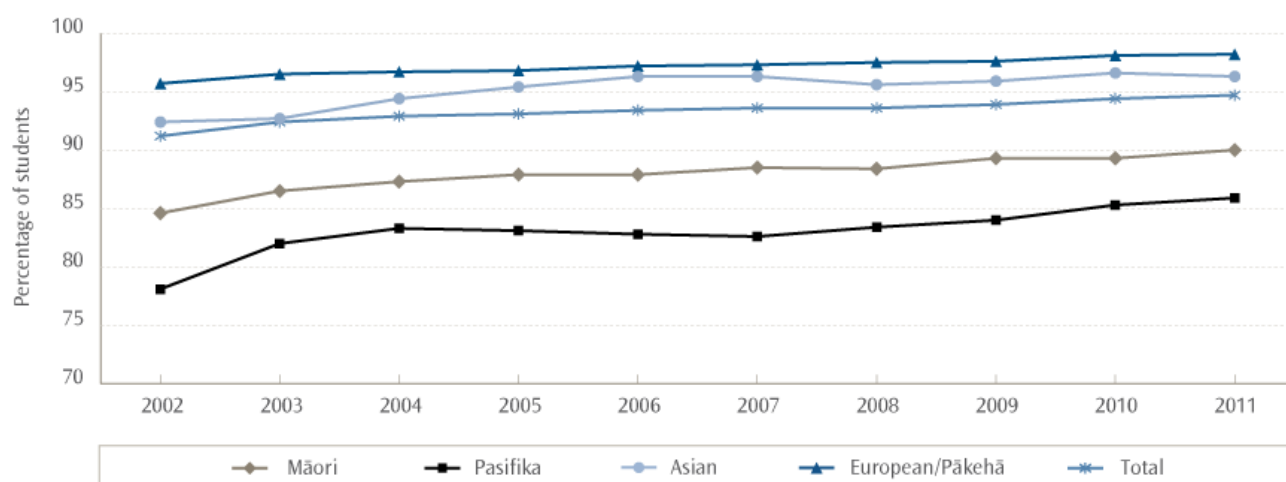
  

Decile	Number	Percent
1	1,516	78.2
2	1,088	86.7
3	692	88.7
4	420	87.5
5	257	91.8
6	295	91.6
7	230	93.5
8	207	93.2
9	182	96.3
10	192	97.0
Unspecified	14	82.4

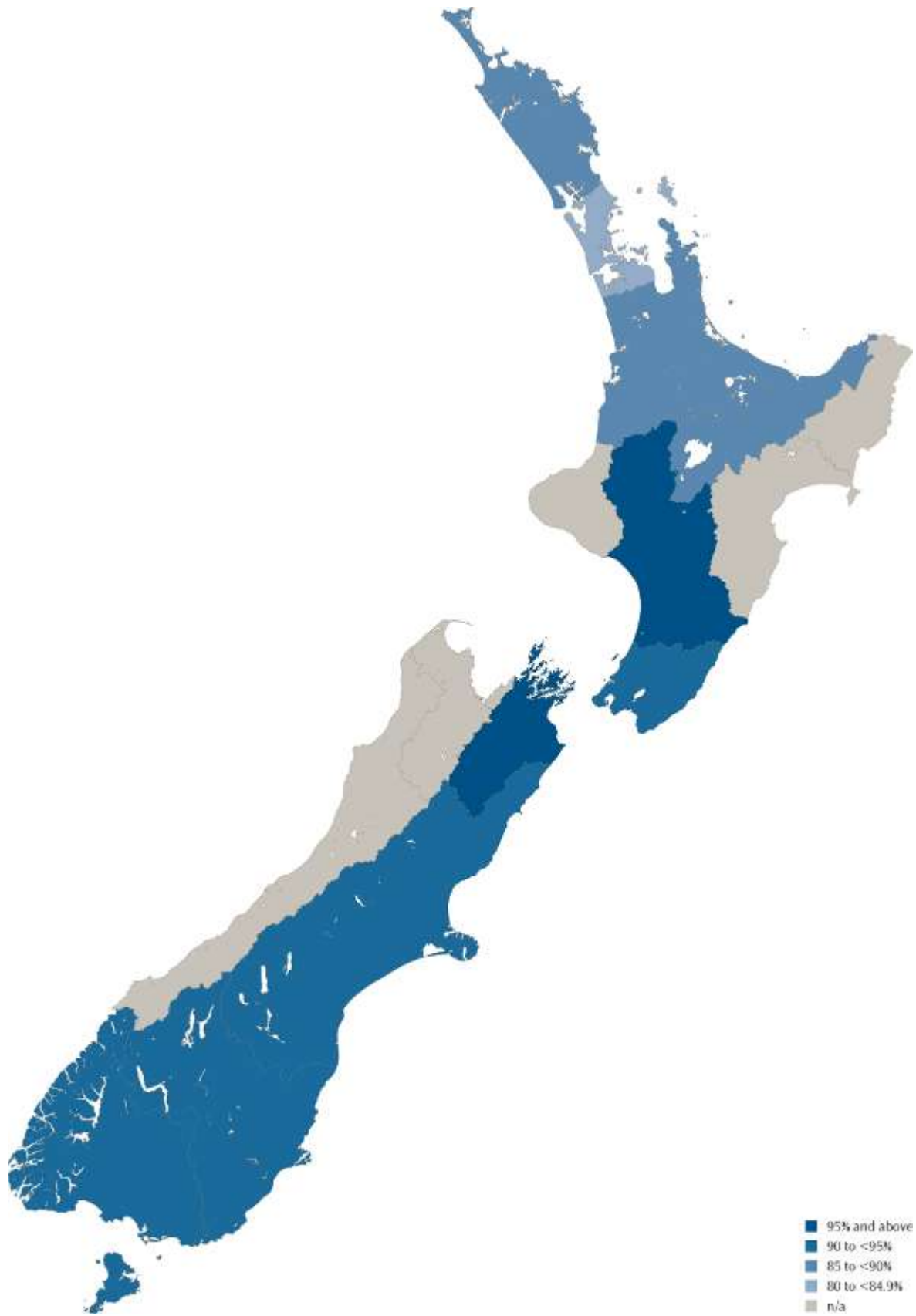
  

Gender	Number	Percent
Male	2,661	85.6
Female	2,432	86.3
<b>Total</b>	<b>5,093</b>	<b>85.9</b>

**Figure A2: Percentage of Year 1 students who have participated in early childhood education in previous 6 months, by ethnicity (2000-2011)**



**Map A.2** Prior participation of Year 1 students in early childhood education (2011)



**Table A.4: Number of early childhood education teachers who are registered with the New Zealand Teachers Council (1 July 2011)**

See technical notes for detailed notes relating to these data.

Regional Council	Number	Percent	Pacific Island Group	Number	Percent
Northland Region	x	x	Tokelauan	26	56.5%
Auckland	709	65.0	Fijian	132	64.7%
Waikato Region	59	65.6	Niuean	91	70.0%
Bay of Plenty Region	32	78.0	Tongan	123	58.9%
Gisborne Region	4	80.0	Cook Islands Māori	160	69.6%
Hawkes Bay Region	17	40.5	Samoan	543	66.5%
Taranaki Region	6	100.0	Other Pacific Peoples	45	56.3%
Manawatu-Wanganui Region	29	60.4	<b>Total Pasifika</b>	<b>1,120</b>	<b>65.3%</b>
Wellington Region	180	66.9			
Tasman Region	x	x			
Nelson Region	2	28.6			
Marlborough Region	x	x			
West Coast Region	x	x			
Canterbury Region	56	74.7			
Otago Region	18	75.0			
Southland Region	5	41.7			
<b>New Zealand Total</b>	<b>1,120</b>	<b>65.3</b>			

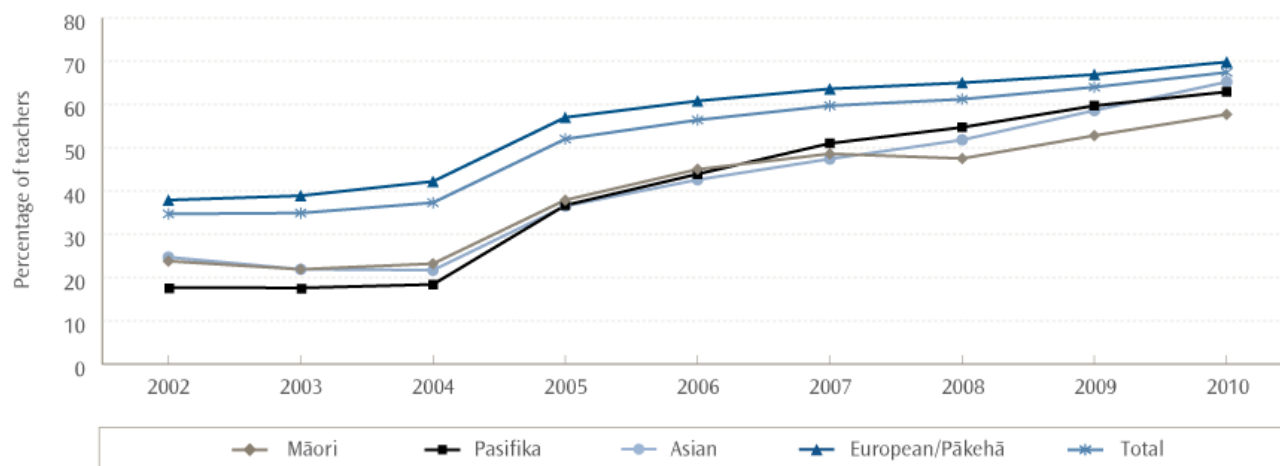
  

Year	Number	Percent
2002	167	17.7
2003	187	17.6
2004	208	18.4
2005	425	36.7
2006	539	43.9
2007	631	51.0
2008	808	54.7
2009	919	59.7
2010	1,003	62.9
<b>2011</b>	<b>1,120</b>	<b>65.3</b>

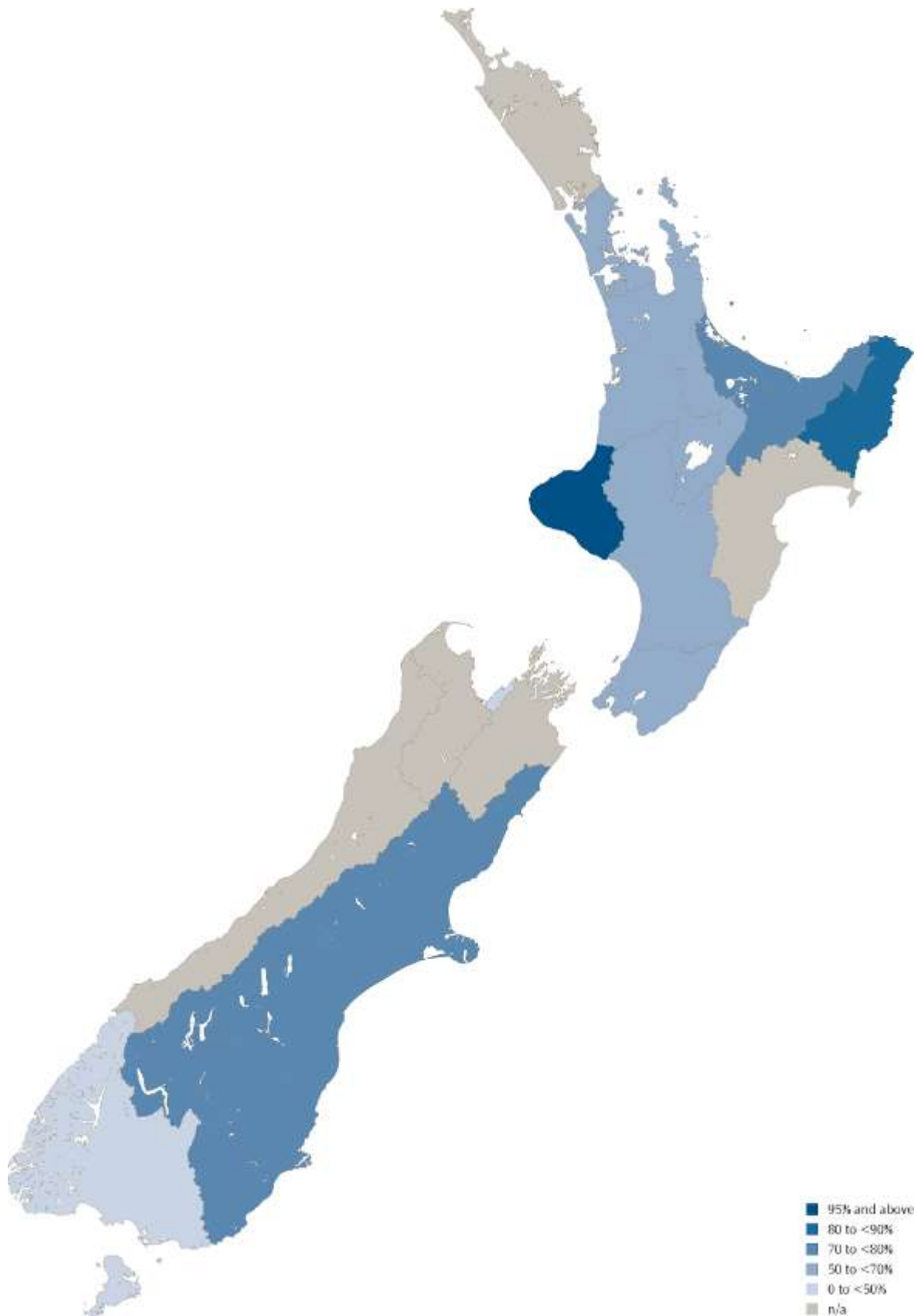
  

Type of service	Number	Percent
Casual Education care	4	x
Kindergarten	86	87.8%
Education & Care Service	1026	63.7%
Home based Service	4	x
Hospital Based	0	x
<b>Total Pasifika</b>	<b>1,120</b>	<b>65.3</b>

**Figure A.3: Percentage of early childhood education teachers who are registered with the New Zealand Teachers Council by ethnic group (2002 to 2010)**



**Map A.3: Percentage of early childhood education teachers who are registered with the New Zealand Teachers Council (1 July 2009)**



**Table A.5: Percentage of school leavers with NCEA level 1 literacy and numeracy requirements (2010)**

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika
Northland Region	78.9
Auckland	87.1
Waikato Region	78.6
Bay of Plenty Region	84.1
Gisborne Region	100
Hawkes Bay Region	83.8
Taranaki Region	81
Manawatu-Wanganui Region	86.4
Wellington Region	89.2
Tasman Region	x
Nelson Region	82.4
Marlborough Region	73.3
West Coast Region	100
Canterbury Region	87.2
Otago Region	94.7
Southland Region	75.8
Correspondence School	50
<b>New Zealand Total</b>	<b>86.6</b>

Year	Total Pasifika
2005	68.6
2006	73.3
2007	79
2008	83.5
2009	85.4
2010	86.6

Quintile	Total Pasifika
Quintile 1	84.8
Quintile 2	85.2
Quintile 3	87.8
Quintile 4	90.7
Quintile 5	95.5

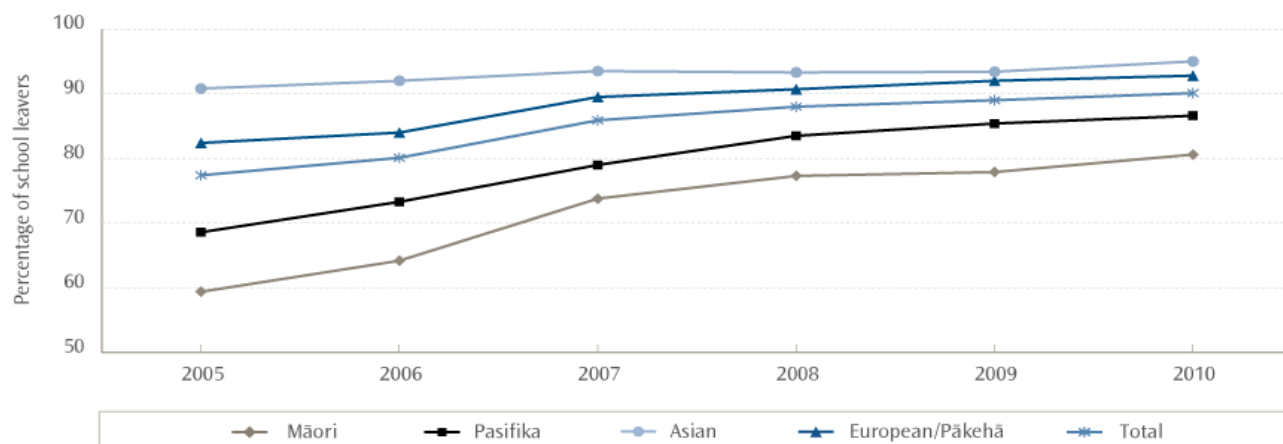
  

Pacific Island Group	National Value
Tokelauan	79.8
Fijian	90.4
Niuean	85.7
Tongan	88
Cook Islands Māori	81.4
Samoaan	87.2
Other Pacific Peoples	84.9
<b>Total Pasifika</b>	<b>86.6</b>

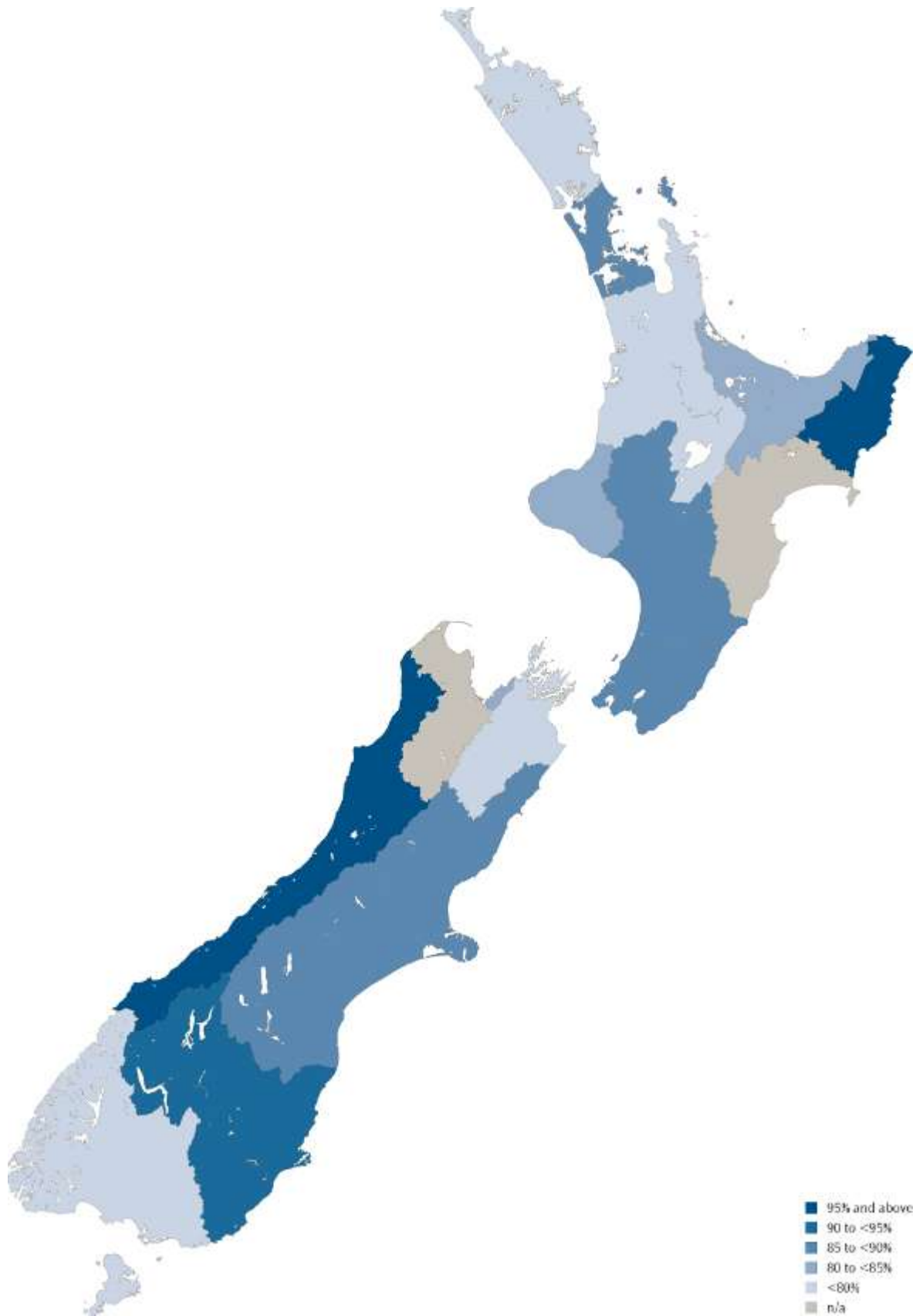
  

Pacific Island Group	Male	Female
Tokelauan	76.6	83.8
Fijian	86.2	94.8
Niuean	82.4	89.1
Tongan	83.9	91.8
Cook Islands Māori	78.4	84.3
Samoaan	85.7	88.8
Other Pacific Peoples	81.9	88.8
<b>Total Pasifika</b>	<b>83.9</b>	<b>89.3</b>

**Figure A.4: Percentage of school leavers with NCEA level 1 literacy and numeracy requirements by ethnic group (2005 to 2010)**



Map A.4: Percentage of school leavers with NCEA level 1 literacy and numeracy requirements (2010)



**Table A.6: Percentage of school leavers with NCEA level 2 or above (2010)**

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika
Northland Region	63.2
Auckland	69.5
Waikato Region	54.8
Bay of Plenty Region	69.5
Gisborne Region	66.7
Hawkes Bay Region	66.3
Taranaki Region	76.2
Manawatu-Wanganui Region	64.8
Wellington Region	70.4
Tasman Region	75.0
Nelson Region	52.9
Marlborough Region	50.0
West Coast Region	40.0
Canterbury Region	62.3
Otago Region	73.7
Southland Region	39.4
Correspondence School	25.7
<b>New Zealand Total</b>	<b>68.0</b>

Year	Total Pasifika
2005	45.3
2006	49.6
2007	56.1
2008	62.9
2009	65.5
2010	68.0

Quintile	Total Pasifika
Quintile 1	57.8
Quintile 2	56.5
Quintile 3	62.1
Quintile 4	67.3
Quintile 5	79.7

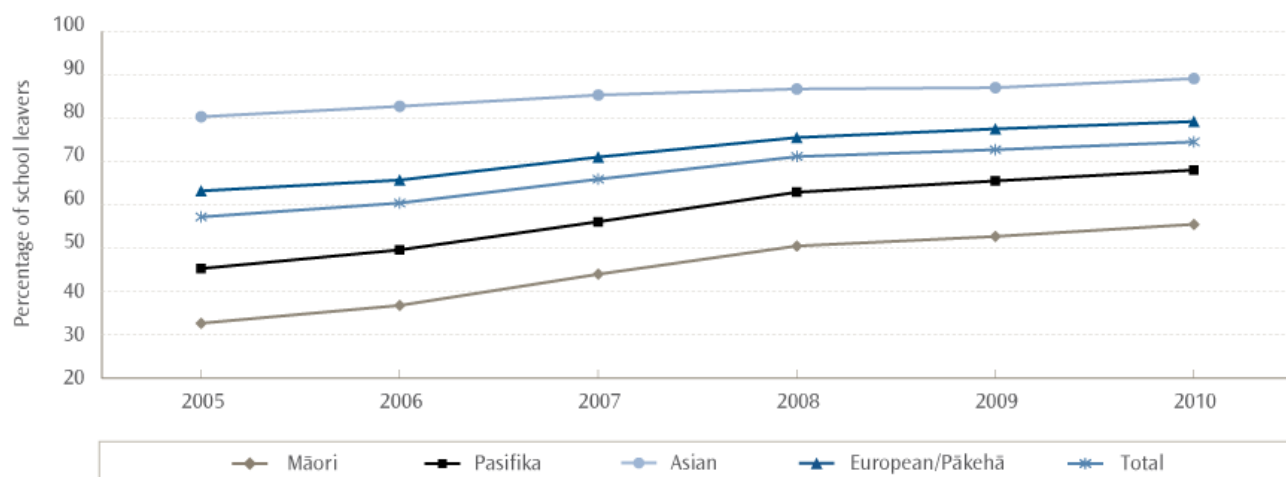
  

Pacific Island Group	National Value
Tokelauan	51.2
Fijian	76.2
Niuean	65.6
Tongan	69.3
Cook Islands Māori	57.1
Samoan	70.2
Other Pacific Peoples	62.9
<b>Total Pasifika</b>	<b>68.0</b>

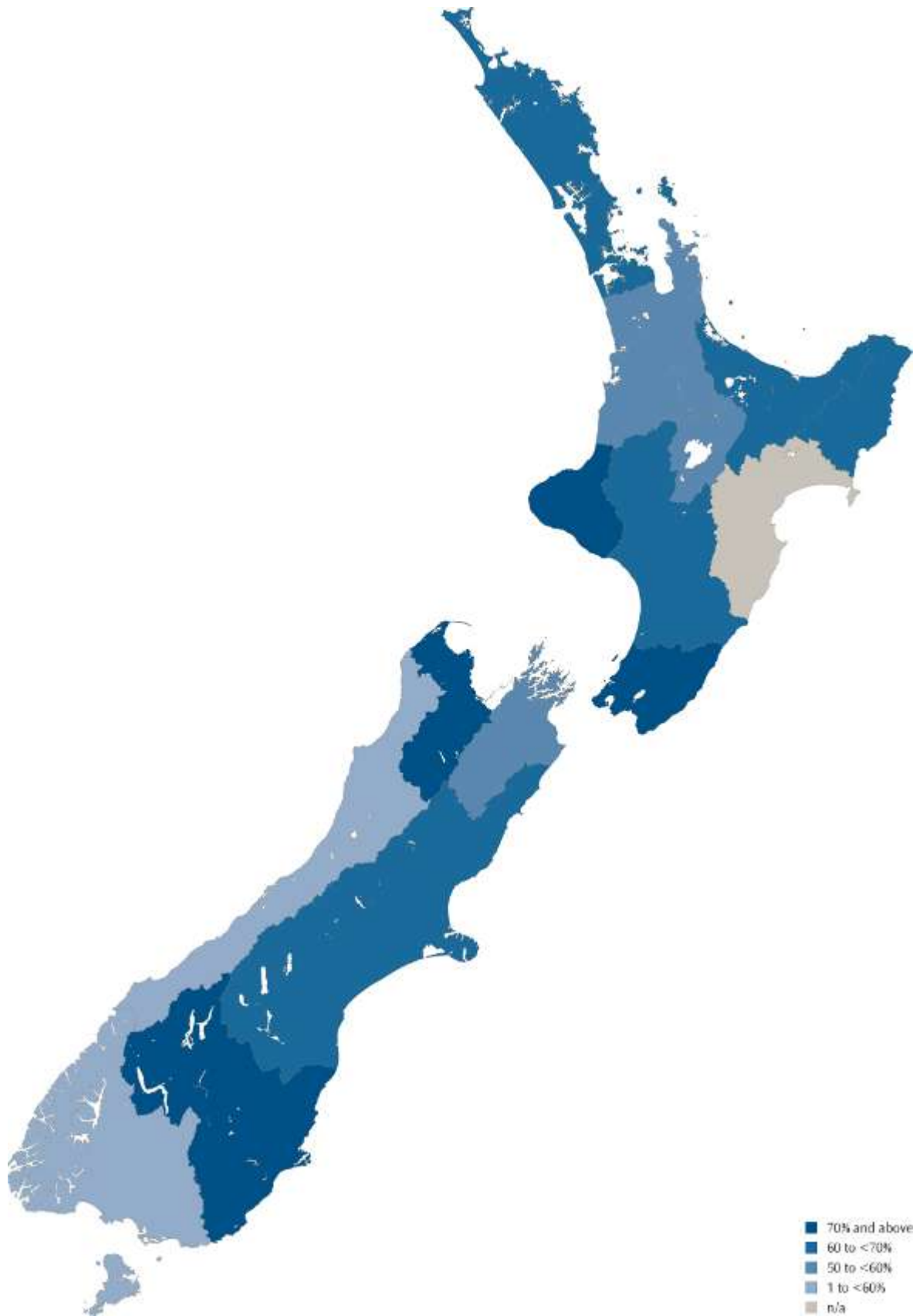
Pacific Island Group	Male	Female
Tokelauan	42.6	62.2
Fijian	66.4	86.6
Niuean	61.1	70.3
Tongan	62.6	75.8
Cook Islands Māori	52.1	61.7
Samoan	64.8	75.8
Other Pacific Peoples	59.7	67.3
<b>Total Pasifika</b>	<b>62.0</b>	<b>74.0</b>

**Figure A.5: Percentage of school leavers with NCEA level 2 or above by ethnic group (2005 to 2010)**





**Map A.5: Percentage of school leavers with NCEA level 2 or above (2010)**



**Table A.7: Percentage of school leavers with a university entrance standard (2010)**

See technical notes for detailed notes relating to these data

Regional Council	Total Pasifika
Northland Region	28.9
Auckland	32.0
Waikato Region	17.7
Bay of Plenty Region	34.1
Gisborne Region	33.3
Hawkes Bay Region	23.8
Taranaki Region	38.1
Manawatu-Wanganui Region	29.5
Wellington Region	29.7
Tasman Region	x
Nelson Region	29.4
Marlborough Region	21.4
West Coast Region	20.0
Canterbury Region	24.2
Otago Region	38.6
Southland Region	18.2
Correspondence School	8.6
<b>New Zealand Total</b>	<b>30.5</b>

Year	Total Pasifika
2005	14.5
2006	16.8
2007	20.2
2008	23
2009	27.8
2010	30.5

Quintile	Total Pasifika
Quintile 1	23.1
Quintile 2	21.5
Quintile 3	25.8
Quintile 4	37.8
Quintile 5	46.2

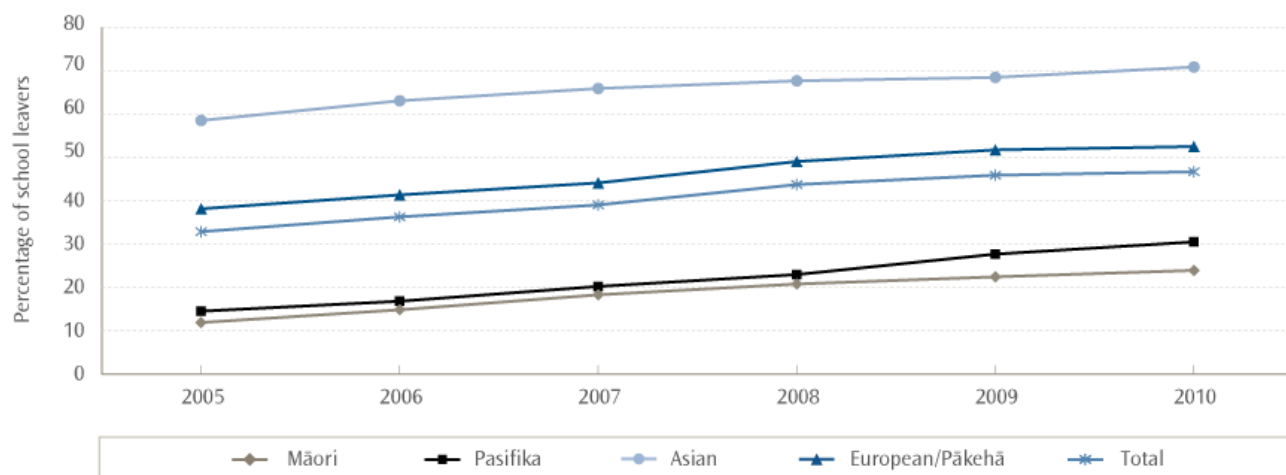
  

Pacific Island Group	National Value
Tokelauan	9.5
Fijian	41.1
Niuean	29.3
Tongan	29.9
Cook Islands Māori	23.6
Samoaan	31.9
Other Pacific Peoples	25.9
<b>Total Pasifika</b>	<b>30.5</b>

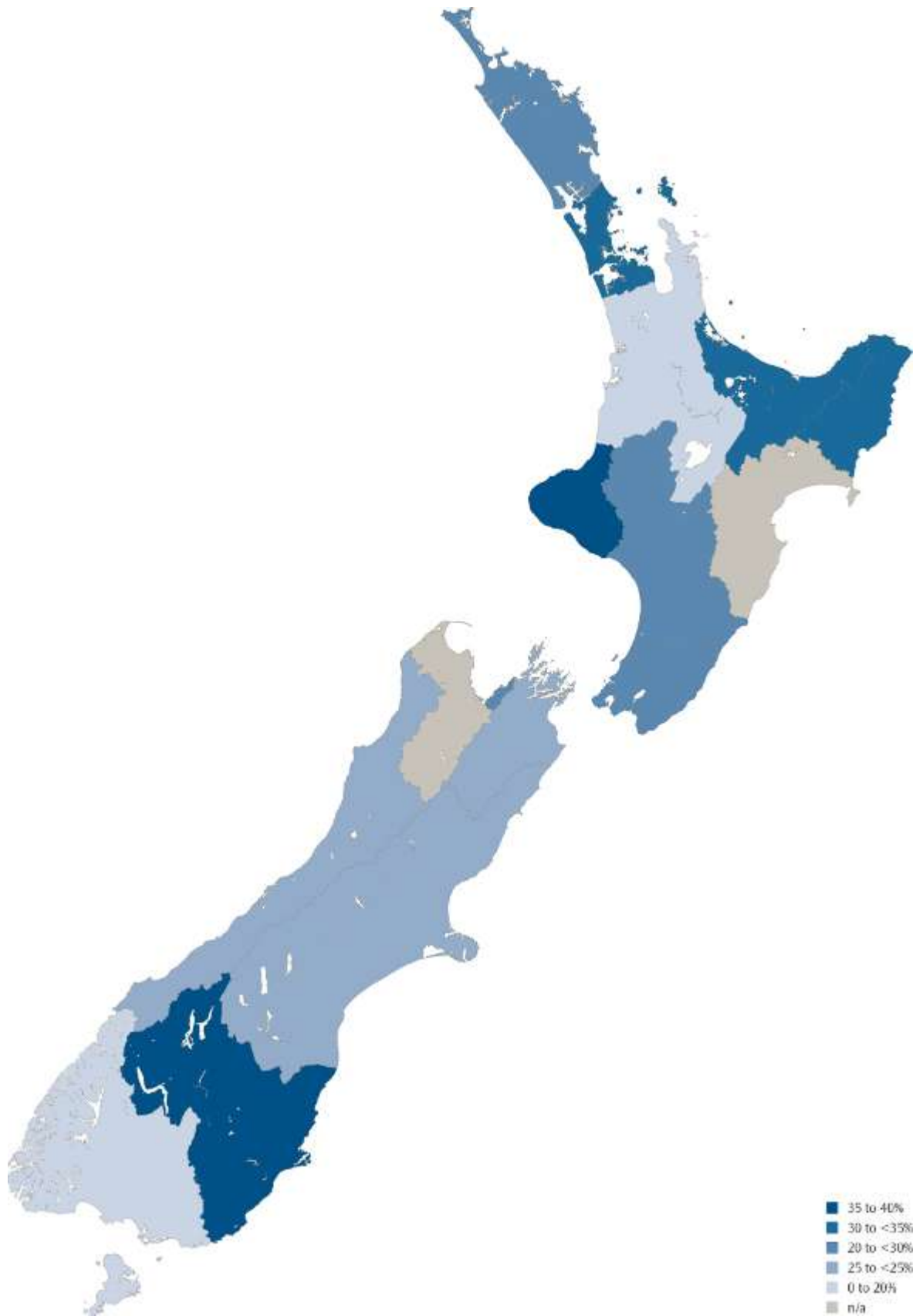
  

Pacific Island Group	Male	Female
Tokelauan	6.4	13.5
Fijian	33.6	49.1
Niuean	29.8	28.9
Tongan	21.7	37.6
Cook Islands Māori	19.2	27.8
Samoaan	25.7	38.2
Other Pacific Peoples	17.4	37.4
<b>Total Pasifika</b>	<b>24.2</b>	<b>36.8</b>

**Figure A.6: Percentage of School leavers with University Entrance Standard by ethnic Group (2005 to 2010)**



Map A.6: Percentage of school leavers with a university entrance standard (2010)



**Table A.8: Number of Pasifika teachers in state schools as at April (2010)**

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika
Northland Region	25
Auckland	941
Waikato Region	60
Bay of Plenty Region	32
Gisborne Region	7
Hawkes Bay Region	18
Taranaki Region	8
Manawatu-Wanganui Region	31
Wellington Region	172
Tasman Region	1
Nelson Region	3
Marlborough Region	4
West Coast Region	3
Canterbury Region	51
Otago Region	16
Southland Region	13
Correspondence School	8
<b>New Zealand Total</b>	<b>1,393</b>

Year	Total Pasifika
2005	1,082
2006	1,131
2007	1,206
2008	1,267
2009	1,310
2010	1,368

Quintile	Total Pasifika
Quintile 1	752
Quintile 2	277
Quintile 3	168
Quintile 4	113
Quintile 5	75

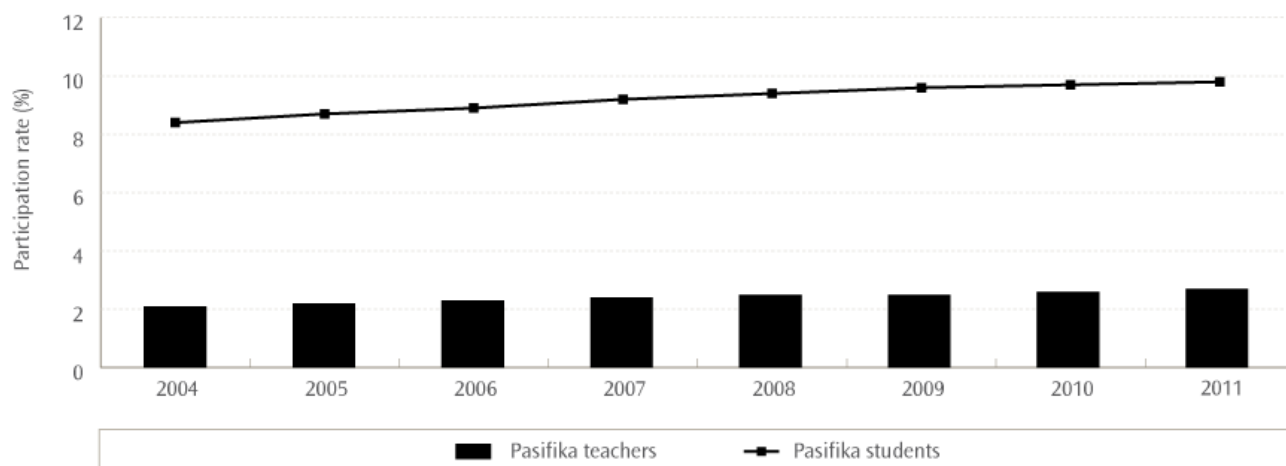
  

Pacific Island Group	National Value
Tokelauan	18
Fijian	143
Niuean	92
Tongan	172
Cook Islands Māori	184
Samoaan	714
Other Pacific Peoples	70
<b>Total Pasifika</b>	<b>1,393</b>

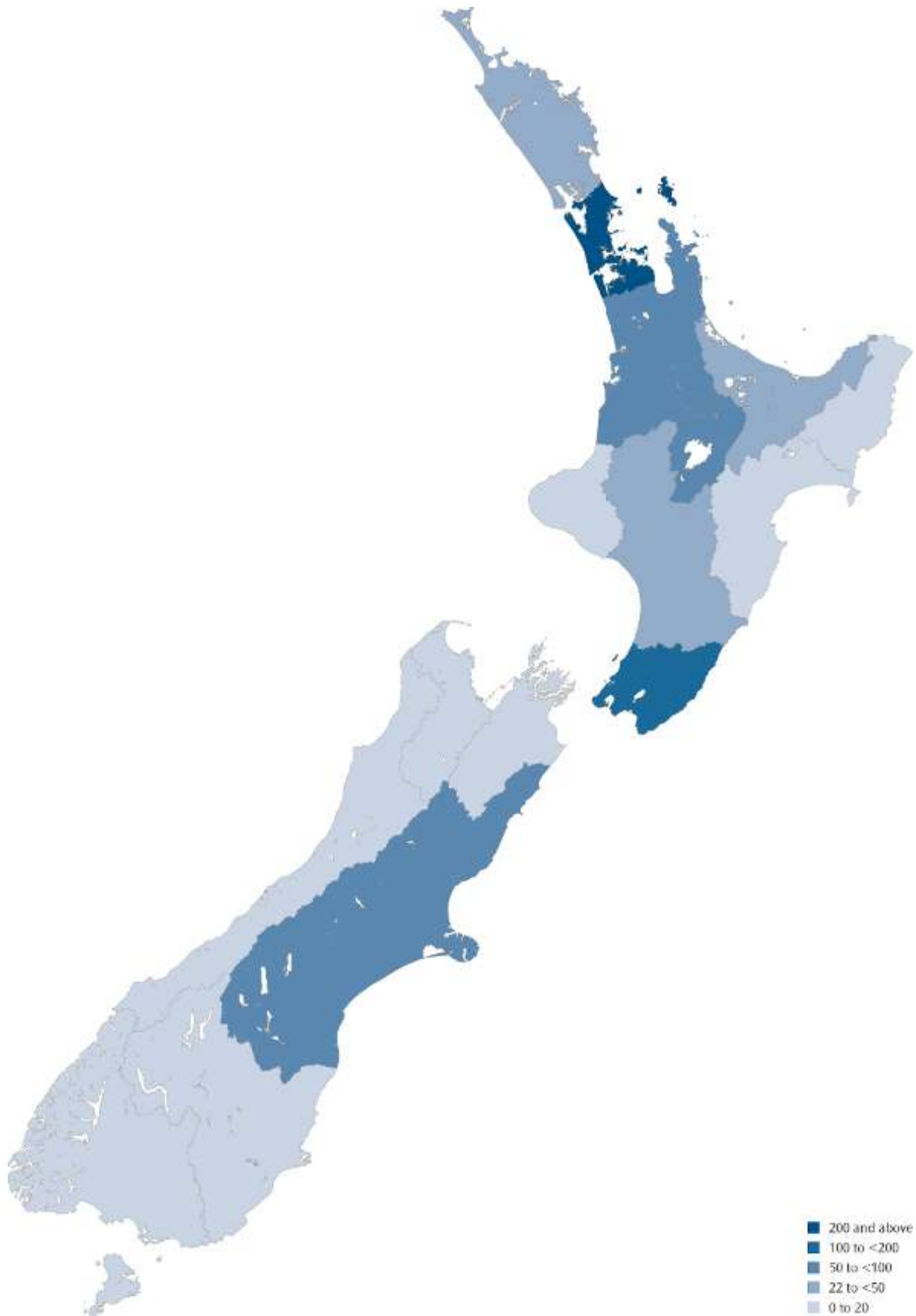
  

Pacific Island Group	Male	Female
Tokelauan	9	9
Fijian	70	73
Niuean	30	62
Tongan	57	115
Cook Islands Māori	47	137
Samoaan	210	504
Other Pacific Peoples	19	51
<b>Total Pasifika</b>	<b>442</b>	<b>951</b>

**Figure A.7: Percentage of Pasifika teachers and Pasifika students in state schools (2000 to 2011)**



**Map A.7: Number of Pasifika teachers in state schools, as at early April (2010)**



**Table A.9: Age-standardised suspension rates per 1,000 students (2010)**

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika
Northland Region	15.1
Auckland	6.1
Waikato Region	10.2
Bay of Plenty Region	7.1
Gisborne Region	0
Hawkes Bay Region	6.8
Taranaki Region	0
Manawatu-Wanganui Region	12.6
Wellington Region	6.2
Tasman Region	0
Nelson Region	16.6
Marlborough Region	50.1
West Coast Region	0
Canterbury Region	7.7
Otago Region	7.8
Southland Region	6
Correspondence School	na
<b>New Zealand Total</b>	<b>6.6</b>

Year	Total Pasifika
2005	9.3
2006	10.5
2007	8.7
2008	7.2
2009	8.0
2010	6.6

Quintile	Total Pasifika
Quintile 1	6.1
Quintile 2	8.3
Quintile 3	5.3
Quintile 4	9.2
Quintile 5	2.6

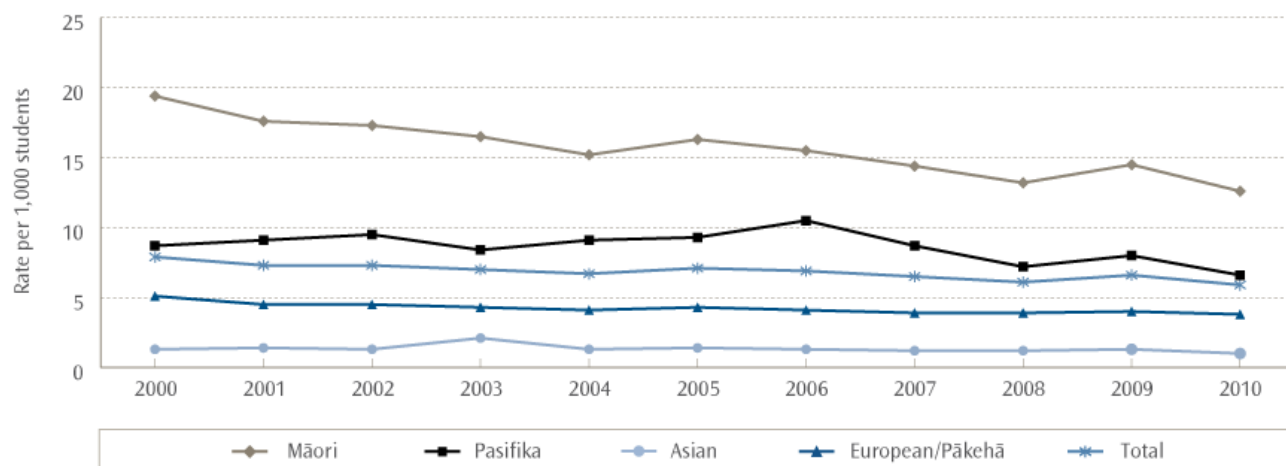
  

Pacific Island Group	National Value
Tokelauan	6.1
Fijian	143
Niuean	7.8
Tongan	7.8
Cook Islands Māori	9.4
Samoan	6.0
Other Pacific Peoples	5.7
<b>Total Pasifika</b>	<b>6.6</b>

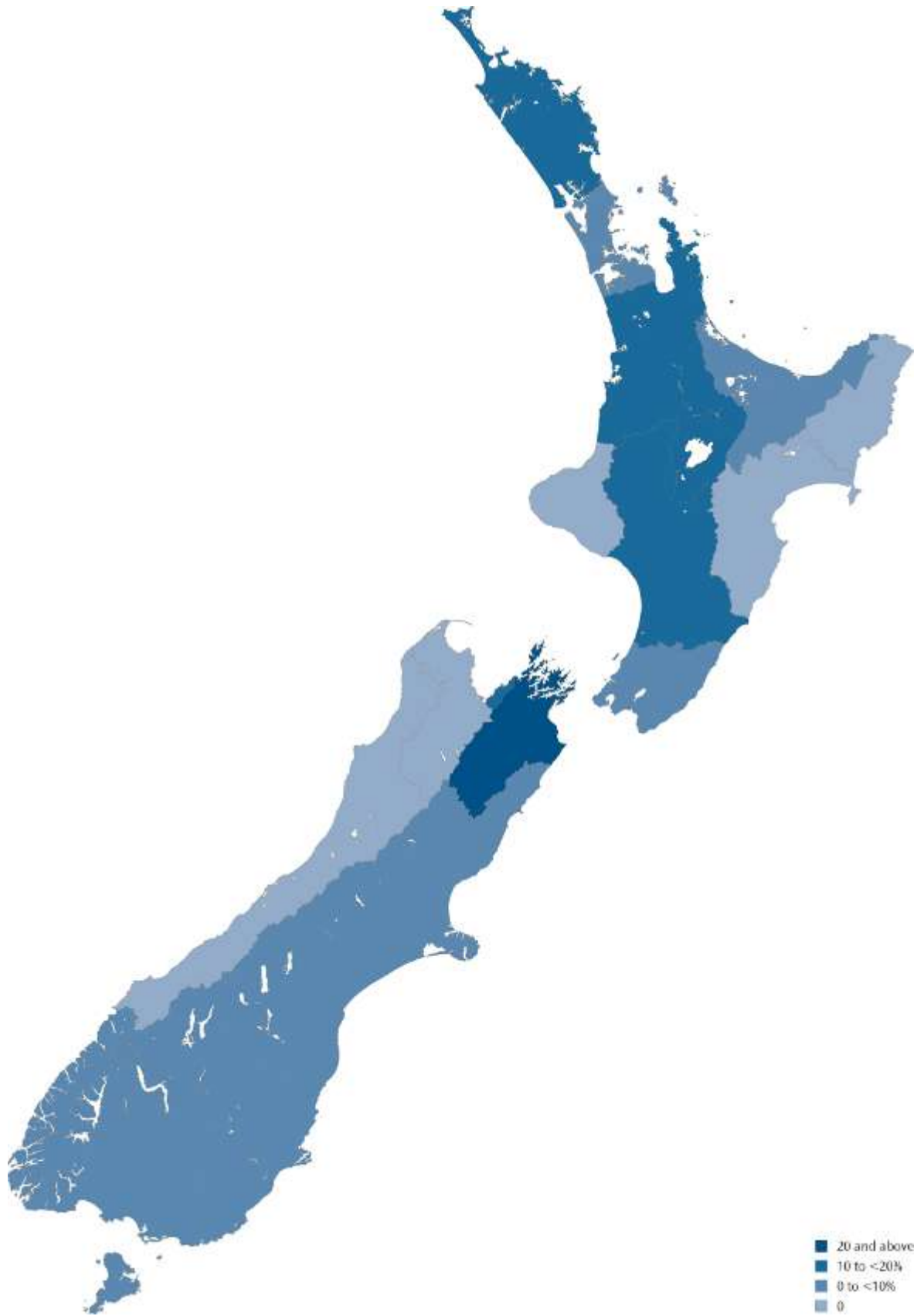
  

Pacific Island Group	Male	Female
Tokelauan	11.4	1.2
Fijian	2.4	0.4
Niuean	11.0	4.4
Tongan	12.0	3.6
Cook Islands Māori	13.1	5.6
Samoan	8.6	3.3
Other Pacific Peoples	7.9	3.6
<b>Total Pasifika</b>	<b>9.7</b>	<b>3.5</b>

**Figure A.8: Age-standardised suspension rates per 1,000 students by ethnic group (2000 to 2010)**



**Map A.8: Age-standardised suspension rates per 1,000 students (2010)**





**Table A.10: Age-standardised exclusion rates per 1,000 students (2010)**

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika
Northland Region	13.8
Auckland	4.1
Waikato Region	6.8
Bay of Plenty Region	0
Gisborne Region	0
Hawkes Bay Region	0
Taranaki Region	0
Manawatu-Wanganui Region	0
Wellington Region	2.5
Tasman Region	0
Nelson Region	45.4
Marlborough Region	0
West Coast Region	0
Canterbury Region	4.4
Otago Region	0
Southland Region	0
Correspondence School	na
<b>New Zealand Total</b>	<b>3.9</b>

Year	Total Pasifika
2005	9.3
2006	10.5
2007	8.7
2008	7.2
2009	8.0
2010	6.6

Quintile	Total Pasifika
Quintile 1	1.8
Quintile 2	9.3
Quintile 3	0.7
Quintile 4	4
Quintile 5	2.5

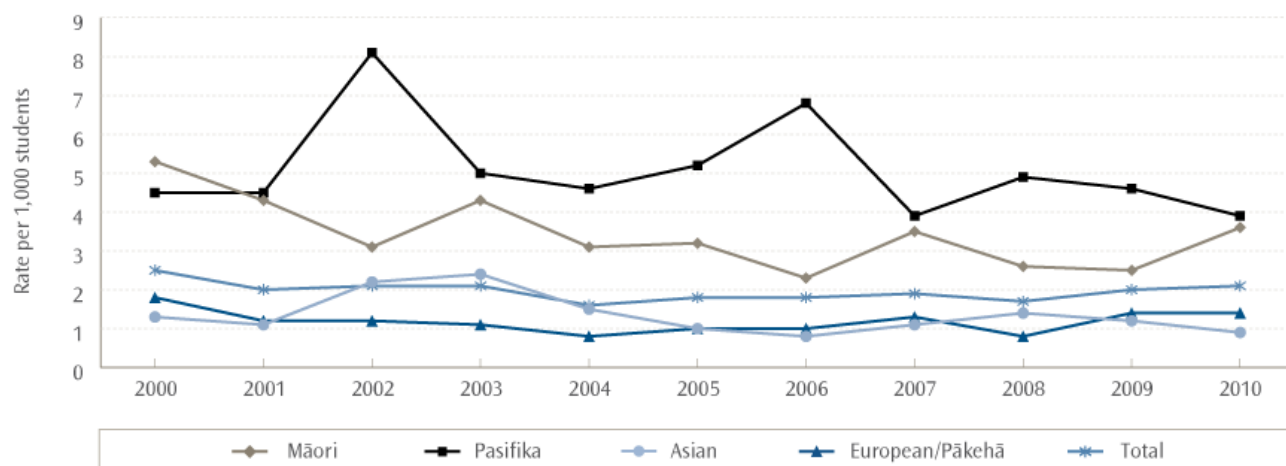
  

Pacific Island Group	National Value
Tokelauan	0
Fijian	0
Niuean	6.4
Tongan	7.4
Cook Islands Māori	2.6
Samoan	3.2
Other Pacific Peoples	4.8
<b>Total Pasifika</b>	<b>3.9</b>

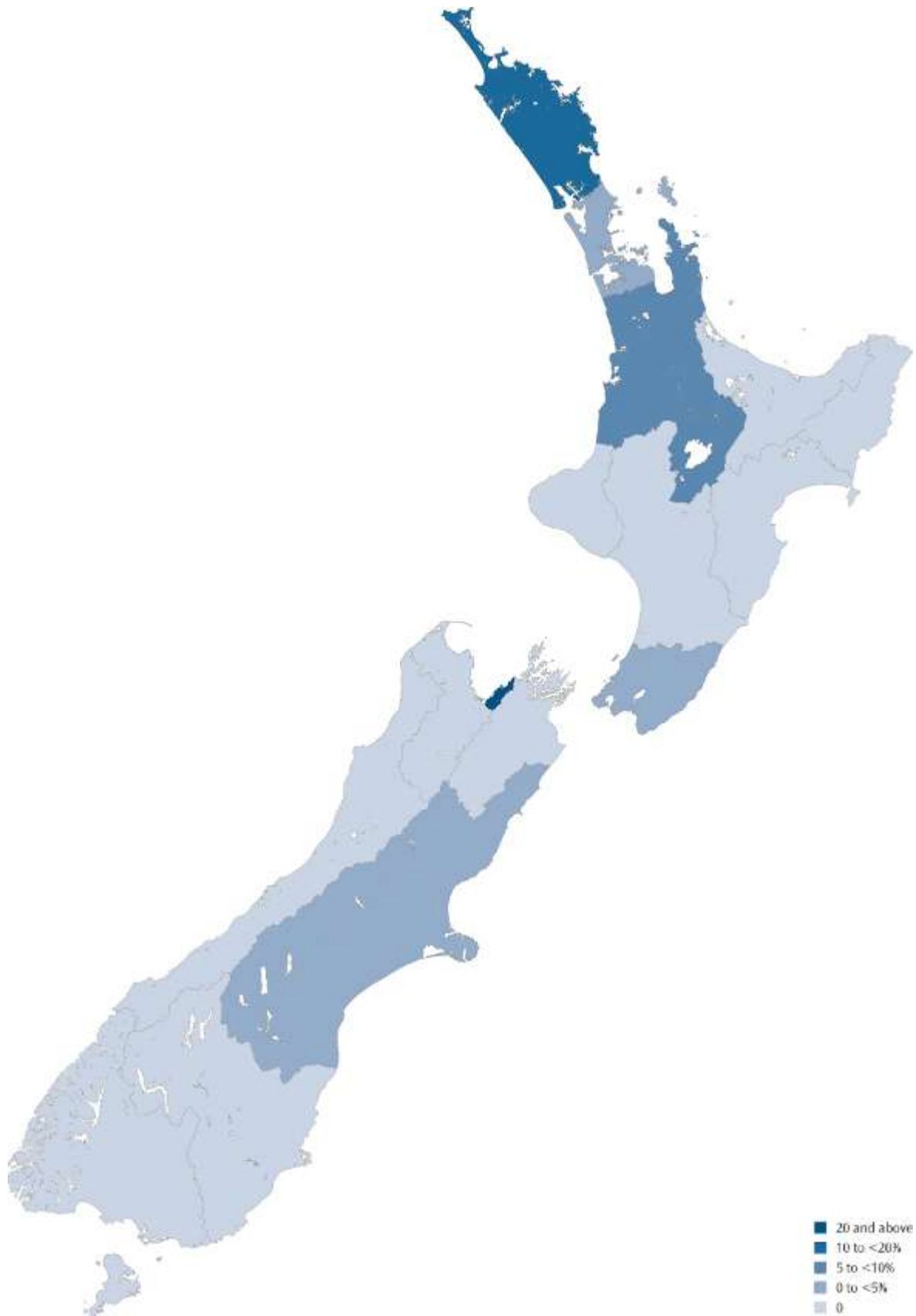
  

Pacific Island Group	Male	Female
Tokelauan	0.0	0.0
Fijian	0.0	0.0
Niuean	8.3	4.5
Tongan	12.9	2.3
Cook Islands Māori	5.5	0.0
Samoan	5.6	0.9
Other Pacific Peoples	0.0	9.7
<b>Total Pasifika</b>	<b>6.3</b>	<b>1.5</b>

**Figure A.9: Age-standardised exclusion rates per 1,000 students by ethnic group (2000 to 2010)**



**Map A.9: Age-standardised exclusion rates per 1,000 students (2010)**

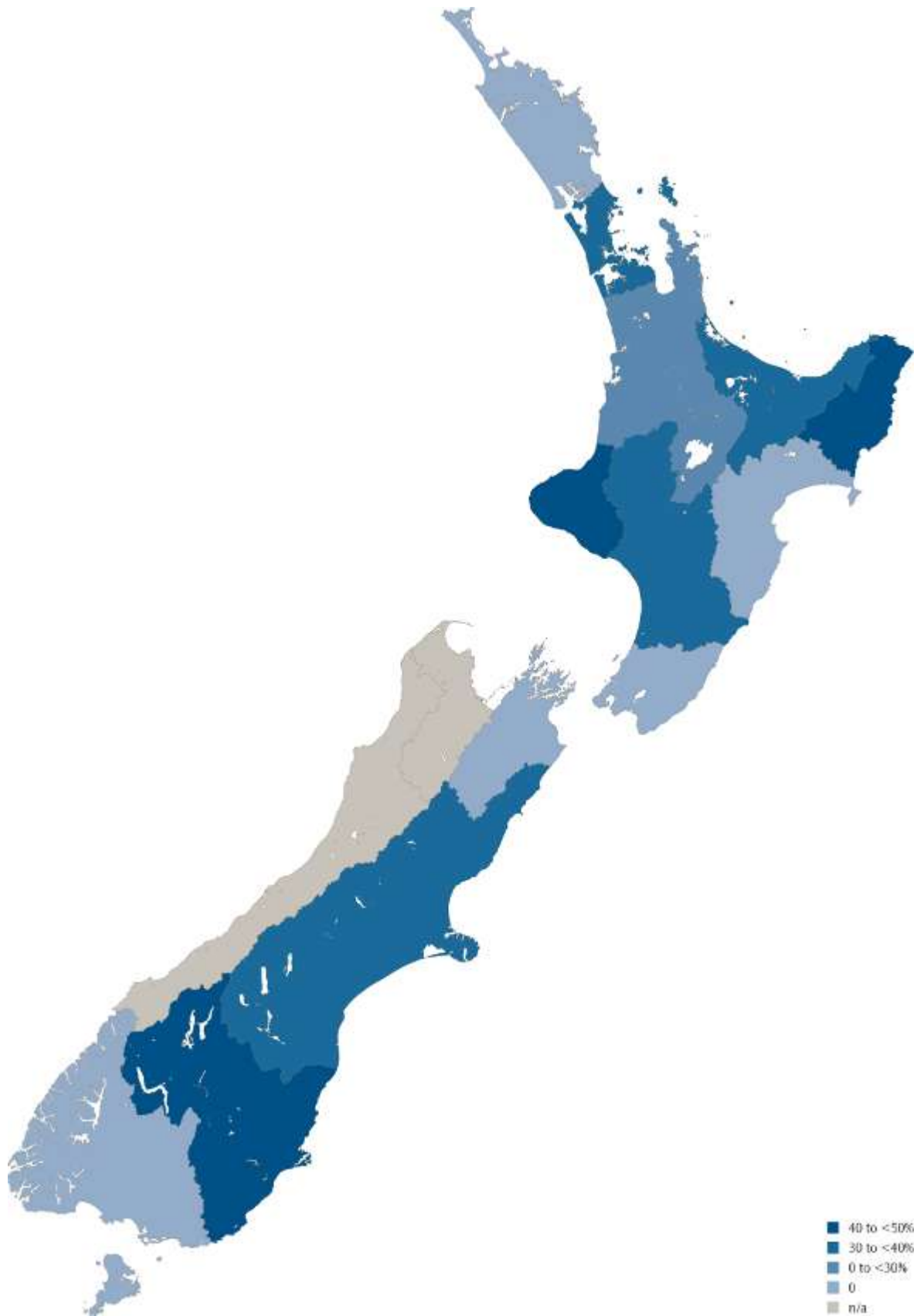


**Table A.11: Proportion of all boards of trustees' members – percentage (2010)**

See technical notes for detailed notes relating to these data.

<b>Regional Council</b>	<b>Total Pasifika</b>	<b>Year</b>	<b>Total Pasifika</b>
Northland Region	0	2000	24.5
Auckland	31.1	2001	28.7
Waikato Region	25	2002	27.1
Bay of Plenty Region	33.3	2003	27.7
Gisborne Region	50	2004	29.4
Hawkes Bay Region	41.7	2005	30.7
Taranaki Region	41.2	2006	32.7
Manawatu-Wanganui Region	37.3	2007	32.0
Wellington Region	0	2008	29.5
Marlborough Region	0	2009	29.7
Canterbury Region	33.3	2010	33.3
Otago Region	45.5	2011	32.9
Southland Region	0		
<b>New Zealand Total</b>	<b>32.9</b>		
<b>School gender</b>	<b>Total Pasifika</b>	<b>Quintile</b>	<b>Total Pasifika</b>
Co-education	31.3	Quintile 1	34.7
Single sex-boys	36.4	Quintile 2	32.0
Single sex-girls	78.6	Quintile 3	32.4
<b>New Zealand Total</b>	<b>32.9</b>	Quintile 4	28.3
		Quintile 5	33.3

Map A.10: Proportion of all boards of trustees' members (2010)



**Table A.12: Enrolments and participation rate in qualifications levels four or above (2010)**

See technical notes for detailed notes relating to these data.

Level of study	Total Pasifika
Level 4 Certificate	7,272
Level 5 to 7 Diploma	5,331
Level 7 Bachelors	8,832
Level 8 Honors/Postgraduate Cert/Dip	952
Level 9 Masters	417
Level 10 Doctorates	152
<b>Total</b>	<b>33,751</b>

Provider	Total Pasifika
Universities	19,636
Polytechnics	19,477
Wānanga	5,081
Public providers	43,572
Private training establishments	14,094
<b>Total</b>	<b>56,707</b>

Level of study	Pasifika ages 18 to 24	Rate
Level 4 Certificate	3,561	8.18%
Level 5 to 7 Diploma	2,204	5.06%
Level 7 Bachelors	5,512	12.7%
Level 8 Honors/Postgraduate Cert/Dip	329	0.76%
Level 9 Masters	55	0.13%
Level 10 Doctorates	3	0.01%
<b>Total</b>	<b>11,768</b>	<b>27.0%</b>

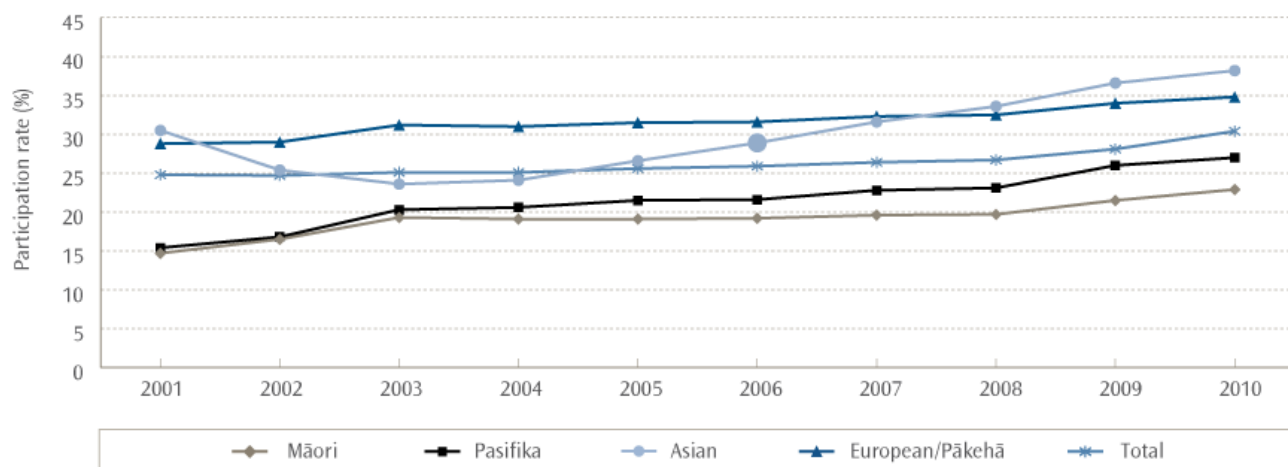
  

Year	Pasifika ages 18 to 24	Rate
2001	4,967	15.4%
2002	5,481	16.8%
2003	6,704	20.3%
2004	6,859	20.6%
2005	7,292	21.5%
2006	7,885	21.6%
2007	8,711	22.8%
2008	9,273	23.1%
2009	10,902	26.0%
2010	<b>11,768</b>	<b>27.0%</b>

Gender	Pasifika ages 18 to 24	Rate
Male	4,735	21.7%
Female	7,033	32.5%
<b>Total</b>	<b>11,768</b>	<b>27.0%</b>

**Figure A.10: Participation rate for students aged 18 to 24 in qualifications levels four or above by ethnic group (2001-2010)**



**Table A.13: First-year retention rate at levels four and above (2010)**

See technical notes for detailed notes relating to these data.

Level of study	Total Pasifika	Year	Total Pasifika
Level 4 Certificate	75%	2001	68.4%
Level 5 to 7 Diploma	71%	2002	70.9%
Level 7 Bachelors	79%	2003	70.5%
Level 8 Honors/Postgraduate Cert/Dip	72%	2004	71.2%
Level 9 Masters	100%	2005	71.1%
Level 10 Doctorates	74%	2006	71.0%
<b>Total</b>	<b>76%</b>	2007	72.3%
		2008	69.8%
		2009	73.5%
		2010	75.6%

**Table A.14: Number of Pasifika enrolments and five year completion rate at levels four or above**

Level of study	2006 Enrolments	2010 Completion	Year	Total Pasifika
Level 4 Certificate	3,411	52.0%	2005	38.0%
Level 5 to 7 Diploma	1,802	55.0%	2006	38.2%
Level 7 Bachelors	1,872	47.0%	2007	37.8%
Level 8 Honors/Postgraduate Cert/Dip	294	39.0%	2008	38.6%
Level 9 Masters	115	37.0%	2009	38.9%
Level 10 Doctorates	18	x	2010	39.9%
<b>Total</b>	<b>7,512</b>	<b>39.9%</b>		

**Table A.15: Postgraduate participation rate for Pasifika over age 15 (2010)**

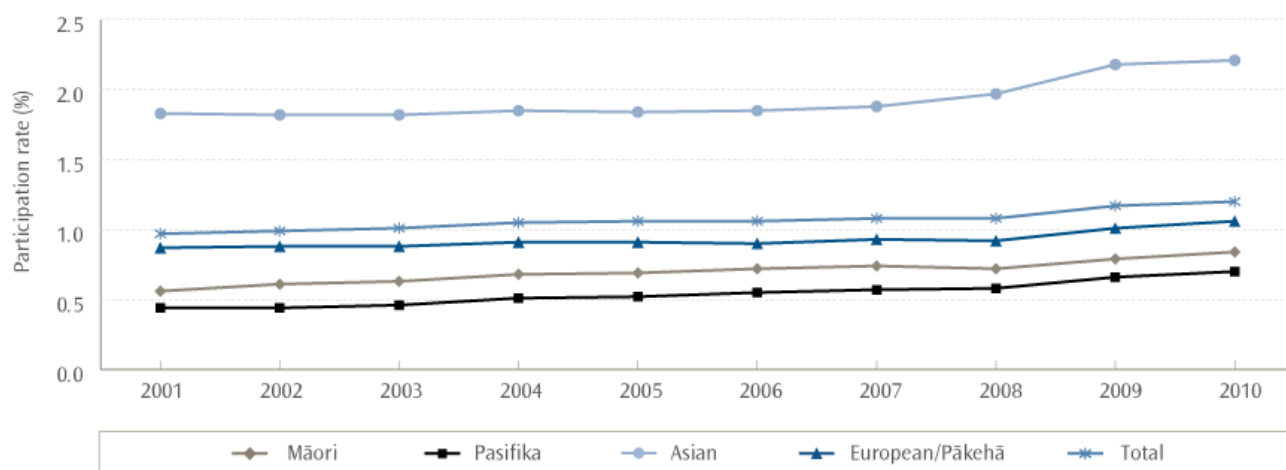
See technical notes for detailed notes relating to these data.

Provider Type	Total Pasifika	Pacific Island Group	National Value
Universities	0.65%	2001	0.44%
Institutes of Technology and polytechnics	0.04%	2002	0.44%
Wānanga	0.01%	2003	0.46%
Public Providers	0.69%	2004	0.51%
Private Training Establishments	0.02%	2005	0.52%
<b>Total</b>	<b>0.71%</b>	2006	0.55%
		2007	0.57%
		2008	0.58%
		2009	0.67%
		2010	0.71%

Level of study	Total Pasifika	Gender	Total Pasifika
Level 8 Honours/Postgraduate Cert/Dip	0.45%	Male	0.56%
Level 9 Masters	0.19%	Female	0.86%
Level 10 Doctorates	0.07%	<b>Total Pasifika</b>	<b>0.71%</b>
<b>Total</b>	<b>0.71%</b>		

**Figure A.11: Percentage of Students in postgraduate study by ethnic group (2001 to 2010)**





## Appendix 2: Technical Notes

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# 1 Early childhood education

## General notes

All early childhood data for ethnicity is prioritised in the order of Māori, Pasifika, Asian, other groups except European/Pākehā, and European/Pākehā. For this data European/Pākehā refers to people who affiliate as New Zealand European, Other European or European (not further defined). For example, this includes and is not limited to people who consider themselves as Australian (excluding Australian Aborigines), British and Irish, American, Spanish, and Ukrainian.

A child can be enrolled in more than one early childhood education service at any time.

The 20 hours early childhood education policy entitles parents to claim up to 20 hours in early childhood education at teacher led services. That is, up to six hours per day and up to 20 hours per week.

The island group for a small number of Pasifika are not known. These figures are not shown separately but are included in the totals for the Island Group tables.

## Quality in early childhood education

Registered teachers include: holders of a New Zealand Teachers Council (NZTC) practising certificate that is NZTC full registration, holders of an NZTC practising certificate that is subject to NZTC confirmation, and holders of an NZTC practising certificate that is NZTC provisional.

Teachers at licensed teacher-led services include teachers at education and care services, casual education and care services, kindergartens, and homebased service coordinators. Caregivers in homebased services are excluded, as are adults on duty in parent-led services, including playcentres and Te Kōhanga Reo.

## Data tables

'Not applicable' includes children undertaking early childhood education through the Correspondence School. A rate cannot be calculated for Not Applicable as a denominator population does not exist.

The character 'x' implies that there are not enough data point to compute a fair representation (<5).

The character 'n' is used for cells with small numbers of Year 1 students (less than 20). Prior participation rates in these cases often are subject to large fluctuations and may not provide a very reliable basis for comparison with other categories.

Percent of children accessing early intervention services is measuring the number of Pasifika early interventions out of all Pasifika enrolments.

## 2 Schooling

### General notes

All schooling data is prioritised in the order of Māori, Pasifika, Asian, other groups except European/Pākehā, and European/Pākehā. For this data European/Pākehā refers to people who affiliate as New Zealand European, Other European or European (not further defined). For example, this includes and is not limited to people who consider themselves as Australian (excluding Australian Aborigines), British and Irish, American, Spanish, and Ukrainian.

Schools in the lowest quintile (quintile 1) draw their students from communities with the highest degree of socio-economic disadvantage.

### Achievement at school

A student has attained NCEA level 1 literacy when they achieve a minimum of 8 credits in English or Reo Māori.

A student has attained NCEA level 1 numeracy when they achieve a minimum of 8 credits in mathematics, statistics and probability or general education Māori.

### Secondary school qualifications

Because of NCEA level 2 being introduced to schools in New Zealand in 2003, data for Pasifika leavers achieving this level of qualification is only applicable from 2003 onwards. Earlier years have been omitted.

Because of methodological changes in the allocation of attainment levels in 2004, for leavers achieving a qualification between little or no formal attainment and university entrance standard, the percentages of leavers with at least NCEA level 2 in 2004 is not comparable with other years, and has been omitted.

Due to NCEA level 3 being introduced to schools in New Zealand in 2004, data for Pasifika leavers achieving this level of qualification is only applicable from 2004 onwards. Earlier years have been omitted.

### Effective teaching

Registered Pasifika teachers include registered principals and staff in management positions as well as classroom teachers. Registered Pasifika teacher numbers are only available for state and state integrated schools.

### Student engagement in schooling

#### Pasifika representation on the board of trustees

The measure for this indicator takes schools which have enough Pasifika students on their roll to expect to have at least one Pasifika board member. That is, this measure is specific to the fact that it restricts the number of schools to those where a Pasifika board member is required (i.e. it excludes all of the schools with a small or zero percentage of Pasifika students). This measure exclusively focuses on schools that need to have Pasifika representation on their board of trustees and whether or not they have achieved this.

#### Data tables

International fee-paying students, Correspondence School students, adult students (age>19), and private students are excluded.

Schools in the lowest quintile (quintile 1) draw their students from communities with the highest degree of socio-economic disadvantage.

The character 'x' implies that there are not enough data point to compute a fair representation (<5).

## 3 Tertiary

### General notes

#### Changes in tertiary numbers from Pasifika Education Plan Monitoring Report 2007

A number of revisions of tertiary data were made during 2007. This has resulted in differences in numbers (and rates) for some tertiary measures between what was shown in the 2007 Pasifika Education Plan Monitoring Report and what appears in this report. The two principal reasons for these differences are provided below.

A major review was undertaken of the quality of qualification award category codes (a classification of level of study) and New Zealand Standard Classification of Education (NZSCED) field of study assigned to qualifications. As a result, a number of qualifications had their level and field of study revised. The effect of this was that between 1,000 and 2,000 enrolments a year were reclassified from type 'D' to type 'C'. Currently only records known as type 'D' are included in enrolments. These relate to students enrolled in formal qualifications of more than one week's equivalent full-time study (EFTS). Non-formal enrolments and formal enrolments of a week or less equivalent full-time study are excluded. Hence, those recoded to type 'C' are now out of scope and not included in this year's supply. Many students previously coded to level 1 to 3 certificates have now been reclassified as level 4 certificates, or level 5 to 7 diplomas. The change does not affect completions but affects higher-level progression rates.

A major review of individual student identifiers, and the data matching process to assign these, was also undertaken during the year. As part of the tertiary reforms introduced by the Government in 2006, there was a need to have better information on the attrition, completion and progression rates for each individual institution. As well, there was an apparent discontinuity in system completion and attrition rates using individual student identifiers before 2003 (based on National Student Number (NSN)) with rates from 2003 onwards (based on NSN). Both these factors made it essential that the Ministry of Education review the data matching methodology. The availability of four years of NSN data was able to provide a powerful independent means to measure the accuracy of the matching, and to revise the processes used. The methodology was extensively

reviewed in 2007 and NSNs were regenerated for all existing enrolments and completions data from 1994 to 2006.

#### Participation in tertiary education

Participation rate is the percentage of the population aged 15 and over who were enrolled at any time during the year. Participation rates are not available for 'Other' ethnic group; these are included in the total. Separate participation rates are not available for 'Pasifika', 'Asian' and 'European/Pākehā' ethnic groups before to 2000.

Retention rate is defined as the percentage of domestic students starting a qualification at a public provider in 2002 who are still enrolled or have completed by the end of 2006.

Retention rate does not include private training establishments (PTEs) (i.e. only public tertiary providers are included).

These rates are age-standardised to the 2006 national age distribution (i.e. they represent the rate a group would have if they had the same age distribution as the 2006 national age distribution).

Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.

Data excludes those PTEs and 'other tertiary education providers' (OTEPs) that neither received tuition subsidies nor were approved for student loans or allowances.

Data excludes all non-formal learning and on-job industry training.

Students who identify with more than one ethnic group have been counted in each group, but only once in the total. Consequently, the sum of the students in each group may not add to the total number of students. Students who were enrolled at more than one qualification level have been counted in each level, but only once in the total. Consequently, the sum of the students in each qualification level may not add to the total number of students.

Totals also include those students whose qualification level or ethnic group is unknown.

Data relates to total number of trainees during the year.

Totals also include Modern Apprenticeship numbers.

Ethnic group is based on the single prioritised method of reporting.

### **Achievement in tertiary education**

This completion rate is defined as the percentage of domestic students starting a qualification in 2006 who have successfully completed a qualification at the same level or higher by the end of 2010.

Data excludes all non-formal learning and on-job industry training.

Data relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS.

Data excludes those PTEs and OTEPs that neither received tuition subsidies nor were approved for student loans or allowances.

For this indicator European/Pākehā refers to people who affiliate as New Zealand European, Other European or European (not further defined). For example, this includes but is not limited to people who consider themselves Australian (excluding Australian Aborigines), British and Irish, American, Spanish and Ukrainian.

Students who identify with more than one ethnic group have been counted in each group. Consequently, the sum of the students in each ethnic group may not add to the total number of students.

Students who were enrolled at more than one qualification level have been counted in each level. Consequently, the sum of the students in each qualification level may not add to the total number of students.

Totals also include those students whose qualification level or ethnic group is unknown.

The total includes those students who have changed qualification level, whereas rates for individual levels do not.

### **Literacy, numeracy and language levels**

#### **Data tables**

Students who were enrolled in more than one provider type have been counted in each provider type.

Students who were enrolled in more than one level of study have been counted in each level.

Students who were enrolled in more than one sub-sector have been counted in each sub-sector.

Private training establishment includes OTEPs.

This tertiary data has been revised, and so may differ from previously published figures. It excludes all non-formal learning and on-job industry training as well as those private training establishments which did not receive government tuition subsidies.

Doctorate relates to PhDs only.

## 4 Education sector-wide

The CEO fono series has been running since 2001 and provides a key opportunity for Pasifika communities to hear from the Secretary for Education and for her to share with communities key priorities for the ministry. It also helps to step up Pasifika education significantly and how everyone can contribute towards achieving the goals of the *Plan* as well as discussions on key activities such as National Standards and its links to the *Plan*.

Members of the Pasifika Advisory Group (PAG) are Pasifika peoples from the community. Appointments are made by Lesieli Tongati'o (Pule Ma'ata Pasifika) and Rawiri Brell, (Deputy Secretary, Early Childhood and Regional Education and Chair of PAG). Care is taken to make sure that membership is spread across the country, and represents a variety of skills, backgrounds and experiences across all education sectors and special needs.

The special relationship between New Zealand and Samoa is underpinned by the 1962 Treaty of Friendship, concluded when Samoa became independent after a period of New Zealand trusteeship from 1919 to 1962. The relationship is a rich and multi-stranded one, with close linkages between New Zealand and Samoa, underpinned by the large number of New Zealanders of Samoan descent or origin living in New Zealand.

The Memorandum of Understanding that New Zealand has with Niue and the Cook Islands contains their special relationship founded on close historical ties, unique constitutional arrangements and a common citizenship and currency.

The Memorandum of Understanding with Tokelau recognises that since 1926, it has been administered by New Zealand and for the purposes of the principle of self-determination enshrined in the United Nations Charter, Tokelau is a non-self-governing territory.

## 5 General Notes

### Ethnicity

Ethnicity is the ethnic group or groups to which an individual belongs. The concept of ethnicity adopted by the Ministry of Education is a social construct of group affiliation and identity. The Ministry of Education uses the definition of ethnicity used by Statistics New Zealand, namely:

A social group whose members have one or more of the following characteristics.

- they share a sense of common origins
- they claim a common and distinctive history and destiny
- they possess one or more dimensions of collective cultural individuality
- they feel a sense of unique collective solidarity.

Prioritisation of ethnicity is when people are allocated to one of the ethnicities they have recorded that they affiliate with. This usually occurs when data is collected manually and/or aggregate data returns are collected centrally. This allocation is performed using a predetermined order of ethnic groups. The purpose of this prioritisation is to ensure that ethnic groups of policy importance are not swamped by the European/Pākehā ethnic group.

In the early childhood education and schooling sections of this publication, ethnicity is prioritised in the order of Māori, Pasifika, Asian, other groups except European, and European/Pākehā.

Multiple ethnicities are used in the tertiary part of this publication. Multiple ethnicity works by considering each ethnicity a person affiliates with as one data entry. For example, the data relating to an individual who affiliates as both Māori and Pasifika will be included in both categories. This approach can be undertaken in tertiary analysis as most data is collected in a disaggregated fashion.

In this publication, European/Pākehā refers to people who affiliate as New Zealand European, Other European or European (not further defined). For example, this includes but is not limited to people who consider themselves Australian (not including Australian Aborigines), British and Irish, American, Spanish, Ukrainian and Czech.

The Pasifika ethnic group can be sub-divided into seven Island groups;

- Samoan
- Cook Island Maori
- Tongan
- Niuean
- Fijian
- Tokelauan
- Other Pacific Islands

Data by Island group for relevant indicators can be found in Appendix 1 tables.

### Regional council

Regional data is the regional council area the early childhood education service or school each student was located in. The Chatham Islands County is a separate county outside the standard regional council boundaries

For schooling data, the regional council category of 'Not Applicable' includes the correspondence school and a small number of students (<30) whose school campus covers more than one regional council area.

For schooling data, the New Zealand total includes students from all regional council areas including those with less than five students in the corresponding indicator.

### Decile

Students from low socio-economic communities face more barriers to learning than students from high socio-economic communities. Schools that draw their roll from these low socio-economic communities are given greater funding to combat these barriers. The mechanism used to calculate and allocate this additional funding is most often known as school deciles.

Schools are assigned a socio-economic score based on five census derived socio-economic factors. Schools are then ranked in order of this score and divided into 10 even groups called deciles. The 10% of schools with the lowest scores are considered decile 1 schools, the next 10% of schools are considered decile 2 schools, and so on. Decile 1 schools have the highest proportion of low socio-economic students, decile 10 schools have the least (note: this does not mean students from decile 10 schools are 'rich'). See the Ministry of Education website [www.minedu.govt.nz](http://www.minedu.govt.nz) for a more detailed explanation of how a decile is calculated



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## Board of trustees

Governing body for schools; elected by parents and caregivers. Boards establish a charter, which sets out the aims and objectives of the school.

## Degree

A **qualification** awarded after satisfactory completion of/and achievement in a programme of advanced study taught mainly by people engaged in research and which emphasises general principles and basic knowledge as the basis for self-directed work.

## Domestic student

Persons who are:

- New Zealand citizens (including those born in the Cook Islands , Tokelau and Niue );
- New Zealand permanent residents;
- Citizens of Australia residing in New Zealand;
- Dependent children of;
  - diplomatic staff
  - refugees
  - persons with New Zealand work permits
  - persons with Commonwealth scholarships
  - international students who are enrolled in any Doctor of Philosophy (PhD) programme at a New Zealand university.

See **International Student** and **Student Types (School)**.

## ECE

Early childhood education. Education and care for infants and young children before they begin school. The majority of children in early childhood services are under five; however, children may attend early childhood services up to their sixth birthday, when schooling becomes compulsory. early childhood education services can be provided and organised in a range of ways (See **early childhood education service type**).

## Early childhood educations types

Licensed EServices	Teacher-led ECE Services	Casual childcare Correspondence School – ECE services Education and Care services Kindergarten Homebased childcare
	Parent/whānau led ECE services	Playcentre Te Kōhanga Reo
Licence-exempt ECE groups		Playgroup Nga Puna Kohungahunga Pacific Island early childhood groups Playcentre (licence-exempt) Te Kōhanga Reo (licence-exempt)

## Education and care services

These services provide sessional, all-day, or flexible hour programmes for children from birth to school age. They may be privately owned, community-based, or operated as an adjunct to a business or organisation. Individual education and care services may be known by many names, including crèches, private kindergartens, aoga, punanga reo, and childcare centres. These services are teacher-led and required to meet the teacher registration targets. (See **ECE, early childhood education Service Type**).

## Ethnicity

The ethnic group or groups to which an individual belongs. The concept of ethnicity adopted by the Ministry of Education is a social construct of group affiliation and identity. The Ministry of Education uses the definition of ethnicity used by Statistics New Zealand, namely:

A social group whose members have one or more of the following characteristics:

- they share a sense of common origins;
- they claim a common and distinctive history and destiny;
- they possess one or more dimensions of collective cultural individuality;
- they feel a sense of unique collective solidarity.

See Ethnicity under technical notes for more information.

## Exclusion

For very serious breaches of school rules, where a student has been suspended, the board of trustees may exclude or expel the student. Exclusion and expulsion are both used for behaviour judged to be 'gross misconduct'.

When using an exclusion, a board may not allow a student to return to the school and the student must enrol in another school. Only students under the age of 16 (the legal leaving age) can be excluded (see **Stand-down, Suspension and Expulsion**).

## Expulsion

For very serious breaches of school rules, where a student has been suspended, the board of trustees may exclude or expel the student. Exclusion and expulsion are both used for behaviour judged to be 'gross misconduct'.

Students aged 16 and over can be expelled and are not required to re-enrol in another school, but may choose to do so (see **Stand-down, Suspension and Exclusion**).

Foreign fee-paying student

See **International fee-paying student**.

## International fee-paying student

An **international student** who meets the full tuition costs on their own or from funds provided to them by sponsors other than the New Zealand Ministry of Foreign Affairs and Trade. Students can be studying at a secondary or tertiary level. (See **Student types (school)**).

## International student

An overseas student who has come to New Zealand for the purpose of education, and/or is currently studying on a student permit or domestic passport. This excludes students from overseas with New Zealand citizenship or permanent residence or with Australian citizenship. (See **Domestic student** and **Student types (school)**).

## ISCED

International Standard of Classification of Education. A system designed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) so that statistics on education can be compiled and presented on an internationally comparable basis.

ISCED-1997 levels of education are:

Level 0	Pre-primary education.
Level 1	Primary schooling up to Year 6.
Level 2	Year 7 to 10.
Level 3	Year 11 to 15 and post-secondary formal programmes that do not go beyond year 15 level.
Level 4	Education beyond school level leading to an award not equivalent to a diploma.
Level 5	Includes diplomas, degrees and postgraduate programmes.
Level 6	Includes doctorates

## NCEA

National Certificate of Education Achievement. NCEA is a qualification on the National Qualification Framework based on credits from all unit and achievement standards. NCEAs are registered between levels 1 and 3, and are open to anyone assessed through an accredited provider.

Importantly, NCEA is the national secondary school qualification for students in years 11 to 13. NCEA can be gained in three levels; students usually work towards NCEA level 1 in year 11, level 2 in year 12, and level 3 in year 13. However, NCEA is very flexible and students may study at a mix of levels during a year.

## Private school

Schools owned by private proprietors, governed by an independent board, state registered as meeting specific standards, and receiving some state funding but charging tuition fees (see **State school** and **State integrated school**).

## Qualification

An official award given in recognition of the successful completion of a programme of study, which has been quality assured by a recognised quality assurance agency, see **NCEA** and **degree**.

## Regional council

The regional council each institution is located in. Regions are defined by Statistics New Zealand based on 1995 boundaries. In 2006, there were regions consisting of 16 cities, 57 districts and the Chatham Islands country.

### School types

Primary	Full primary school (year 1 to 8) Contributing school (year 1 to 6) Intermediate school (year 7 to 8) Kura Kaupapa Māori (primary) Kura Teina (primary)
Composite	Composite school (year 1 to 15) Restricted composite school (year 7 to 10) (also known as middle school) Kura Kaupapa Māori (composite) (see also Wharekura) Correspondence School Kura Teina (composite)
Secondary	Secondary school (year 7 to 5) Secondary school (year 9 to 15) Secondary school (year 11 to 15)
Other	Special school Homeschool

## Socio-economic decile band

Students from low socio-economic communities face more barriers to learning than students from high socio-economic communities. Schools that draw their roll from these low socio-economic communities are given greater funding to combat these barriers. The mechanism used to calculate and allocate this additional funding is most often known as school deciles.

Schools are assigned a socio-economic score based on five census derived socio-economic factors. Schools are then ranked in order of this score and divided into 10 even groups called deciles. The 10% of schools with the lowest scores are considered decile 1 schools, the next 10% of schools are considered decile 2 schools, and so on. Decile 1 schools have the highest proportion of low SES students, decile 10 schools have the least (note: this does not mean students from decile 10 schools are 'rich').

Deciles are also used in some analysis as a proxy for socio-economic status.

## Stand-down

The formal removal of a student from a **state school** or **state integrated school** for a specified period. A stand-down of a student can total no more than five days in any term, or ten days in a school year. Following a stand-down, the student returns automatically to school (see **Suspension, Exclusion and Expulsion**).

## State integrated school

Also known as integrated school. A school which has previously been a private school and is now integrated into the state-funded system (see **State school** and **Private school**).

## State school

Fully state-funded school which is co-educational at the primary level, and offers single sex or co-educational options at the secondary level (see **State integrated school** and **Private school**).

## Student types (School)

International Student	Foreign fee-paying student NZAID-funded student
Domestic Student	Foreign exchange student Regular student (includes returning students) Kura Teina student Alternative education student Adult student Returning adult student External student Satellite class student Teen parent unit student

## Suspension

The formal removal of a student from a **state school** or **state integrated school** until the **board of trustees** decides the outcome at a suspension meeting (see **Stand-down, Exclusion** and **Expulsion**).

Teacher-led early childhood education services

Early childhood services that are required to have a person responsible (or home-based care coordinator) who is a registered early childhood education qualified teacher, and they must meet the teacher registration targets for registered teacher staff. For funding purposes, teacher-led services include; kindergartens, education and care services and home-based care services.

## Teen parent unit

A unit, attached to a host secondary school, providing educational programmes for teenagers who are pregnant or who have prime responsibility for their children's care; and who have enrolled within the age range to receive free education (ie, up to age 19 years).

## Tertiary education institutions (TEIs)

Publicly owned tertiary education providers. These consist of university, college of education, polytechnic, or Wānanga as defined by the Education Act 1989. The term excludes other post-secondary institutions, such as private training establishments.

## **Tertiary education provider types**

Post-compulsory educational institutions that provide formal programmes of study. These can be divided into private tertiary education (PTE) providers and public tertiary education institutions (TEIs).

- Tertiary education institutions (TEIs)
  - university
  - college of education
  - institutes of technology and polytechnics
- Wānanga
- Government training establishments;
- Private Tertiary Education (PTE) providers;
- Other training education providers (OETPs).

## **University**

A public tertiary education institution (TEI) that is primarily concerned with advanced learning and knowledge, research, and teaching to a postgraduate level. (See **Tertiary education provider types**).

## **University entrance**

A prerequisite for entrance to university for people who have not attained the age of 20 years. University entrance requires a minimum of 42 credits at NCEA level three or higher. Within these credits there must be at least 14 credits at level three or higher in two separate subjects from a list of 'approved subjects'. There are also literacy and numeracy requirements. A student must gain at least 14 numeracy credits at level one or higher and eight literacy credits at level two or higher, four in reading and four in writing.

## **Wānanga**

A public tertiary education institution (TEI) that provides programmes with an emphasis on the application of knowledge regarding ahuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom). (See **Tertiary education provider types**).