



✦ Pasifika Education Plan
Monitoring Report: 2009

Pre-production copy released 31 January 2011

Foreword from the Minister of Education

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

It is over a year since *the Pasifika Education Plan 2009-2012* (the *Plan*) was launched in Flaxmere on 27 November 2009.

There has been a lot of activity in 2009 to ensure that we are on track to reach the targets set out in the *Plan*. The Ministry has focussed on the Government's priorities to;

- raise the number of Pasifika children in early childhood education,
- improve literacy and numeracy for every Pasifika child,
- ensure Pasifika students are achieving and leaving school with worthwhile qualifications,
- improve participation, retention and completion at tertiary level with a focus on level 4 and above.

The Pasifika Education Monitoring Report 2008 was released at the end of 2009 to provide a snapshot of Pasifika progress, engagement and achievement right across the education sector. *The Pasifika Education Monitoring Report 2009* is the first measure of progress against the targets in the *Plan*.

I am pleased to announce that since 2008, Pasifika students have demonstrated progress against almost all of the targets in the *Plan* and we are on track to reaching the targets set for 2012. This indicates that the education system is becoming more responsive and effective in meeting the needs of Pasifika people.

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.

The Pasifika population in New Zealand is young, diverse and growing. It is important that we all work together to achieve the vision of the *Plan*:

"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."

Hon Anne Tolley

Minister of Education

Message from the Secretary for Education

Talofa lava, Mālō e lelei, Kia orana, Talofa ni, Fakaalofa lahi atu, Ni sa bula vinaka and warm Pasifika greetings.

Welcome to the *Pasifika Education Plan Monitoring Report 2009*.

Pasifika people succeeding in Aotearoa New Zealand's education system is critical for New Zealand's economic and social future.

The Ministry of Education's priorities for 2010-2015 focus on lifting the educational achievement of every child and every student. Within fiscal constraints, we need to focus on a small number of critical priorities and align the education system to work towards these priorities.

This means a strong Ministry focus on improving the educational outcomes for Pasifika people who have not benefited as well as they should from our education system. It means a much more active and urgent focus on lifting whole school performance. To do this, schools need to tailor programmes to meet the varying needs of the different Pasifika groups – their different identities, languages and cultures. In schools where Pasifika learning and achievement is high, these differences are seen as assets and not barriers, and form the basis of good planning and reporting.

The Pasifika Education Plan 2009-2012 (the Plan) guides the Ministry's work. Goals, targets and actions for each sector in the education system give a clear direction of what is needed, how it will be done, and when progress is made.

The Pasifika Education Plan Monitoring Report 2009 provides an update of Pasifika peoples' progress in our education system and reviews the Ministry's work according to the contribution it has made towards implementing the goals and targets in the *Plan*.

I hope you value reading the progress and case studies presented in the *Pasifika Education Monitoring Report 2009* and that it helps you to better understand some of the opportunities being created in the education system by effective and committed education leadership from ECE to tertiary and from with the many different Pasifika communities across New Zealand. This report is a valuable way of identifying areas we can build on and areas needing more attention.

We can be proud of the improvements being made in Pasifika education. Let this inspire us to continue in our shared determination to work together in achieving the goals and targets in the *Plan* so that the Ministry's aim to build a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century can be achieved.

Karen Sewell

Secretary for Education

Introduction

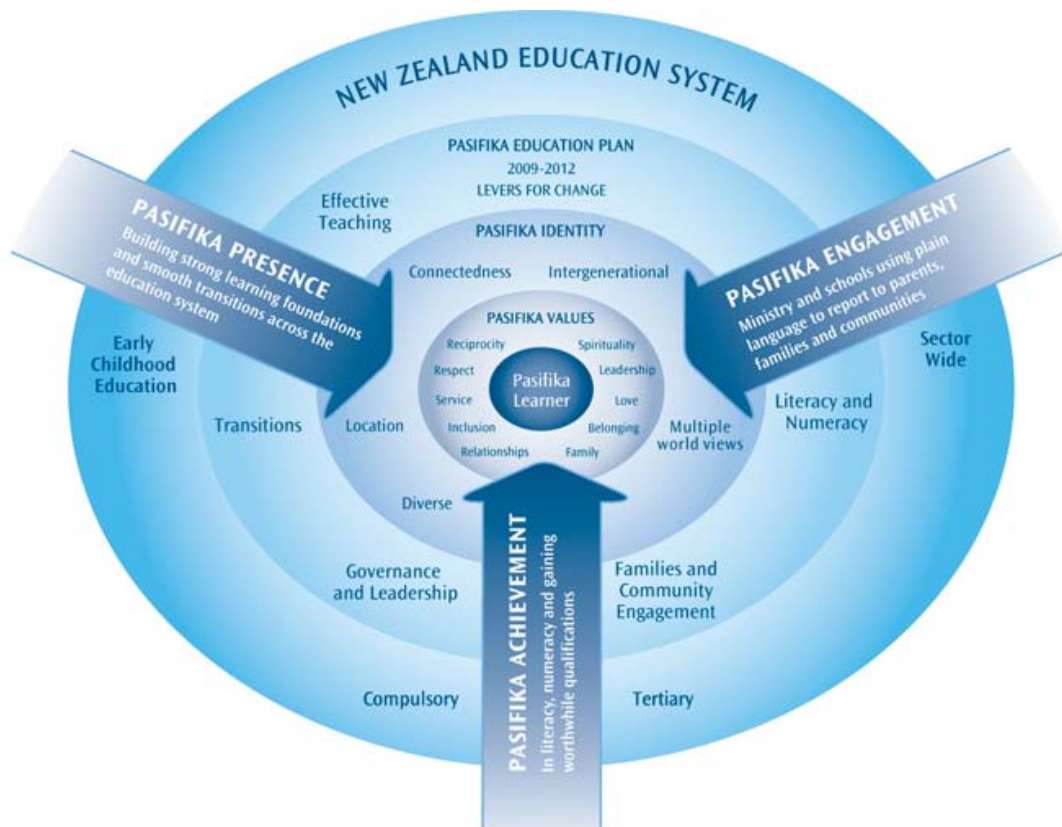
The *Plan* provides a strategic direction for improving education outcomes for Pasifika peoples in Aotearoa/New Zealand.

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 for 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 Demographics¹

Pasifika people make up 6.9 percent of the total population with 266,000 people. 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 percent 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 percent since 2001 compared to an increase of 7.4 percent for Māori and a decrease of 9.1 percent 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.

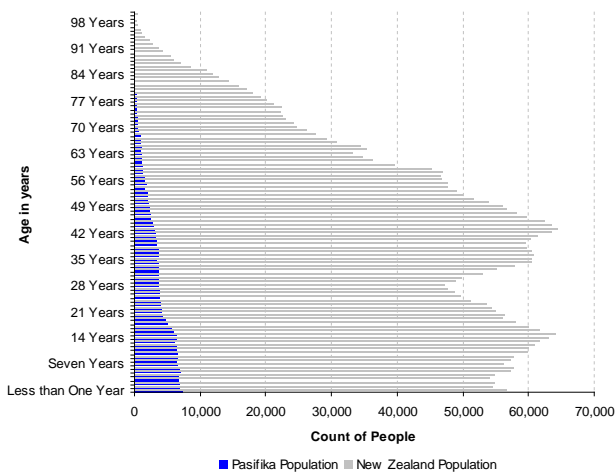
Fertility and Life Expectancy

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 European/Pākehā, 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.

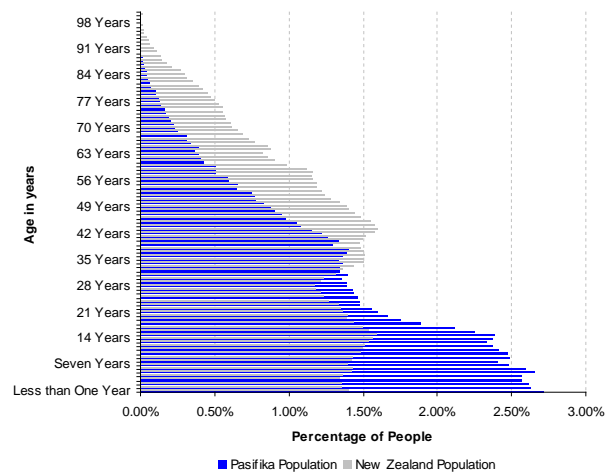
Age Structure

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.

Age structure of Pasifika people in New Zealand (count)



Age structure of Pasifika people in New Zealand (percent)



Employment

In 2006, just under two-thirds of Pasifika adults² 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 percent from 84 percent 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.

¹ Quick Stats about Pacific Peoples Populations Structure Census 2006, www.stats.govt.nz.

² Adults are people aged 15 years and over.

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 an 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 percent in 1986 to 38 percent in 2001. The proportion of Pasifika living in rental housing increased from 49 percent in 1996 to 59 percent in 2001. Nationally in 2001, 29 percent of the population were living in rental housing.

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

Recent movements: 2009

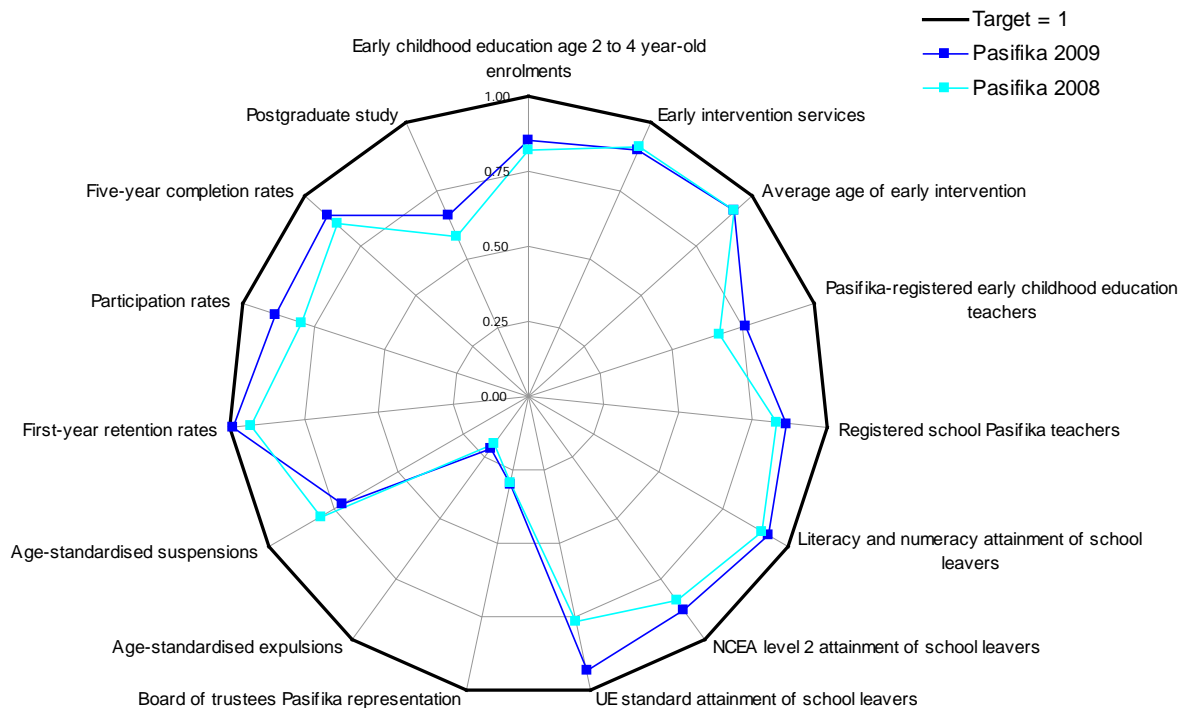
In 2009 Pasifika learners showed marked improvement in many areas of education compared to nationwide general trends. Figure A shows a broad picture of where we are now in terms of the indicators, recent improvements and what improvement is required to reach the specific targets for the future.

Each spoke represents an indicator from this report. The target for each measure has been adjusted to equal 1.00 (the black outer line). The red line represents the position of the indicator a year prior to the current data. A value of less than 1.00 means that the target has yet to be reached, while a value greater than one means the target has been achieved.

The distance between the blue line and the red line shows how much change has occurred in the past year for that target. Where the dark blue line is closer to the outer edge, an improvement has been made. The distance between the blue line and the black line shows how much change is required to reach the target. These distances are proportionately identical for each indicator.

For nearly all the schooling and tertiary indicators a clear improvement can be seen. Early childhood education indicators show minimal change, with the exception of a large increase in registered Pasifika early childhood education teachers. The 'distance' still required to reach the target does not show the ease or likelihood of achieving the target. For some indicators, for instance many tertiary indicators, a small improvement will be very difficult, while for other indicators a larger improvement will be relatively easy. The lack of improvement or deterioration between 2008 and 2009 also indicates where change may be more difficult.

Figure A: Proportion of targets



Where we are: 2009

The following section provides a high level summary of the first year the *Plan* has been in effect. Data predominantly relates to 2009, however more current 2010 data is used where available. A brief likelihood of the target being met is also provided.

Early childhood education

- Participation has continued to improve. In 2009 there were 9,492 Pasifika children aged 2 to 4 years enrolled in licensed early childhood services. It is forecast that the target of 11,103 enrolments will be met in 2012.
- In 2009, the number of Pasifika children in early intervention services was 731. From recent trends it is forecast that the target of an increase of 10 percent in the number of these services (to 813) will be achieved in 2012.
- The average age of a first referral to early intervention services in 2009 for a Pasifika child was 3 years 4 months. Given this average has been consistent for the past five years, intervention of some sort will be needed to achieve the target of the average first referral time occurring three months earlier in the child's life.
- The number of registered Pasifika early childhood education teachers in 2009 was 919. With the increasing trend in registered teachers, it is forecast that the target of 1,208 registered Pasifika teachers in 2012 will be met.
- From the end of 2007, 50 percent of regulated teachers 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.

Compulsory education

- 86 percent of all 2009 Pasifika school leavers achieved the NCEA level 1 literacy and numeracy requirements. The forecast position for 2012 is that the target of 93 percent will be met.
- 66 percent of all 2009 Pasifika school leavers achieved NCEA level 2 or above. The forecast position for 2012 is that the target of 75 percent will be met.

- 28 percent of all 2009 Pasifika school leavers achieved a university entrance standard. The forecast position for 2012 is that the target of 30 percent will be met.
- There were 1,368 Pasifika teachers in 2010, an 88 percent increase from 2000. It is forecast that the target of 1,520 registered Pasifika teachers in 2012 will be met.
- Age-standardised suspension rates for Pasifika students increased by 11 percent from 7.2 to 8.0 per 1000 between 2008 and 2009 after previous years of decrease. The forecast is that the target for a Pasifika age-standardised suspension rate of 5.0 per 1,000 students by 2012 will now not be achieved without further intervention.
- The age-standardised expulsion rate for Pasifika students in 2009 was 4.7 per 1000 students, a decrease of 8 percent since 2008. It is unlikely that the forecast target of 1 per 1,000 Pasifika student expulsions will be achieved without additional intervention.
- In 2009, 30 percent 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 percent of these schools having such representation will be met without suitable intervention.

Tertiary education

- In 2009, the number of Pasifika people aged 18 to 24 years in level 4 qualifications and above increased to 24 percent. It is forecast that this participation rate for Pasifika students will reach 27 percent in 2012, just reaching the target of 27 percent.
- Pasifika students aged 18 to 24 years who first enrolled in 2008 had a first-year retention rate of 74 percent (which is a decrease of three percentage points from students who first enrolled in 2007). The target for 2012 is 75 percent. Based on the recent trends for Pasifika students, it is forecast that the

retention rate will rise to 75 percent in 2012, reaching the target.

- Of the Pasifika students aged 18 to 24 years who began a qualification at level four or above in 2005, 39 percent completed this qualification in 2009. It is estimated that the Pasifika five-year completion rate will increase to 40 percent in 2012 for those who started study in 2008. The corresponding target is 43 percent.
- In 2009, the participation rate in postgraduate study by Pasifika students was 0.66 percent. The target participation rate for Pasifika students in postgraduate study is one percent. By 2012 the rate is forecast to be 0.77 percent.

Whole of sector

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

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

Participation in Early Childhood Education

What we have found

The number of Pasifika children aged 2 to 4 years enrolled in licensed early childhood education services has continued to increase over the past seven years. While Pasifika participation rates have increased more than those of all other ethnic groups since 2000, Pasifika children continue to have the lowest levels of participation of the ethnic groups.

There are currently 731 Pasifika children accessing and engaged in early intervention services, with 3 years 4 months being their average age for first referral. Both the number of Pasifika students and the average age of first referral to early intervention services are consistent with non-Pasifika children.

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 two to four enrolled in licensed early childhood education by 2012 will be 2,000 higher than at 1 July 2008 (9,103).

Increase the number of Pasifika children accessing early intervention services, by 10 percent by 2012 (currently 731 children), 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 studies³ 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. Special education needs are defined as those that cannot be met within a regular early childhood setting, home or family without extra support. The need may be a physical disability, a sensory impairment, learning or communication delay, a social, emotional or behavioural difficulty, or a combination of these. Diagnosing special education needs at an early stage is crucial to assessing risks early and helping a child's development.

³ See the Competent Children, Competent Learners publication series on the Education Counts website. www.educationcounts.govt.nz/publications/series/2567

How we are going

Enrolments

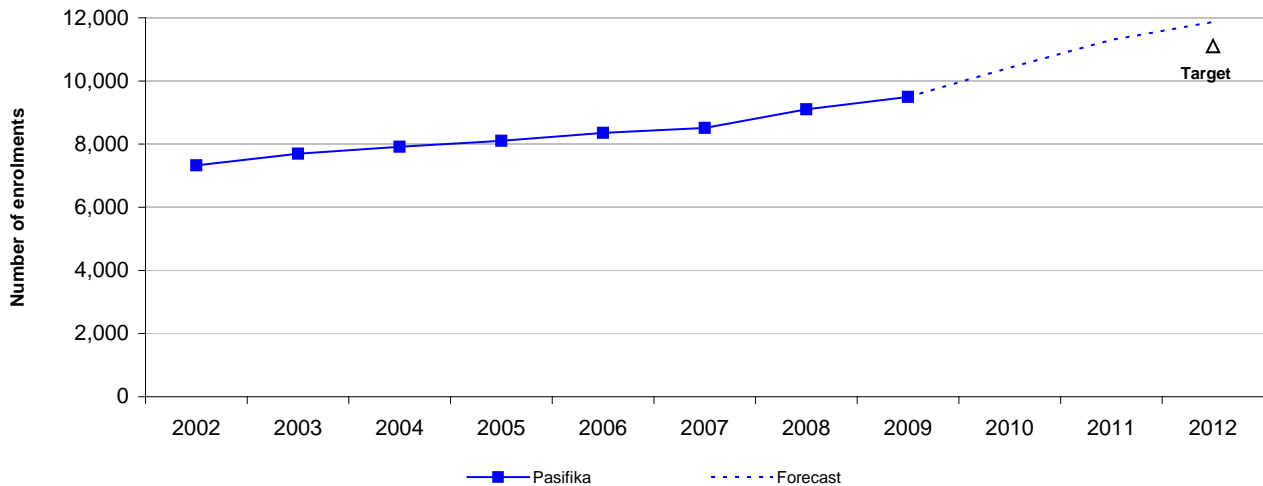
As at 1 July 2009, there were 9,492 Pasifika children aged 2 to 4 years enrolled in licensed early childhood services. Figure 1.1 shows there has been a 24.6 percent increase since 2002. Pasifika have had the highest increase in participation of any ethnic group during this period. However, Pasifika children continue to have the lowest level of participation of all ethnic groups.

The higher than expected increased number of enrolments between 2007 and 2008 is in part due to the 20 Hours Free Early Childhood Education scheme. This has seen a

particular increase in the number of 3 to 4 year-olds being enrolled.

Enrolments of Pasifika children aged 2 to 4 years in licensed early childhood education services will need to increase by around 500 enrolments per year 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 met with 11,870 Pasifika enrolments predicted for 2012.

Figure 1.1: Licensed early childhood Pasifika enrolments for 2 to 4 year-olds (2002 to 2009)



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

Early Intervention Services

In the 2009 calendar year, there were 731 Pasifika children accessing and engaged in early intervention services. This was a decrease of eight children since 2008, but an increase of 12.3 percent (80 children) since 2007. Since 2002, there has been a steady increase in Pasifika children accessing and engaged in these services. Only in the last year have Pasifika numbers stabilised.

In 2002, Pasifika children engaged in early intervention services accounted for 5.6 percent of all enrolments. In 2009, this proportion was 6.6 percent, the national rate being slightly higher at 6.8%. The rate of increase of Pasifika children accessing and engaged in early intervention services has grown faster than that of non-Pasifika children over 2002 to 2009. Despite this, effort needs to be maintained to ensure that the take-up rate for Pasifika children achieves the target.

It is forecast that the target of increasing the number of Pasifika children engaged in early intervention services by 10 percent will be achieved (see Figure 1.2). The forecast is that 858 Pasifika children will be engaged in early interventions services in 2012.

The data do not show a big difference between Pasifika and non-Pasifika children's average age of referral. The average age of a Pasifika child being referred for the first

time to an early intervention service in 2008 and 2009 was 3 years 4 months. This figure was the same as the non-Pasifika rate in 2009.

Figure 1.3 shows that the Pasifika and non-Pasifika first referral rates have been stable since 2004. It will take considerable effort to reduce the current average age of first referral to an early intervention service to the target of 3 years 1 month.

Across the country, there are some noticeable differences in the average age that Pasifika children are first referred to an early intervention service. Bay of Plenty West (Rotorua/Taupo), has the highest average age of referral, at 4 years 2 months. On the other hand, Tai Tokerau (Northland/Rodney) district has the lowest average age of referral at 1 year 9 months. It is forecast that the average age of first early intervention for Pasifika children will be 3 years and 5 months in 2012. This is four months later than the target of 3 years and 1 month. Hence, based on the current rate of growth, considerable effort will be needed to reduce the age of first referral if we want to meet this target in the future.

Figure 1.2: Number of Pasifika Children Engaged in Early Intervention services (2002 to 2009)

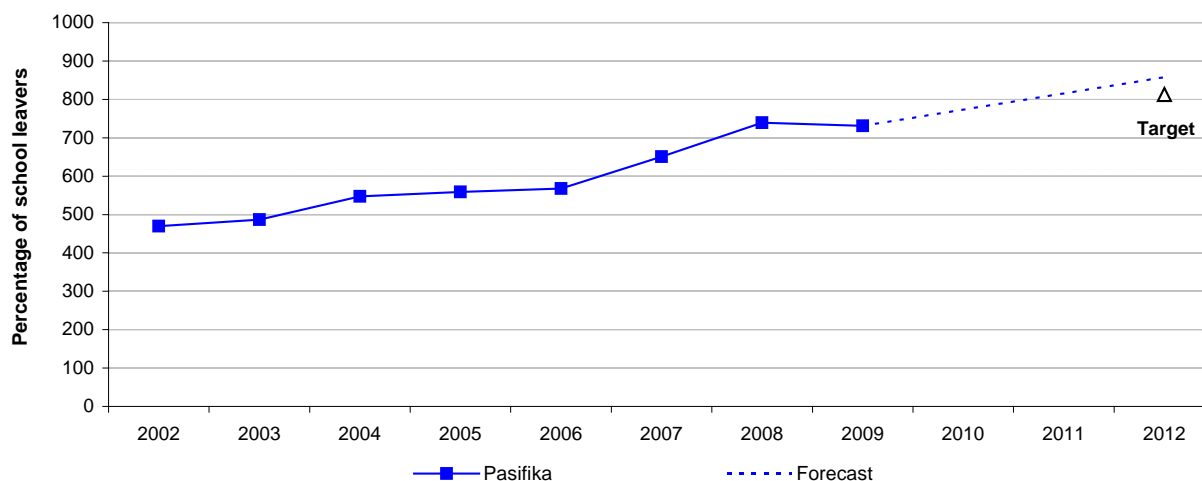
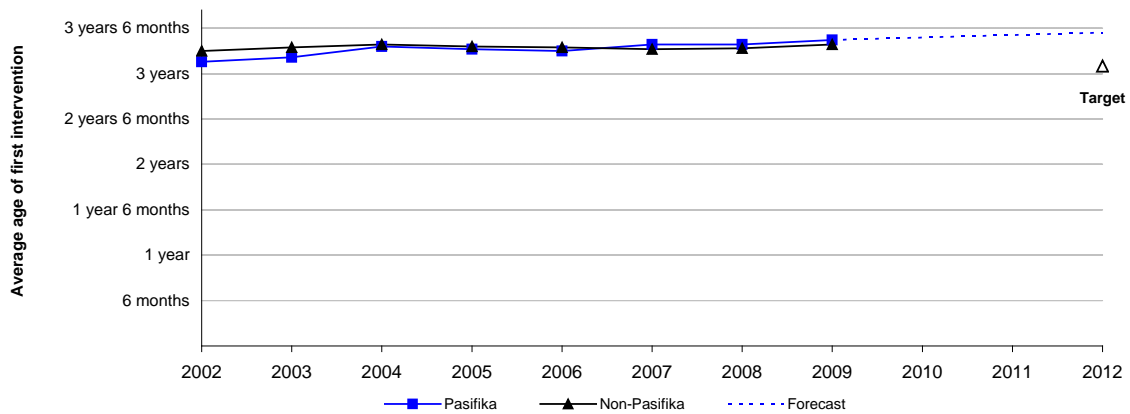


Figure 1.3: Average age of first early intervention for Pasifika and non-Pasifika children (2002 to 2009)



Case Study

Barnados Nelson Promoting Pasifika ECE Participation

Barnados in Nelson was selected by the Ministry of Education in 2009 to become a Promoting Participation in ECE Project (PPP) Provider. This is to boost participation rates for Pasifika children in the Nelson region that are well below national rates.

The PPP contract requires Barnados to find Pasifika families with pre schoolers in the Nelson city area, and work alongside the families to remove the barriers that prevent them from engaging in an early childhood service. Once the child is enrolled, the family is supported to sustain attendance at the ECE service.

With the help of Yvonne Dawkins, the MoE ECE Playgroup Co-ordinator; a Playgroup has been established at Victory School for the PPP Pasifika families identified by Misinale Tokelau, Barnados' promoting early childhood education co-ordinator.



Misinale Tokelau, Barnados' promoting early childhood education co-ordinator, shares a healthy lunch with Pasifika children, parents and caregivers at the Victory Community Pasifika Playgroup in Nelson

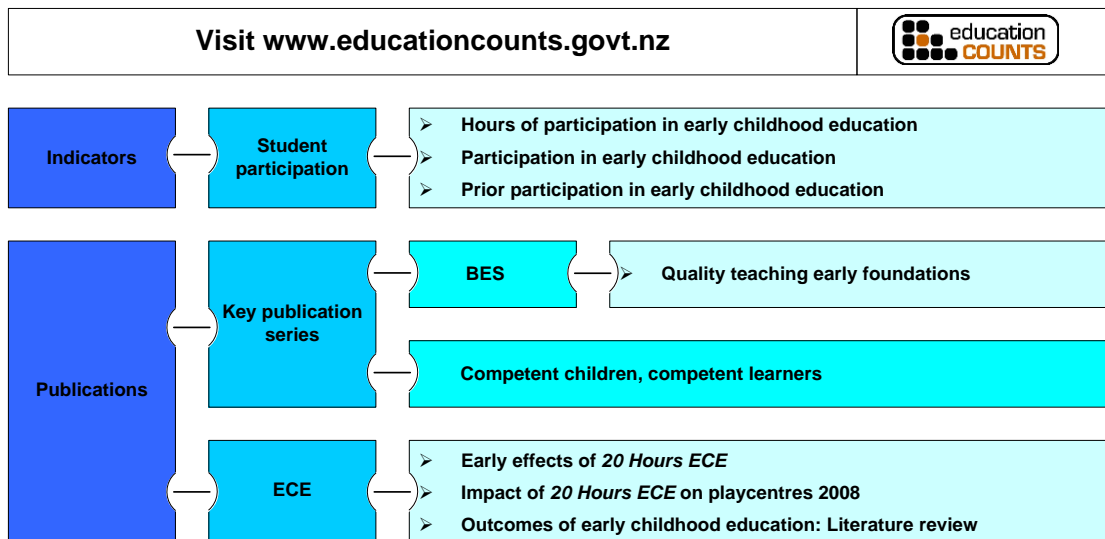
Actions

Counties Manukau is the current location for the Ministry of Education's Participation Project which includes street - side playgroups and education play days (EPDs) in local communities. Street - side playgroups engage parents at a local level and are most often the first link to education and learning for their children. 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.

Governance & Management support provided 13 cluster workshops which provided specific support for 10 at risk services and compliance workshops regarding data collection. Fono were also hosted for governing bodies and management committees -Samoan, Tongan, Niuean & Cook Islands.

More activities will continue for the Counties Manukau area following the success of the Participation Project. The next area for this initiative to be implemented is yet to be announced.

Where to find out more



Quality in Early Childhood Education

What we have found

The percentage of Pasifika early childhood teachers who are registered is increasing at a faster rate than that of non-Pasifika early childhood teachers. In 2009, 59.7 percent of Pasifika early childhood teachers were registered compared with 64.4 percent 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 percent).

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.

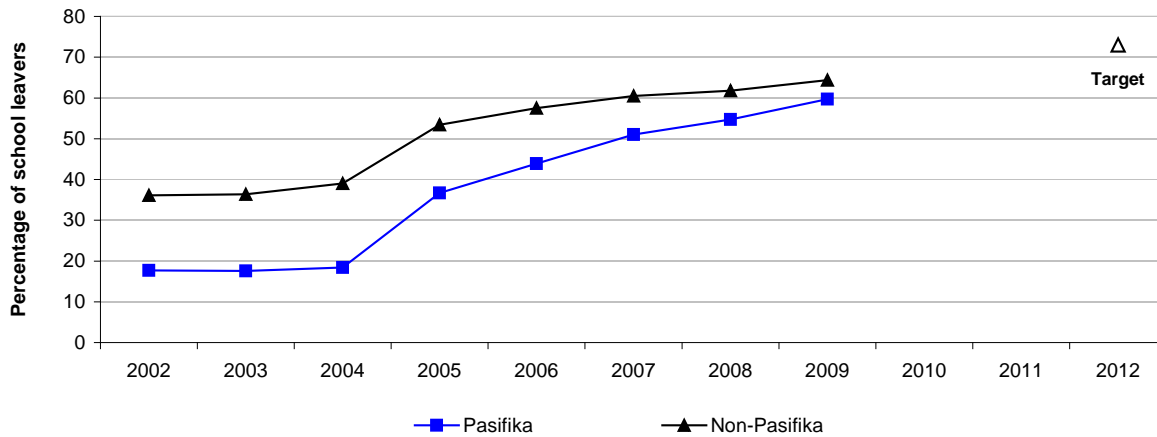
How we are going

Registered Pasifika teachers

In 2009, more than half of Pasifika early childhood teachers were registered (59.7 percent). 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, and the percentage of registered Pasifika teachers has had a three-fold increase compared to a 50 percent increase for non-Pasifika. Figure 2.1 shows that the number of registered Pasifika teachers has been increasing. The number of registered Pasifika teachers will need to increase by an average of 100 each year to reach the 2012 target. With this increase expected to continue, it is forecast that there will be 1,209 registered Pasifika teachers in 2012, which meets the target of an increase of 400 registered Pasifika teachers.

Figure 2.1: Percentage of early childhood teachers who are registered with the New Zealand Teachers Council, by ethnic group (2002 to 2009)



Notes:

1. Excludes caregivers in home based services
2. Excludes adults on duty in parent/whānau-led services including playcentres and te kōhanga reo.

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.⁴

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.

From the end of 2007, 50 percent of regulated teachers⁵ 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 2.2). 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 percent of teaching time in the service, and/or those where 75 percent or more of the roll comprises Pasifika children.

The number of Pasifika character services that have 50 percent or more of their staff qualified have been increasing steadily since 2005. 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.

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

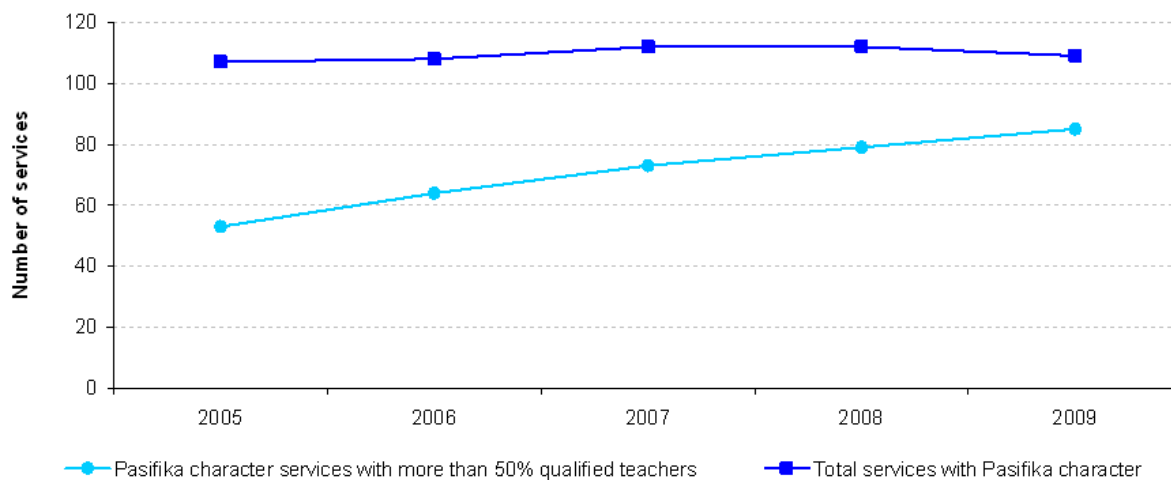
In July 2009, the third intake of students into the Diploma of Teaching (Early Childhood Education) Pasifika Specialisation programme graduated from Auckland University of Technology. Also in 2009, there was the third round of graduates with the same qualification from Te Tari Puna o Aotearoa, the New Zealand Childcare Association.

These current and prospective graduates are expected to increase the number of Pasifika registered and qualified teachers in Pasifika early childhood education services.

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

⁵ 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.

Figure 2.2: Number of services with Pasifika character, and with more than 50 percent of their teachers qualified (2005 to 2009)



Notes:

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

Case Study

Cook Islands children building strong foundations for learning

The Counties Manukau Participation Project (CMPP) is one of the actions in the *Pasifika Education Plan 2009-2012* (the *Plan*) and is designed to boost ECE participation in the Counties Manukau area.

Te Reo Rarotonga Bi-lingual Early Childhood Centre (Te Reo Rarotonga) based in East Tamaki, make sure that their children’s heritage, family/anau and their aspirations play a valuable part in their curriculum and teaching practices.

“It is a community effort to embrace anau through education. It is through our collaborative aspirations that we all work hard to ensure that our ECE contributes to the goals of the CMPP and in turn, the *Pasifika Education Plan*,” said Fisi Kaliatama-Pange, Programme Manager at Te Rarotonga.

Te Reo Rarotonga is currently planning an extension to increase enrolment places available and has since successfully completed their relicensing assessment.



From left to right; Sharon Sheppard, Carmine Blue Akaroa-Hamo, Faith Akaroa, Selai Piho Ahovel

Actions

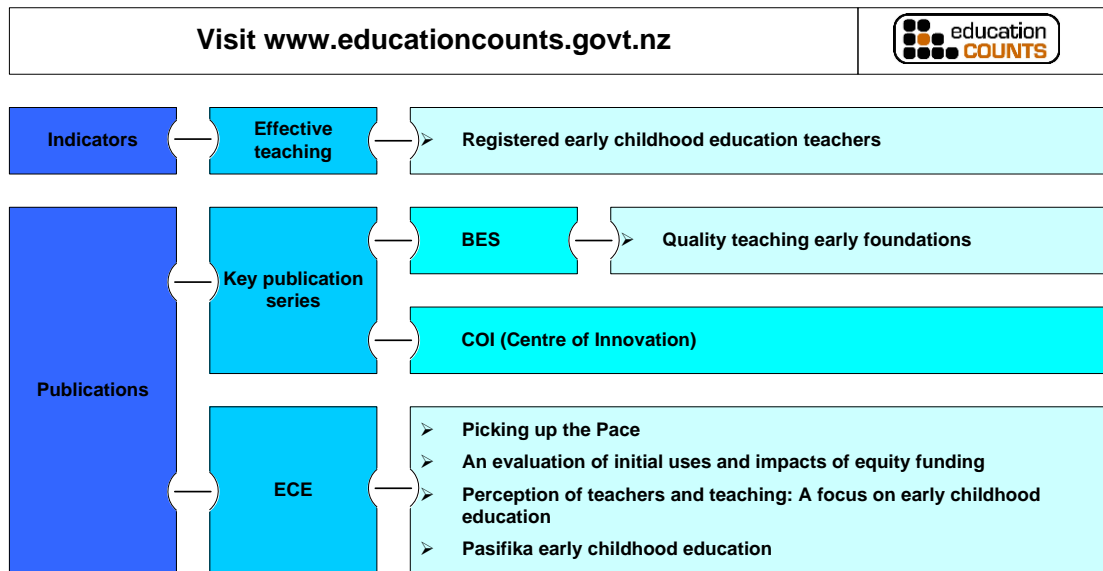
Teacher supply initiatives have been focused on the training and retention of Pasifika teachers to aid and increase the quality of ECE experiences for Pasifika children. An example is the targeted ECE Service Teacher Education Grants which have been established to replace a previous universal grant.

Recruitment of Pasifika into tertiary training to become an ECE teacher has been more focused through advertising and promoting general scholarships, as well as through the specific ECE Pasifika Education scholarship. This

scholarship is aimed at students who wish to teach in a bilingual or immersion setting. In 2009/2010, TeachNZ supported over 530 Pasifika students through ECE initial teacher education programmes.

Professional development is a key component to increasing the quality of ECE experiences for Pasifika. Government funded PD 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



Achievement at School

What we have found

In 2009, 86 percent 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 17.5 percentage points. If this positive trend continues as expected, the 2012 forecast of 93 percent 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 be 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. 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. The achievement of school qualifications is vital to improving success in tertiary education, training and entry level jobs.

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 data shows:

- The mean reading literacy scores for European/Pākehā 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 percent of Asian and 4 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 European/ Pākehā students. The international mean was 500.

Literacy and Numeracy

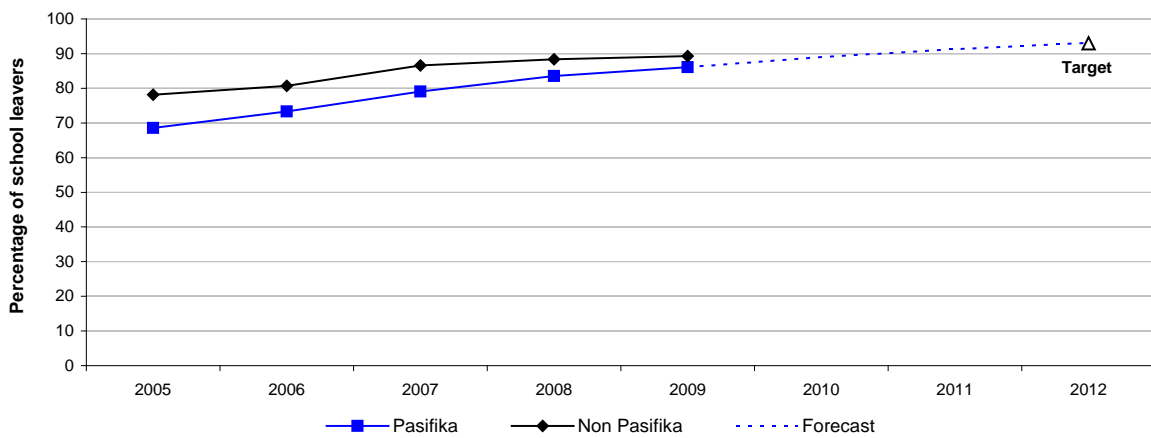
A good level of literacy and numeracy obtained from schooling is vital for establishing foundations needed for lifelong learning.

The percentage of Pasifika school leavers in 2009 who achieved NCEA level 1 literacy and numeracy was 86 percent, an increase from 83 percent in 2008. Pasifika school leavers had an increase of 17.5 percentage points from 2005 to 2009, compared to 11 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 3 percentage points in 2009 compared to 10 percentage points in 2005.

The target for 2012 is to have 93 percent 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 (2005-2009)



Case Study

Effective Literacy Action Plan at St Therese School

"A collaborative approach to raising achievement is important to raising literacy achievement," says Brenda Mauger, Principal at St Therese School, in Mt Roskill, Auckland.

"Through the 'Effective Literacy in Schools' initiative, Heather Barrar, Literacy Development Officer at the Ministry of Education, and I, wrote a school Literacy Development Plan aimed to raise student achievement. Then with help from the Pasifika team, Ezra Schuster, Dot McGeady and Rosemary Mose, based in the Ministry of Education's Auckland office, we planned the content of a fono with parents."

"At the fono, we made it clear that the school needed parents' help to ensure successful outcomes for their children.

Regular writing workshops were set up and encouraging comments began to flow such as;

"C is showing more enthusiasm. He is putting more thought into proofreading his work."

"She is keen for writing. She enjoys reading more. She carries around a book. She is turning off from watching TV to reading and asking to go to the library."

"At our final assessment in 2009, we were delighted to report that all the students in the target group had reached the expected writing level for their age," said Brenda.

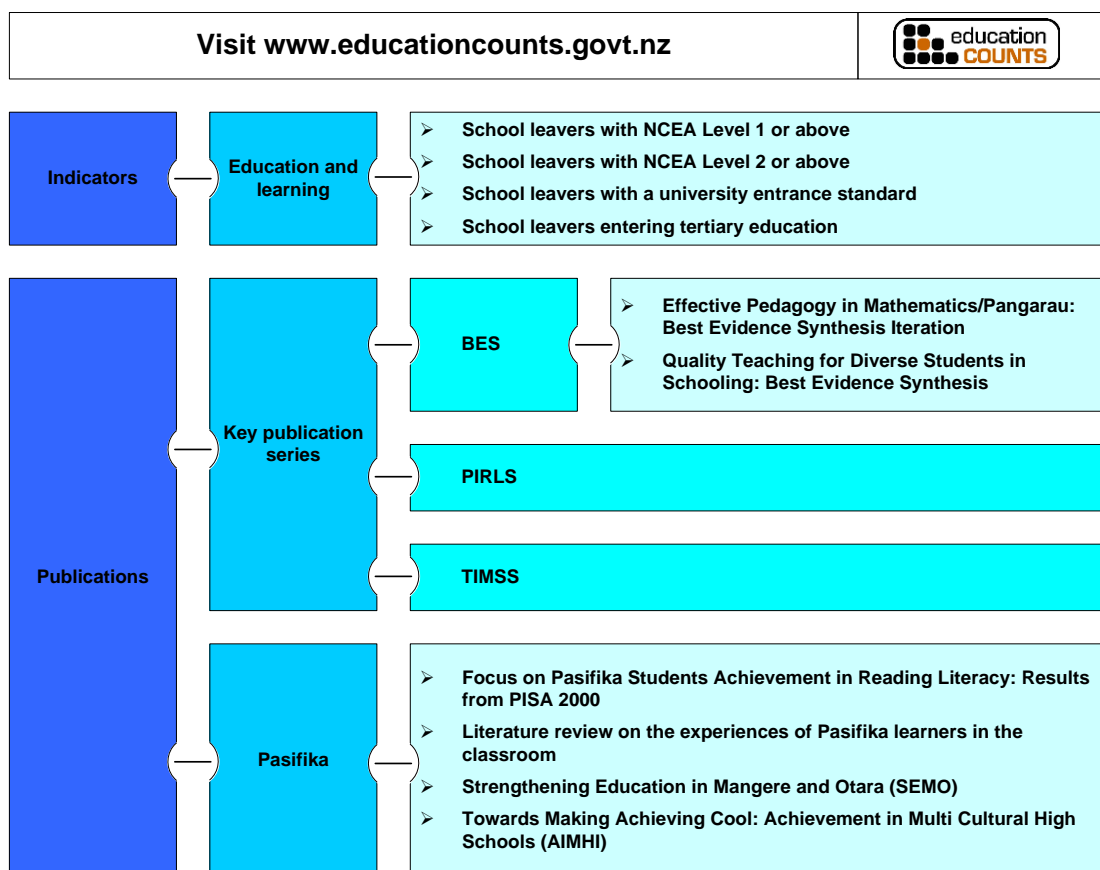


Dave Johnston, teacher aide with Pasifika students at St Therese

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 1-3 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 1-8 and the Literacy Professional Development Project (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



Secondary School Qualifications

What we have found

In 2009, 66 percent of Pasifika school leavers left with NCEA level 2 or above, and 28 percent 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 constant for university entrance standard.

If the recent rate of improvements is maintained for Pasifika school leaver results, then the target of 75 percent of Pasifika students leaving school with NCEA level 2 or above and 30 percent of Pasifika students leaving school with a university entrance standard should both 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

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 percent higher than those whose highest qualification was a year 12 (sixth form) school qualification or above.

How we are going

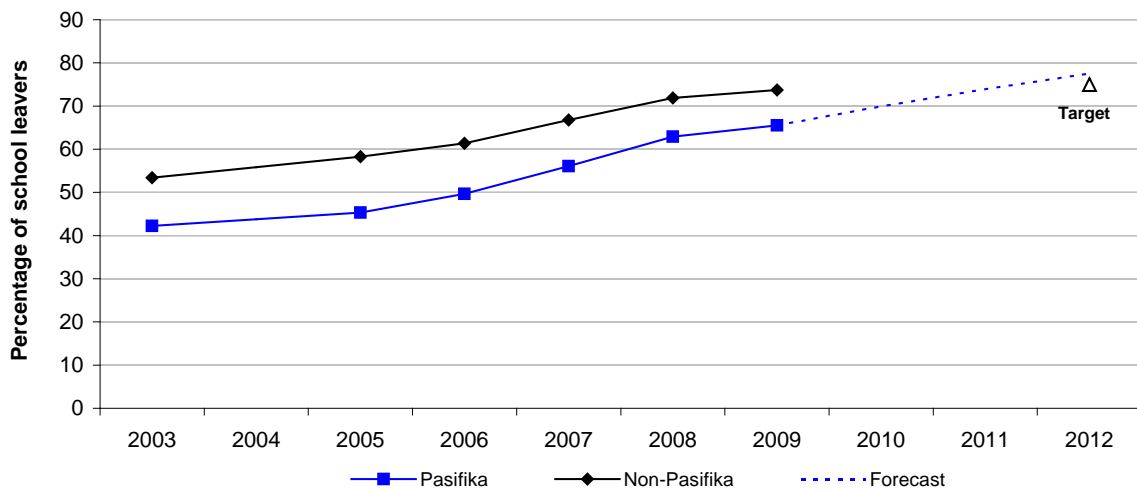
NCEA level 2 or above

Since the introduction of NCEA level 2 in 2003, the percentage of Pasifika school leavers with NCEA level 2 or above has increased from 42 percent in 2005 to two-thirds of all Pasifika school leavers achieving this level of attainment (66 percent) in 2009. This is an increase from 63 percent of Pasifika school leavers achieving this level of attainment in 2008.

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. Since 2008 the percentage of non-Pasifika school leavers with NCEA level 2 or above has increased from 53 to 74 percent.

It is forecast that the target of 75 percent of Pasifika school leavers attaining at least NCEA level 2 by 2012 will be met. The forecast is that 78 percent of Pasifika school leavers will have NCEA level 2 or above by 2012.

Figure 4.1: Percentage of school leavers with an NCEA level 2 qualification or above (2003 to 2009)



Notes:

1. 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.

University Entrance

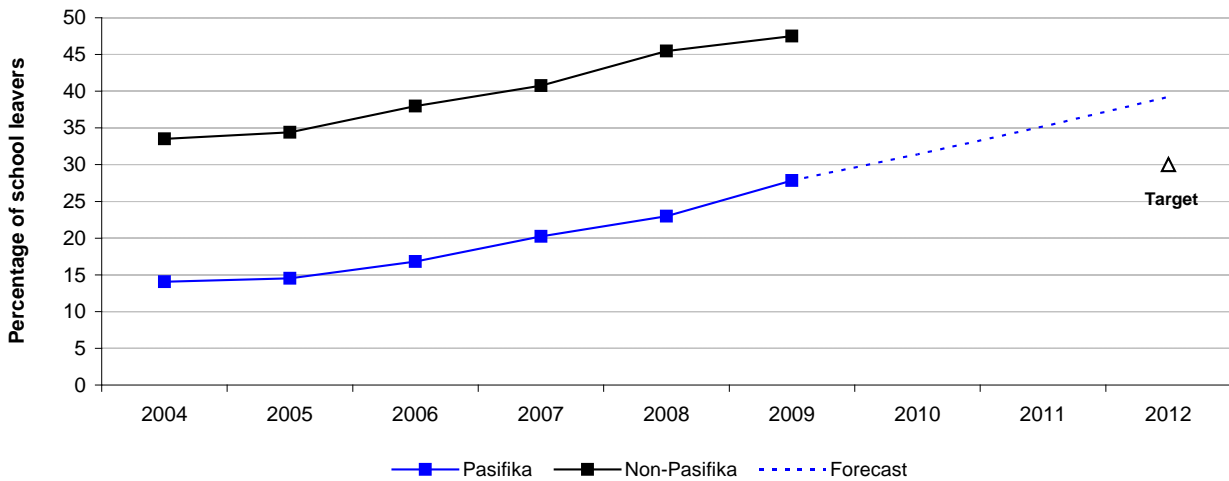
This indicator is a measure of those students who successfully achieve a full senior secondary school education. Success is measured by the attainment of at least NCEA level 3 (the qualification typical of year 13) or gaining entrance to university, which is not a qualification *per se*, but, still a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

In 2009, of all Pasifika school leavers, 28 percent achieved university entrance standard, an increase from 23 percent in 2008. The proportion of Pasifika school leavers achieving a university entrance standard has increased

from 14 percent in 2004, an increase of 14 percentage points. During this same period, the proportion of non-Pasifika school leavers achieving a university entrance standard has also increased by 14 percentage points, 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.

It is forecast that the target of 30 percent of Pasifika school leavers achieving a university entrance standard by 2012 will be met. The forecast is that 39 percent of Pasifika school leavers will successfully complete year 13.

Figure 4.2: Percentage of school leavers with a university entrance standard (2004 to 2009)



Case Study

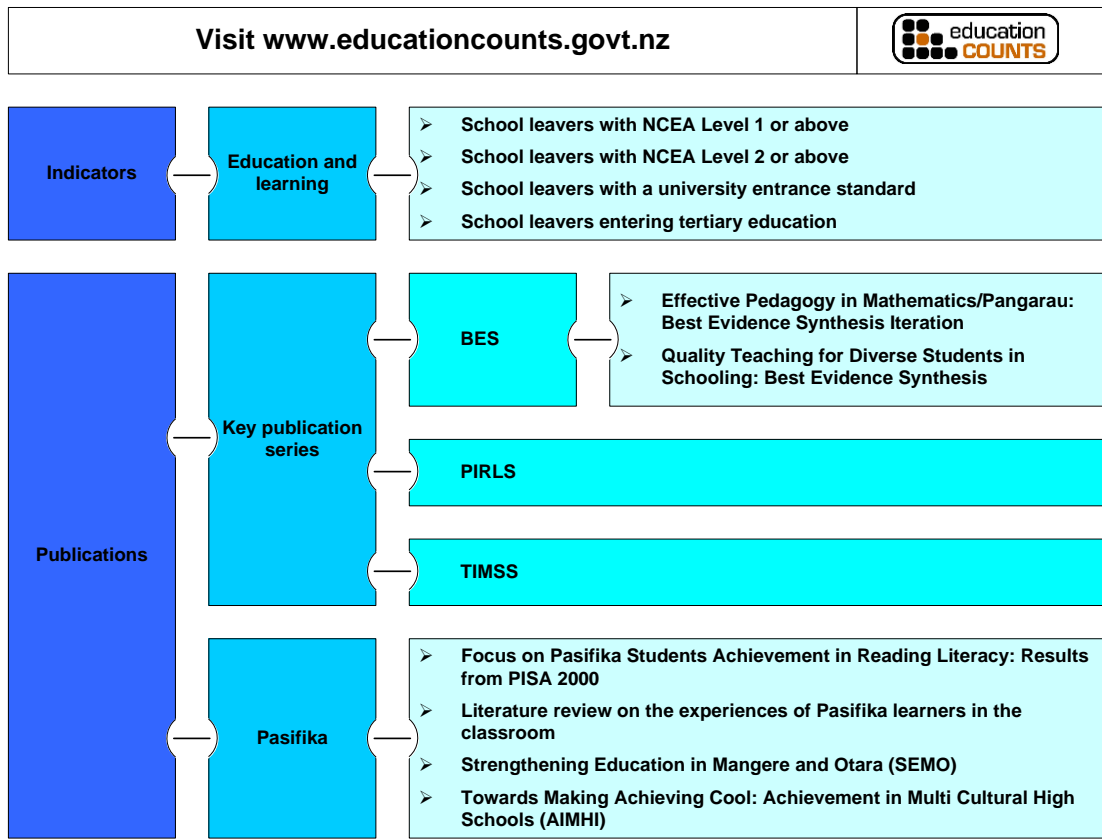
Starpath is a Partnership for Excellence contract co-funded by the Tertiary Education Commission and led by The University of Auckland. It aims to address New Zealand's comparatively high rate of educational inequality with Māori, Pacific Island and students from low socio-economic backgrounds showing significant rates of educational under-achievement compared with their peers.

Working with cohorts of students in partner secondary schools and tertiary institutions, Starpath is delivering high quality research on the barriers to tertiary study for different groups of students. Specifically, the project identifies those critical "transition points" at which different groups of students either step up to the next level of achievement, or fail to progress.

Starpath researchers are identifying initiatives in schools and tertiary institutions which will address these barriers to tertiary study. The overarching aim of the project is to deliver a toolkit of proven initiatives and strategies that will transform current patterns of educational underachievement in New Zealand.



Where to find out more



Effective Teaching

What we have found

Pasifika teachers continue to be under-represented in the school sector in 2009, with Pasifika making up 9.9 percent of state school rolls but making up only 2.5 percent of all state teachers.

As at 1 April 2010, there were 1,368 Pasifika teachers. This is an increase of 8.0 percent since 2008 (101 teachers). The number of teachers continues to increase following the trend from 2000 to 2008 as seen in the baseline monitoring report.

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 percent 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 has increased by 88 percent from 2000 to 2010 (640 more teachers), as can be seen in figure 5.1 In comparison, the number of non-Pasifika teachers increased between 2000 to 2010 by 15 percent (6,827 teachers).

The target for 2012 is for there to be 1,520 Pasifika teachers, a 20 percent 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 teachers continues to increase over time, this positive outcome means no extra intervention is needed in particular at this point. However, it is likely that this positive increase will plateau in the future.

Pasifika teachers continue to be under-represented in state⁶ schools compared with the proportion of Pasifika students on the roll.

In 2009, Pasifika students made up 9.9 percent of the state school roll, while only 2.5 percent of state school teachers were of Pasifika ethnicity. 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.

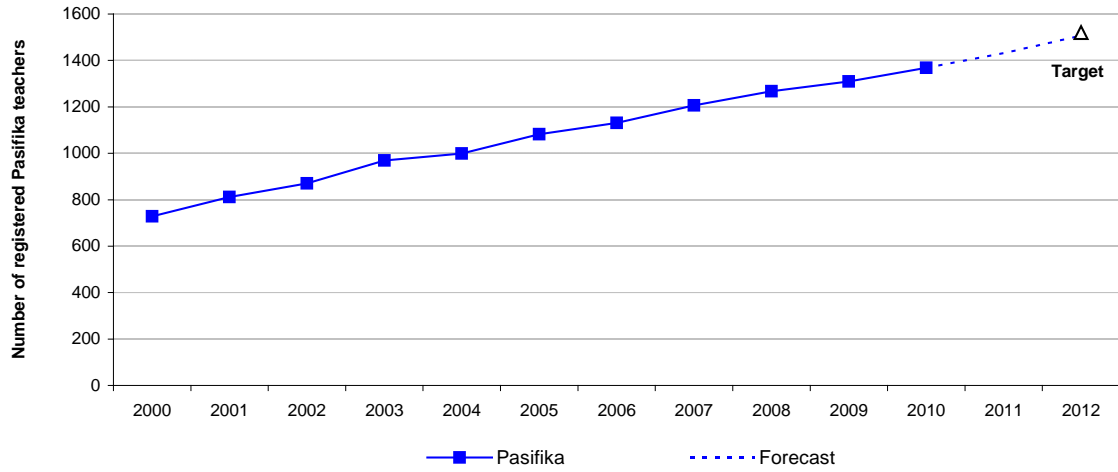
Effective teaching (and professional development) for Pasifika students has been reviewed as part of the *Plan's* implementation actions.

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*.

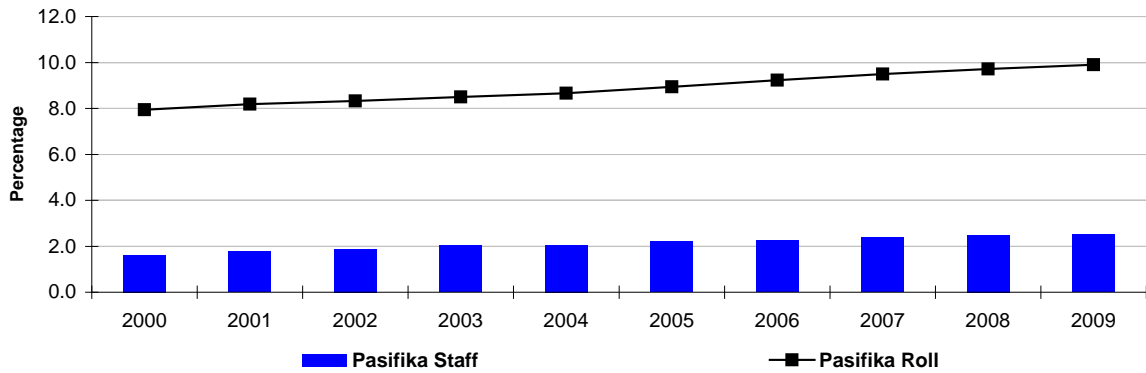
⁶ State includes State and State: Integrated schools.

Figure 5.1: Registered Pasifika teachers (as at April 2000 to 2010)



Note: Includes management and principal teachers.

Figure 5.2: Percentage of Pasifika teachers and Pasifika students in state schools (2000 to 2009)



Notes:

1. Includes management and principal registered teachers.
2. Teachers are as at early April and students are as at 1 July.

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; and
- 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 9 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 Pasifika 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 Pasifika achievement in English literacy, two schools reported higher numeracy levels and over a third of schools showed higher literacy and numeracy levels in general.

Case Study

Numeracy professional development for teachers has a positive impact on Junior Pasifika students' mathematics achievement

Teachers involved in their first year of professional development have seen big changes in their students' mathematics achievement levels.

Three schools in the Auckland area with a majority of Pasifika students have adapted their teaching practices to more effectively meet the needs of the individual students within small groups, apply new problem solving strategies, pay attention to the pacing of lessons, and listen to students' responses to questions more carefully.

In all three schools, junior class teachers were able to make substantial shifts in numeracy achievement. In one school where 90% of Year 1-4 Pasifika students were below the expectations, by the end of the year only 36% were still a cause for concern.

A teacher aide in one classroom commented, "I wish they had this when my children were at school. I can help my grandchild with her maths at home now as well as the children I teach."

Literacy Professional Development Project (LPDP)

Leaders and teachers at Sylvia Park School have a focus on raising student achievement. This has resulted in the school's Pasifika students making double the rate of progress to national average mean scores in Asttle reading, and more than triple this rate for Asttle writing scores.

These impressive literacy gains are attributed to the effective practice of teachers in classrooms who have worked with the LPDP facilitators to inquire into and improve their craft.

Targeted teaching based on systematic use of student achievement data has resulted in continuous school-wide improvement.

A teacher talks proudly about one of her Pasifika students.

"He came in at a 2B writing level and now he is a 4B. He has made that gain this year, but he was identified as one of those 'problematic' children. He and I have got a very positive, learning-focused relationship. I suppose relationship counts but a relationship that isn't based on high expectations and explicit teaching is nothing."

Anshu Singh-Ali, Year 6-7 teacher at Sylvia Park School works with students during a guided reading lesson.



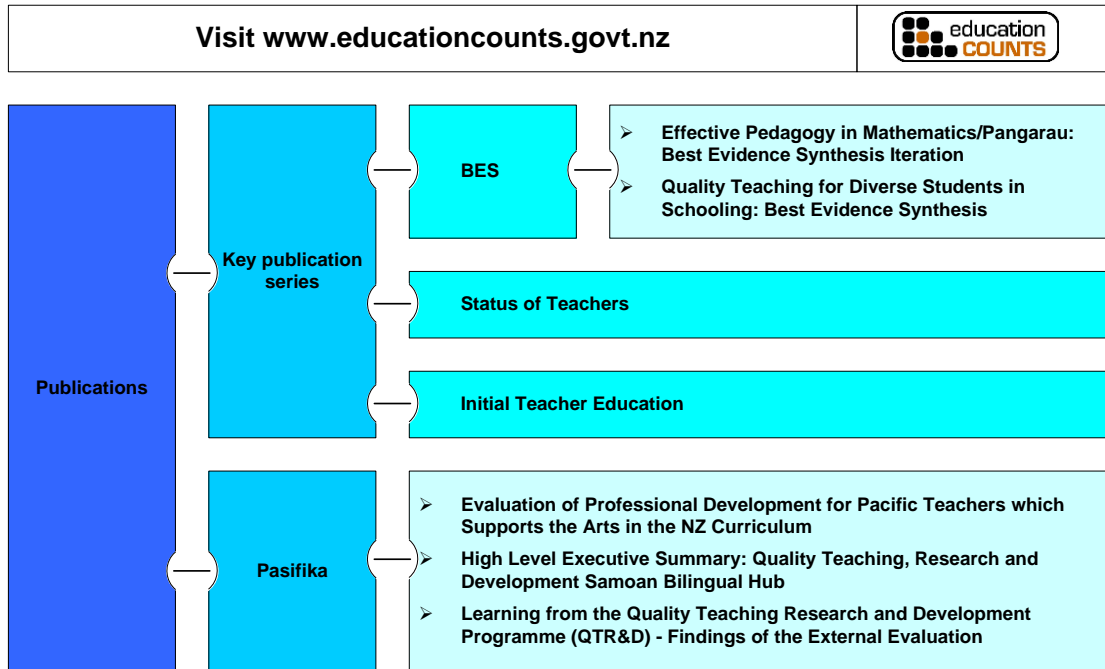
Actions

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.
- In the future of the *Plan's* implementation, effective teacher strategies and professional development for Pasifika learners will be revised (2010) and a new programme Teacher Professional Development Languages (TPDL) Years 7-10 will begin at the start of 2010 for teachers teaching in Pasifika languages.

Where to find out more



Student Engagement in Schooling

What we have found

Age standardised suspension rates for Pasifika students had been steadily increasing since 2003. However, a dramatic decrease from a peak of 10.5 suspensions per 1,000 students in 2006, to 7.2 in 2008 showed a promising trend for the future. However in 2009 there was an increase in the number of suspensions in Pasifika students rising to 8.0 per 1,000. This negative trend indicates the target may not be met.

The age standardised expulsion rate for Pasifika students was 4.7 per 1,000 students in 2009, compared to 5.1 per 1,000 students in 2008. 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 2009 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 2009 the proportion of schools with adequate Pasifika representation on their BoT was 30 percent. This is an increase of one percentage point from 2008. The trend is reasonably flat for this proportion, fluctuating around 28 percent.

It is forecast (using data from 2000 to 2009) that the proportion of schools with adequate Pasifika representation on their BoT in 2012 will be 31 percent.

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 percent 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 for 70 percent of total suspensions in 2009. The peak age was 14 which had a suspension rate of 23.4 per 1,000 students in 2009.

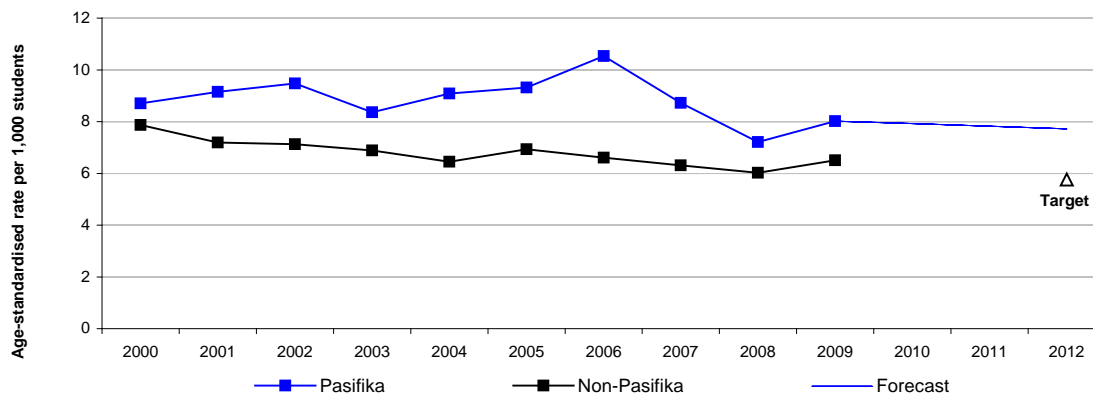
In 2009, the age-standardised suspension rate for Pasifika was 8.0 per 1,000 students. This is compared to the non-Pasifika age-standardised suspension rate of 6.5 per 1,000 students.

Suspensions increased across the board in 2009 with the Pasifika rate having increased by 11 percent and the non-Pasifika rate increased by 8 percent.

As can be seen in figure 6.1, the gap between the age-standardised suspension rates for Pasifika and non-Pasifika substantially decreased between 2006 and 2008, however the gap has increased slightly in 2009.

Based on the trend over recent years, the target age-standardised suspension rate of 5.76 may not be met without further intervention. It is forecast (based on data from 2005 to 2009) that the Pasifika age-standardised suspension rate will be 6.54 per 1,000 students in 2012.

Figure 6.1: Age-standardised suspension rates (2000 to 2009)



Note:

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

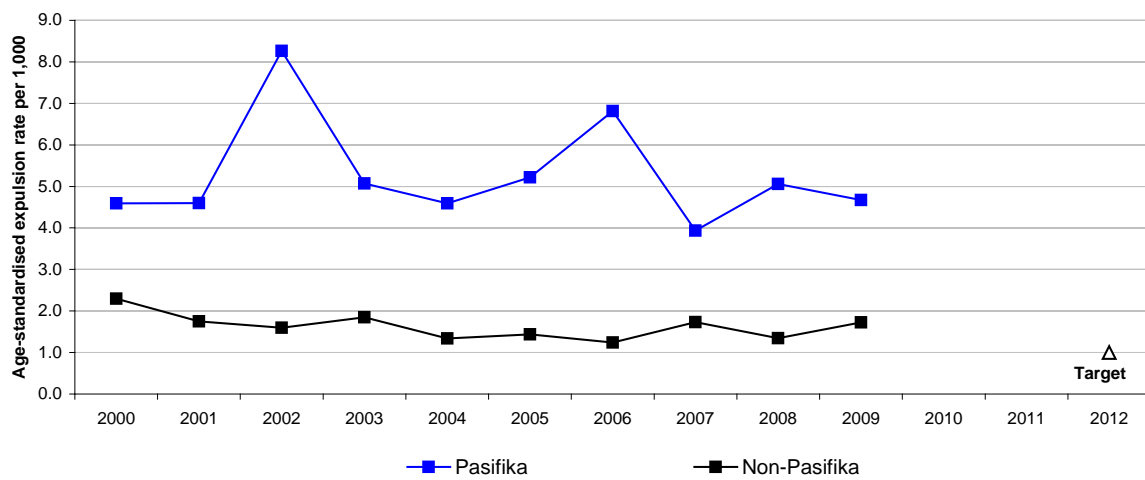
Expulsion rates

Pasifika expulsions have fluctuated around 5 per 1,000 students since 2000, with particularly peaks of expulsions in 2002 and 2006. The amplitude of these peaks and an explanation for the variability is partly due to the number of students expelled being relatively small.

In 2009, the age-standardised expulsion rate for Pasifika students was 4.7 per 1,000 students, a decrease from 2008. This is compared to the non-Pasifika age-standardised expulsion rate of 1.7 per 1,000 students, which has increased since 2008.

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 non-Pasifika expulsions trend continues to be significantly lower and generally decreasing. This unpredictability makes it difficult to forecast if we will meet the target of an age-standardised expulsion rate of 1 per 1,000 students in 2012.

Figure 6.2: Age-standardised expulsion rates per 1,000 students (2000 to 2009)



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 has increased by five percentage points. As at 1 December 2009, 30 percent of schools which had a large enough Pasifika roll to expect to have Pasifika representation on their board actually did.

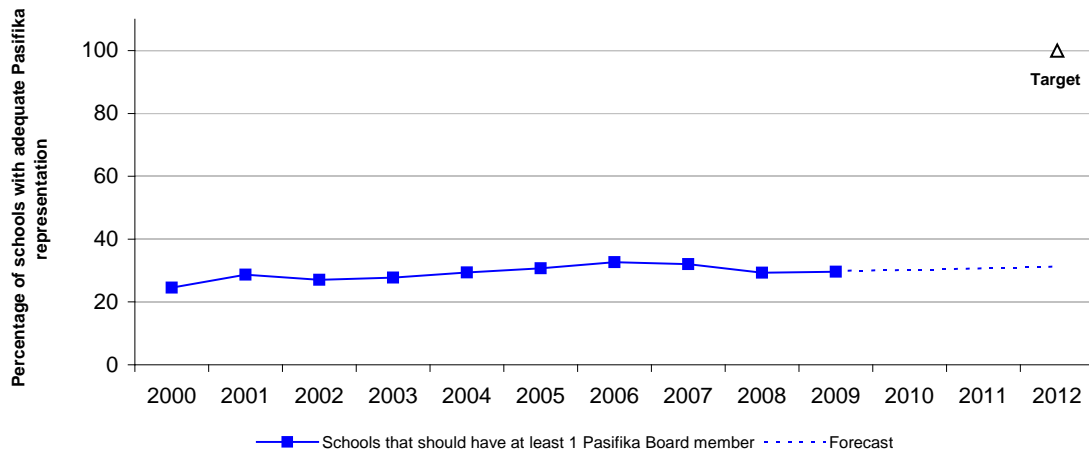
This analysis is based on schools with sufficient Pasifika students on the roll to expect Pasifika representation on the board. This expectation is based on both the relative size of the Pasifika roll and the number of available positions on the board, and recognises that board representation must be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

a person (see the technical notes for a detailed explanation).

Incorporating 2009 data has brought this forecast down one percentage point from the baseline forecast (32 percent 2012 forecast) and still falls well short of the target of 100 percent.

Interventions and policy changes must be looked at and be actively applicable to schools raising their awareness of the need to increase Pasifika representation. It is important that the Pasifika students have a voice on their board relative to their roll size at a school.

Figure 6.3: Schools which have adequate Pasifika representation on their board of trustees (2000 to 2009)



Actions

Schools with high numbers of Pasifika on their roll have received support from the Ministry of Education to enable their Boards to plan and report on the targets which they have set together, that focus on raising Pasifika achievement.

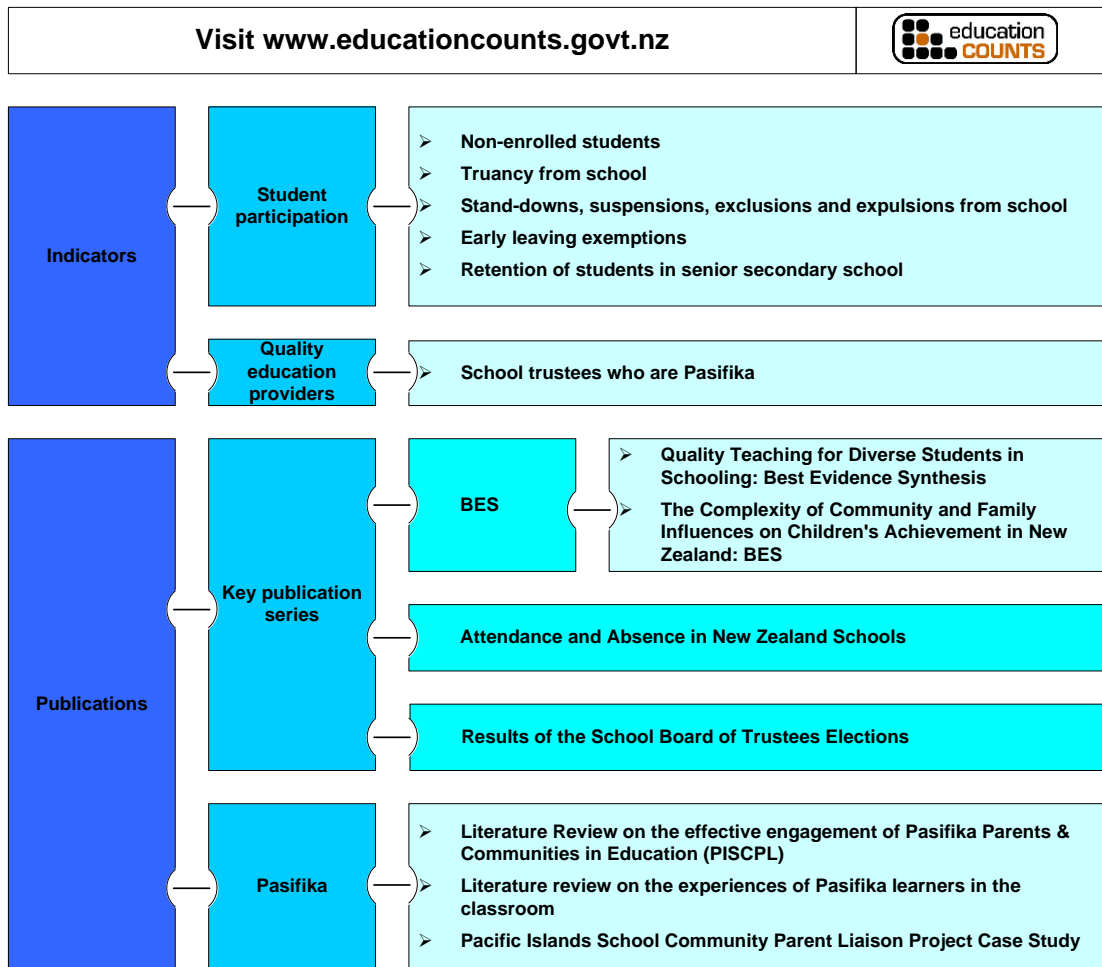
This action is related to the target of increasing the proportion of Pasifika trustees at schools with high Pasifika roll, as it is these members which can increase Pasifika awareness and be a voice for their students.

Coupling both effective teaching and community support with student engagement initiatives, the Ministry of Education is able to target aid to schools to improve engagement, attendance and achievement. An example of the implementation and effect of such support can be seen in the Northern

Education Region where the Ministry is working with 29 schools to develop individual programmes designed to shape learners attitudes to a more relationship focused approach rather than disciplinary. This years figures show the Northern Education Region SEI schools are decreasing for suspensions.

The Pasifika School Community Parent Liaison (PSCPL) project's purpose is to improve teaching of Pasifika students by improving the engagement between schools and their Pasifika students' families and communities around learning- particularly around the National Standards. An external evaluation was completed in 2009. The project is focussed on schools with a high number of Pasifika students where most of the teachers involved would not be Pasifika.

Where to find out more



Participation in tertiary education⁷

What we have found

In 2009, the proportion of Pasifika people aged 18 to 24 years in level 4 qualifications and above was 23.9 percent, up by 8.5 percentage points compared with 2001. The target for Pasifika is to reach a participation rate in level 4 qualifications and higher of 27 percent by 2012, which is the current forecast for Pasifika students.

At 74 percent, 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 percent, the participation rate continued to increase until 2006. In 2008 it dropped significantly but has recovered in 2009. The total first year retention rate for those first enrolled in 2008, increased by at least 1 percentage point. The increase may be due to the recession where students are choosing to stay in study rather than go into the work force.

Based on the past 9 years, the retention rate for Pasifika students aged 18 to 24 years in level 4 qualifications and above is forecast to be 75 percent in 2012 (first enrolled in 2011). This is the target for 2012. The recession is likely to increase the retention rate for young Pasifika students in the foreseeable future.

⁷ The sections on participation and achievement in tertiary education cover domestic students in provider-based education of more than one week's duration.

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 23% 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. Observing the trends in

participation and retention of the various groups in the population, including different ethnic groups, helps to increase our understanding of who is accessing learning opportunities after compulsory schooling and to what extent. Success in tertiary education provides benefits to both individuals and to society, not only in terms of increased employment opportunities and income, but also in terms of wellbeing and social capital.

Continued participation in learning and education over a lifetime is a feature of a knowledge society. With rapid changes in society, the economy and technology, skills can quickly become outdated. It is important that people continue to access education after they have completed their initial education to ensure that they hold up-to-date and relevant qualification

How we are going

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

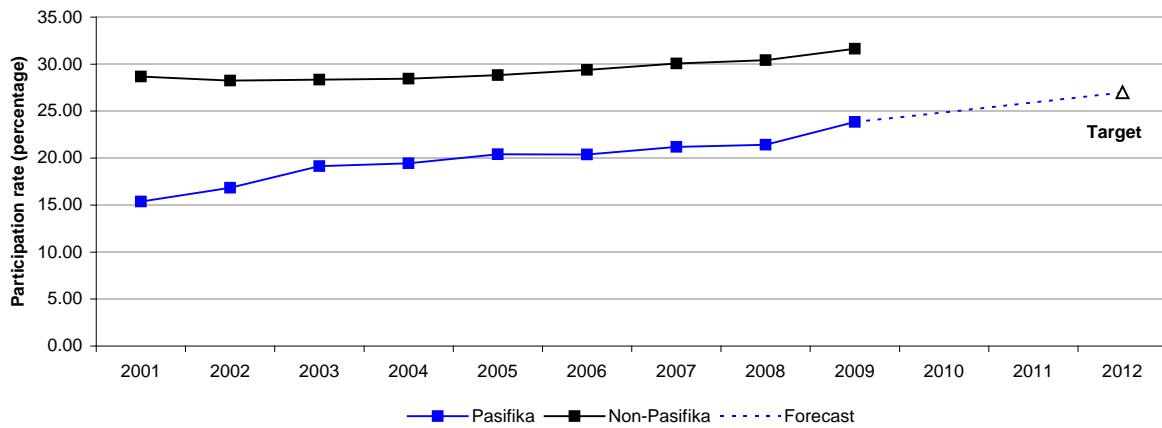
The participation rate of young Pasifika students has increased in recent years. In 2009, the proportion of Pasifika people aged 18 to 24 years in level 4 qualifications and above was 23.9 percent, up by 8.5 percentage points compared with 2001. The difference between Pasifika and non-Pasifika has decreased from

13.3 percentage points in 2001 to 7.8 percentage points in 2009.

The target for the Pasifika ethnic group is to reach a participation rate in level 4 qualifications and higher of 27 percent by 2012.

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

Figure 7.1: Participation rates of students aged 18 to 24 years old in level 4 qualifications and above (2001 to 2009)



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

From 2001 to 2009, the retention rate for Pasifika increased at a steady rate. There was a significant drop in 2008 but then recovered in 2009.

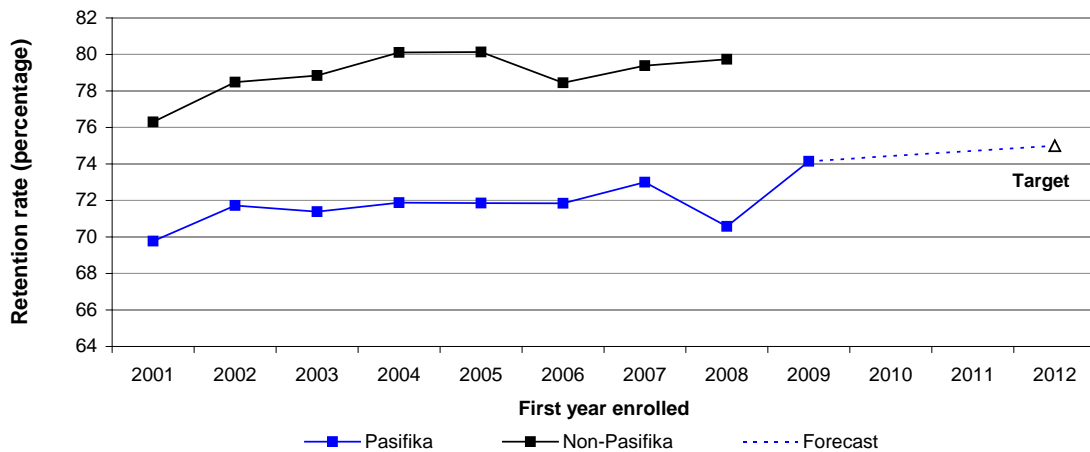
The retention rate for young non-Pasifika students increased by 2 percentage points from 2001 to 2003 to 79 percent and since that time it has fluctuated around this level until 2009, which increased by another 3 percentage points to 74 percent.

The Māori and Pasifika ethnic groups had the lowest retention rates among 18 to 24 year-olds. The rate for

young Māori students had been tracking at about one to two percent below that for Pasifika. in 2009 the rate for Pasifika converged at 74 percent (students who started study in 2008).

The target for 2012 is for the Pasifika retention rate for 18 to 24 year-olds to increase to 75 percent. Based on the recent trends for Pasifika students, it is forecast that the target for the retention rate will be met. Due to the recession, we may see more students choosing to stay at university rather than leaving to look for employment, therefore leading to improved retention rates over the coming years.

Figure 7.2: First-year retention rates of students aged 18 to 24 years in level 4 qualifications and above (2001 to 2008)



Case Study

Victoria University Pasifika Science Grad Speaks Up

"I have always had an interest in science," says Helen. "But I never knew how much I really enjoyed it until I did I did 7th form biology. I had a biology teacher who was extremely passionate about the subject and she really engaged me when she was teaching. Initially I enrolled in a BSc majoring in biology and took first year chemistry papers. From this I discovered that I had a passion for chemistry and understood it better so I changed my major to chemistry."

"My parents were always supportive of the subjects I was interested in at College and never tried to persuade or influence me into any particular subject. I do know though that they are proud of my decision to study science."

"There is a lot of help available at Vic for Maori and Pacific students studying science, we just need to ask for it," says Helen.

Victoria University's Pacific Liaison Officer, Sera Gagau, says, "At Victoria University of Wellington, we are committed to the success of our Pacific students. We also recognise the vital and pivotal role that parents and families play in the success of our Pacific students. It is important for families to understand the commitment and effort that will be required to succeed at university and the importance of giving students the time and space to fulfil their potential."



Helen Woolner, a Cook Island Maori/New Zealand Pakeha, born and raised in Porirua, Wellington, graduated in 2009 with a Bachelor of Science (BSc) majoring in Chemistry and went on in 2010 to study towards a Master of Science in Chemistry.

Actions

The Ministry of Education and the Tertiary Education Commission (TEC) work hand in hand in the Tertiary sector. TEC's role is to provide support through stewardship and guidance to Tertiary Education Institutions (TEIs).

The TEC undertakes focused engagement to inform TEI's and Pasifika groups about the tertiary education system and the expectations of Government.

The Tertiary Education Strategy 2007-2012, incorporating the Statement of Tertiary Education Priorities 2008-2010 (STEP), noted that "Pacific students have higher attrition and lower completion at all levels than other students."⁸

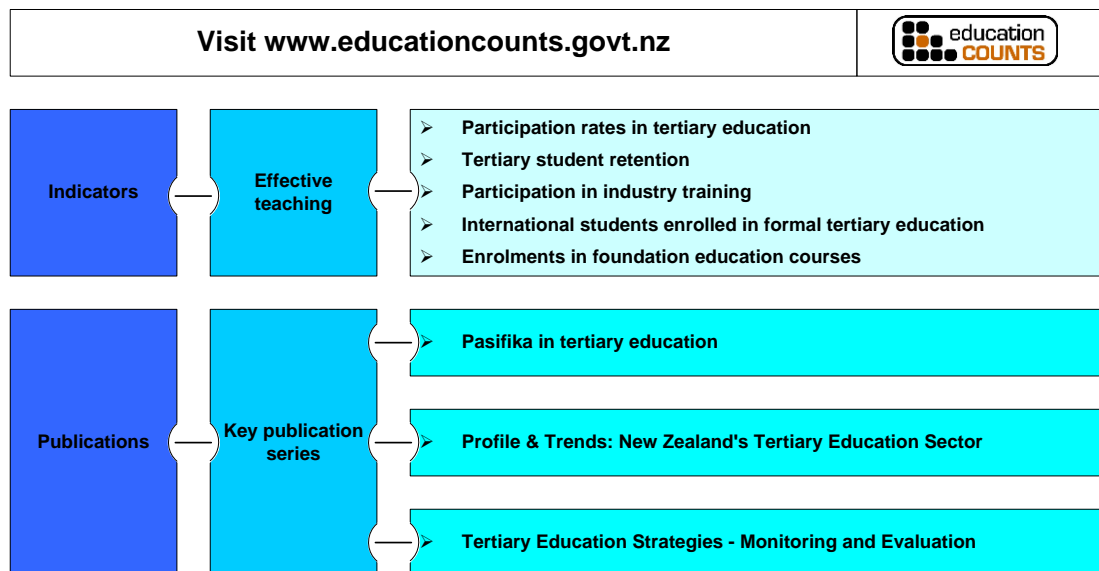
Increasing the educational success of the Pasifika group was one of the priorities that TEOs were expected to address in the three-year Investment Plans they submitted to the TEC.

The sector was also provided with other information, including data on Pasifika participation, retention and achievement for the 2008 calendar year:

An illustration of the TECs support with a provider can be seen in their association with Auckland University of Technology (AUT). AUT are encouraging and up skilling staff to undertake study focused on policy issues relevant to Pasifika. By up skilling staff in this way, it not only informs their teaching practises, but allows them to better understand, and support Pasifika students.

⁸ The Tertiary Education Strategy 2010-2015 (TES) has since been released.

Where to find out more



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 38 percent for students who started study in 2005. Before this the rate decreased for students who started study in 2002 and 2003. While the five-year completion rates for young Pasifika students is the lowest among the ethnic groups, the difference between Pasifika students and non-Pasifika students has decreased from 20 percent for students who started study in 2000 to 18 percent for students who started study in 2005. The target five-year completion rate of level 4 qualifications or higher for Pasifika students aged 18 to 24 years is 43 percent in 2012 for students who started study in 2008. The forecast rate is 40 percent. The New Zealand recession may be a reason to explain the increase in the retention rate for young Pasifika students and this may continue in the foreseeable future as younger people find it harder to gain employment when the labour market weakens. 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 2009, participation by Pasifika students in postgraduate-level study continued to increase. The Pasifika participation rate in postgraduate study has risen from 0.4 percent in 2001 to 0.66 percent in 2009. It is forecast to reach 0.73 percent by 2012. The target for the Pasifika participation rate in postgraduate study has been set at one percent 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 Pasifika peoples to 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 2002 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 1.0 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 bachelors degree or higher qualification was 70 percent 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.

How we are going

Youth Guarantee targets Pasifika students

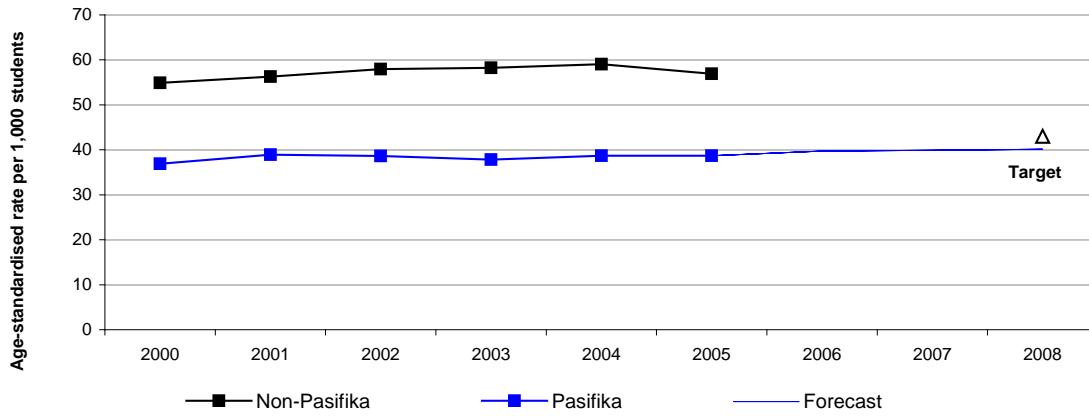
Youth Guarantee was developed, and proposals sent out to institutions in 2009, in preparation for implementation in 2010. Youth Guarantee offers vocationally focussed education as well as improving transitions from school to tertiary, which better prepares the targeted 16 and 17 year olds for a successful tertiary education. Baseline data for this target is being established . The Ministry of Education, TEC and education providers ensure that the Youth Guarantee targets Pasifika students.

Five-year completion rates for Pasifika people aged 18 to 24 years in level 4 qualifications and above

Of the Pasifika students aged 18 to 24 years who began a qualification at level four or above in 2005, 39 percent completed this qualification in 2009. This is an improvement on those who began a qualification in 2000 as just over 35 percent of these students completed this qualification in 2004.

In recent years the qualification completion rates weakened for most ethnic groups due to the unemployment rate tracking downwards during this period. As a result, the labour market grew and this led some young people to enter employment rather than continue with study. It is estimated that the Pasifika five-year completion rate will have increased to 40.2 percent in 2012 for those who started study in 2008. The corresponding target is 43 percent so some also initiatives will be required in this area in order to meet the target.

Figure 8.1: Five-year completion rate for students aged 18 to 24 years old in level 4 qualifications and above (2000 to 2005)



Case Study

An Inspirational Story of a Pasifika Adult who found a passion for learning

Catherine Brown, a Samoan single parent of two children and working in the processing centre at the Department of Building and Housing in Porirua, was not aware of the learning opportunities available to her until Learning State, funded through Vote Education, visited her workplace in 2008.

"Learning State helped me put a career development plan together," says Catherine. "This was the beginning of my passion for learning, and I have not looked back."

"Learning is very addictive," she says. "The more learning I did, the more my confidence grew."

Workplace learning was the perfect way for me to realise my worth and potential. It also enabled me to study while earning an income to support my family at the same time."

In 2009, Catherine completed a National Certificate in Client Customer Services Level 3. She has since completed three more qualifications between level 3 to 5, and has recently been accepted into the Graduate Diploma of Event Management, Level 7 at Weltec.

Catherine says, "My Manager Fiona Perenara has been a great role model and inspired people like me to be all that I can be."

"I am excited that I now know what I want to do as a career, but more importantly, I know I can."



Catherine Brown receiving her qualification from Hon Nathan Guy, Minister of Internal Affairs, at the Learning State graduation ceremony in Wellington on 11 November 2010.

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 percent in the past six years, with an increase of 13.6 percent over the last year. 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 45.0 percent from 2003 until 2009, with a 16.2 percent 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)

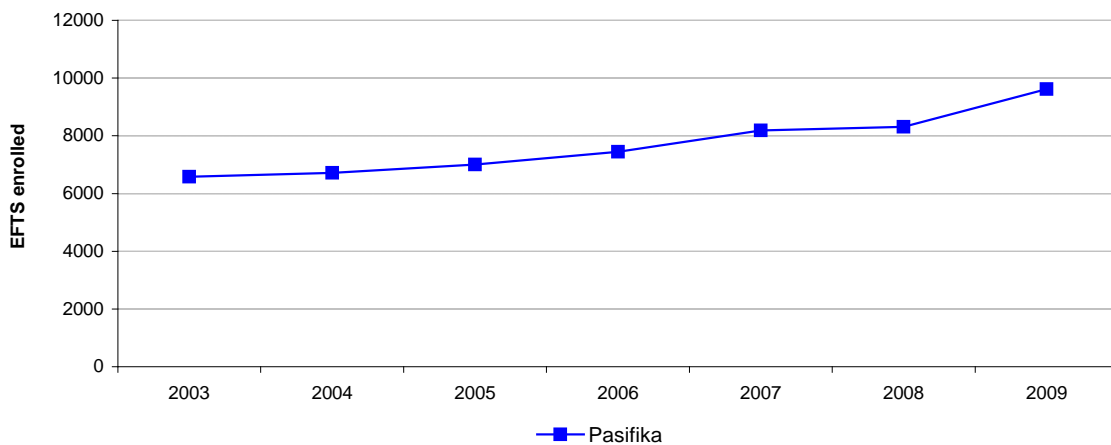
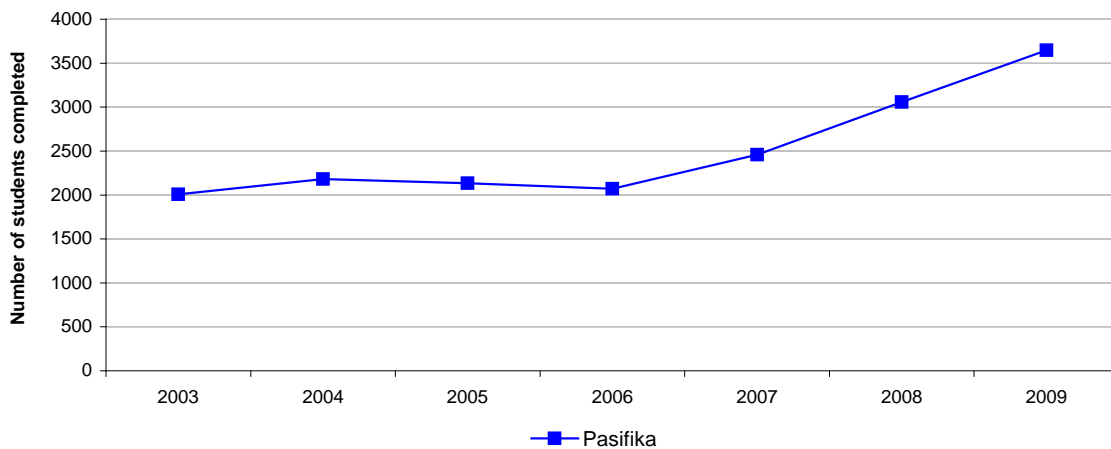


Figure 8.3: EFTS completed in advanced level trade, technical and professional qualifications (2003-2009)



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 2009, the participation rate in postgraduate study by Pasifika students was 0.7 percent, having risen steadily from 0.4 percent in 2001.

For non-Pasifika students participation rate in postgraduate study increased considerably in 2009 to 1.17 percent from 0.97 percent in 2001. The target participation

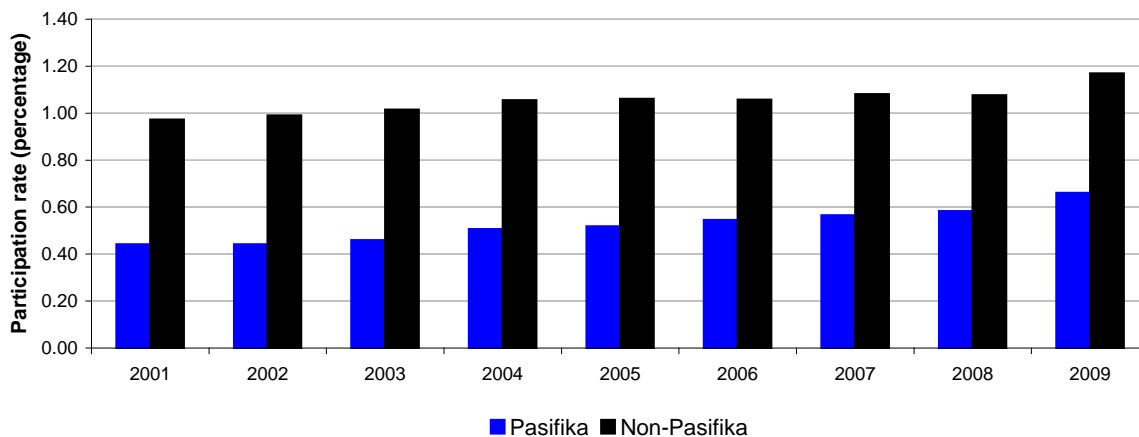
rate for Pasifika students in postgraduate study is one percent. By 2012 the rate is forecast to be 0.77 percent.

While students identifying with the Pasifika ethnic group had the lowest participation rate in postgraduate study in 2009, the increase in the number of enrolments at this level by Pasifika students over the last five years has been the highest among the ethnic groups at 8.0 percent, on average, per year.

Table 8.1: Participation rates in postgraduate study by ethnic group

Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
European	0.87	0.88	0.88	0.91	0.91	0.90	0.93	0.92	1.01
Māori	0.56	0.61	0.63	0.68	0.69	0.72	0.74	0.72	0.79
Pasifika	0.44	0.44	0.46	0.51	0.52	0.55	0.57	0.58	0.66
Asian	1.83	1.82	1.82	1.85	1.84	1.85	1.88	1.97	2.18
Non-Pasifika	0.97	0.99	1.01	1.05	1.06	1.06	1.08	1.08	1.17

Figure 8.4: Participation rate in postgraduate study by Pasifika students (2001 to 2009)



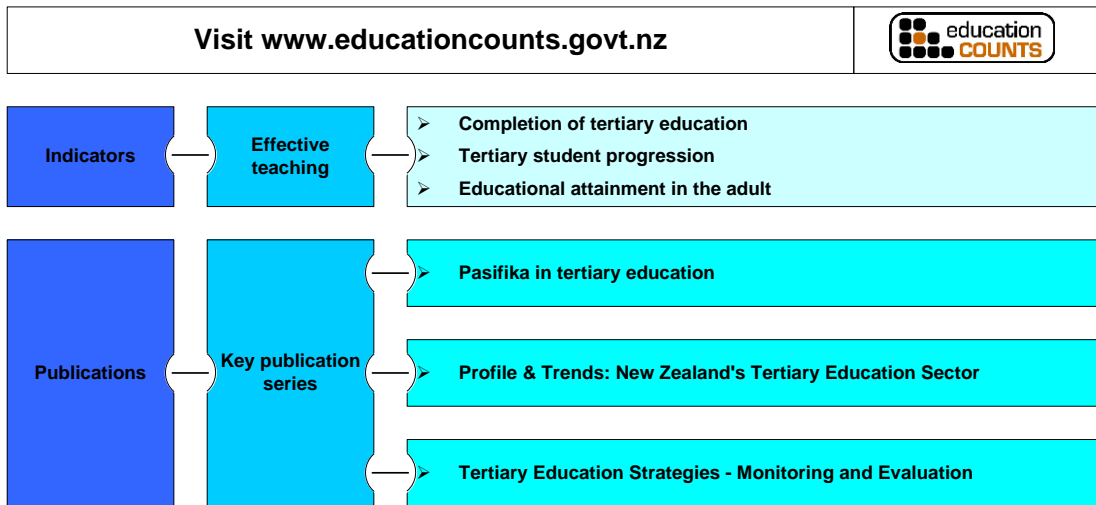
Actions

To achieve our goal of more under 25 year-olds achieving level four and above, the Ministry of Education and Tertiary and TEI's 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.

- 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 non-voting member of the TEC board of commissioners.
- 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 an 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



Literacy, Numeracy and Language Levels

What we have found

Baseline data for this target is not available at this time. Identification of courses providing quality training in literacy, language and numeracy 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 roles, as well as employment.

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

Literacy and numeracy learning has been embedded in various level 1-3 courses and this is a key initiative for TEC in 2009. With Pasifika learners being exposed to the specific attention to literacy and numeracy in their programmes and courses and that in the future data will be collected for assessment.

Case Study

Putting family at the centre of learning

It can be hard to return to study, especially for some Pasifika adults who may have had a difficult relationship with education the first time round. That's why the Manukau Institute of Technology and COMET, a charitable trust established by Manukau City Council, have established *Te Whanau Ara Mua*, a new family learning programme now being trialled with Wymondley Road School with Wymondley Early Learning Centre; and with Yendarra School with Yendarra Kindergarten.

Te Whanau Ara Mua aims to create an environment where adults and children can support and build on each others' learning. It combines a tertiary course for adults (MIT's Certificate in Family Learning and Child Development) delivered on a school site with regular observations of their child in the school or ECE.

"Parents come in with a passion to see their children succeed, and soon find they are also building skills for themselves and their own futures," says Susan Warren, manager of COMET's Centre for Family Learning.

Dr Lindy Austin, Head of the MIT School of Education, explains, "We're committed to transforming lives and communities through learning. *Te Whanau Ara Mua* makes tertiary studies more accessible and offers a gentle pathway to help students continue on their education journey."



Never too old to learn: (left to right) Sharon Mehau, Tupe Galu and Phoebe Agaimalo. Laelae Tausaga is at the end of the table.

Perseverance helps to overcome learning obstacles

Talalei (not his real name) is a New Zealand born Samoan who wishes to remain anonymous.

He enrolled in a panel beating Modern Apprenticeship with the NZ Motor Industry Training Organisation (MITO) in 2008 but struggled with assignments. He was provided with a tutor from Literacy Aotearoa to help him develop regular study habits and writing answers to assignment questions. But after attending only nine hours of literacy tuition, he withdrew from his apprenticeship.

In 2010, Talalei had a change of heart. He asked to be referred again for literacy tuition and recommenced his apprenticeship training in June 2010.

Talalei has now completed written assignments for seven unit standards of his apprenticeship and has mastered a much wider range of relevant work-based vocabulary. His tutor reports that his increased spelling skills are evident along with his improved understanding of sentence structure and confidence in composing answers to questions he now understands.

Talalei is very positive about his new skills and is aiming to complete his apprenticeship in 2011. He is grateful for the assistance of the Literacy Aotearoa programme.

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, business plans, and 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 2008, Pasifika students have demonstrated progress against almost all 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

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. This in turn will help them to improve quality services to Pasifika children and their families.

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*.

Feedback from those who have attended include:

"It's projects like these where parents, church, leaders, students, Pasifika people in education and the whole community of Pasifika people can make a difference in education issues and ensure a more equitable share for our young people/students who claim and know they belong to our fanau of Tagata Pasifika."



"One student is now totally convinced that there is a greater community working behind the scenes and feels more confident about adults."

"Fun and engaging. The best professional development I have ever had."

Ministry of Education staff, Fuetanoa Kose Seinafo, Acting Local Manager, Nelson Office (left), and Tagi'ilima Feleti, Early Childhood Pasifika Co-ordinator in the Southern region, Dunedin/Invercargill Offices (right), with a student panel

Fono series

We value every opportunity to have discussions with our communities. 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 2009 fono series were much more targeted to school leaders and with a focus on raising literacy, numeracy, awareness of special education, and increasing participation in early childhood education.

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.

The Pasifika Advisory Group (PAG)

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. PAG was a key group that the Ministry utilised during its consultation on the Tertiary Education Strategy 2010-2015 during 2009. The final TES included 'increasing the number of Pasifika students achieving at higher levels' as one of its seven priorities'.

PAG was also instrumental in supporting the development of the New Zealand Qualifications Authority's *Pasifika Education Strategy 2009-2012* launched in April 2009. This strategy sets out to improve the number of highly skilled and qualified Pasifika students entering the labour workforce.



From left to right, Dr Colin Tukuitonga (Chief Executive, Ministry of Pacific Island Affairs), Taime Samuel (PAG member), Karen Poutasi (Chief Executive, NZQA), Jenny Tapu (PAG Member), Sue Suckling (Board Chair, NZQA), Dr Roy Sharp (Chief Executive, Tertiary Education Commission), Ben Taufua (PAG member), Lesieli Tongati'o (Pule Ma'ata Pasifika, Ministry of Education) and Mena Aukuso (PAG member).

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*.

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; and
- * 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 Tonga hosted the 7th Pacific Forum Education Ministers Meeting 2009 (FEEdMM09) on 24-26 March 2009. The Minister of Pacific Island Affairs, Hon Georgina te Heuheu, attended the meeting on behalf of the Minister of Education and led the New Zealand delegation. The New Zealand High Commissioner in Tonga also opened an education showcase of books, crafts and information from the Pacific Regional Initiatives for the Delivery of [Basic] Education (PRIDE) project.

The outcome of FEEdMM09 was that Ministers agreed to a new Pacific Education Development Framework for the Pacific region.

In 2009 the Pasifika community mourned the passing of three leading academics across the region, Dr Langi Kavaliku, Professor Epli Hau'ofa and Professor Ron Crocombe. Their contributions to Pasifika education and knowledge creation will be remembered for generations to come.

The Pasifika community were deeply affected by the tsunami that claimed lives in Samoa, American Samoa and Tonga. The Ministry demonstrated its support by providing literacy resources that were handed over to the Samoa Ministry of Education, Sports and Culture, by the New Zealand High Commissioner in Apia. Attending on behalf of the Ministry were Ezra Schuster (Pasifika Manager Special Education), Fatulatele Tolo (Senior Curriculum Adviser), and Ben Taufua (member of the Pasifika Advisory Group). This demonstrates that the *Plan* enforces New Zealand's key role in the Pacific and the need to build a strategic framework for responding to issues that affect the Pacific region.

The Inter-Agency Group for the Pasifika Education Plan (IGPEP)

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 membership are senior officials from the Ministry of Education, Education Review Office, Career Services, New Zealand Qualifications

Authority, New Zealand Teachers Council, Tertiary Education Commission and Ministry of Pacific Island Affairs.

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. For example, in October 2009 the Ministry hosted an Early Childhood Care Education Co-ordinator from Tokelau.



A temporary school site for the children of Falealili Secondary School that were affected by the tsunami in Samoa (left to right), Ezra Schuster (Ministry of Education), Principal of Falealili Secondary School Taefalaula Meleisea, and Jill Bond (Ministry of Education)

Sector-Wide Finance

What we have found

Implementation of actions and tools to help Pasifika achieve in the areas set out in the goals and targets in the *Plan* require not only student, family, and community participation and engagement, but also the support of the Ministry and other organisations through resourcing.

There are a number of initiatives to support the goals and targets in the *Plan* and these total \$40,664,198 for the financial period July 2009 to June 2010.

This is broken down as follows;

Identified Funding to support the goals in the *Plan*

Early Childhood Education	\$25,311,141
Compulsory Education	\$15,531,057
Tertiary Education	See footnote ⁹
Total	\$40,664,198

How we are going

Pasifika Initiatives

As part of the Ministry of Education's contribution to and supporting of the *Plan*, specific Pasifika Initiatives have been implemented with related significant funding in 2009/10¹⁰.

Positive educational outcomes for Pasifika must be raised sharply, particularly in Auckland where 72 percent of all Pasifika students reside. In response to the growing Pasifika population, the Ministry established the Northern Region Pasifika team in January 2008. The Pasifika team provide leadership and support across the Ministry to deliver on the goals and targets of the *Plan*. The development of the Pasifika Auckland Strategy was a key focus for the Pasifika team to monitor progress of the *Plan*.

Localised initiatives such as Counties Manukau Participation Project (CMPP) set up to increase the participation by low participating communities in quality early childhood education in Counties-Manukau, and the Pasifika School Community Parent Liaison (PSCPL) clusters to accelerate literacy and numeracy achievement are examples of agencies, education providers, and communities working together on a shared goal for Pasifika education.

Other Pasifika initiatives take place across the country such as and Achieving Through Pasifika Languages Programme (ATPL). ATPL centres provide structured Pasifika language programmes for primary school students between years 1-4 after school. Alongside ATPL centres, are Pasifika language radio programmes.

⁹ There are no specifically funded Pasifika tertiary initiatives associated with the *Plan*. Instead, tertiary funding through Vote education is managed by the Tertiary Education Commission (TEC) to give effect to the Government's requirements for tertiary education as outlined in the Tertiary Education Strategy, the Education Act 1989, and the goals and targets in the tertiary sector of the *Plan*. As part of this, tertiary institutions receive an equity loading to accommodate for the extra costs of meeting the learning needs of Māori and Pasifika students, and students with disabilities.

¹⁰ Due to the *Plan's* release being at the end of 2009, the identified funding to support the *Plan* in 2009 covers the financial period 1 July 2009 to 30 June 2010.

Appendix 1: Data Tables

Table A.1	Number of enrolments for 2 to 4 year-olds in licensed early childhood education services (1 July 2009)	66
Table A.2	Number of children accessing early intervention services (2009)	68
Table A.3	Average age of first early intervention service (2009)	70
Table A.4	Number of early childhood education teachers who are registered with the New Zealand Teachers Council (1 July 2009)	72
Table A.5	Percentage of school leavers with NCEA level 1 literacy and numeracy requirements (2009)	74
Table A.6	Percentage of school leavers with NCEA level 2 or above (2009)	76
Table A.7	Percentage of school leavers with a university entrance standard (2009)	78
Table A.8	Number of Pasifika teachers in state schools, as at early April (2009)	80
Table A.9	Age-standardised suspension rates per 1,000 students (2009)	82
Table A.10	Age-standardised expulsion rates per 1,000 students (2009)	84
Table A.11	Proportion of all boards of trustees members - percentage (2009)	86
Table A.12	Participation rate at levels four or above - percentage (2009)	88
Table A.13	First-year retention rate at levels four and above - percentage (2009)	89
Table A.14	Five year completion rate at levels four or above - percentage (2009)	90
Table A.15	Postgraduate participation rate - percentage (2009)	91

Table A.1 Number of enrolments for 2 to 4 year-olds in licensed early childhood education services (1 July 2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Pacific Island Group	National Value	
Northland Region	89	Tokelauan	210	
Auckland Region	6,134	Fijian	570	
Waikato Region	397	Niuean	549	
Bay of Plenty Region	183	Tongan	1,784	
Gisborne Region	26	Cook Islands Maori	1,367	
Hawkes Bay Region	241	Samoan	4,422	
Taranaki Region	37	Other Pacific Peoples	434	
Manawatu-Wanganui Region	228	Not Known Pacific	156	
Wellington Region	1,285	Total Pasifika	9,492	
Tasman Region	6	Pacific Island Group	Male	Female
Nelson Region	34	Tokelauan	113	97
Marlborough Region	46	Fijian	297	273
West Coast Region	18	Niuean	264	285
Canterbury Region	549	Tongan	904	880
Otago Region	151	Cook Islands Maori	689	678
Southland Region	63	Samoan	2,178	2,244
Chatham Is. County	1	Other Pacific Peoples	224	210
Correspondence School	4	Not Known Pacific	85	71
New Zealand Total	9,492	Total Pasifika	4,754	4,738
Year	Total Pasifika	Type of Service	Total Pasifika	
2002	7,326	Kindergarten	3,097	
2003	7,696	Playcentre	188	
2004	7,916	Education & Care service	5,857	
2005	8,102	Homebased service	190	
2006	8,358	Te Kohanga Reo	156	
2007	8,510	Correspondence School	4	
2008	9,103	Total Pasifika	9,492	
2009	9,492			

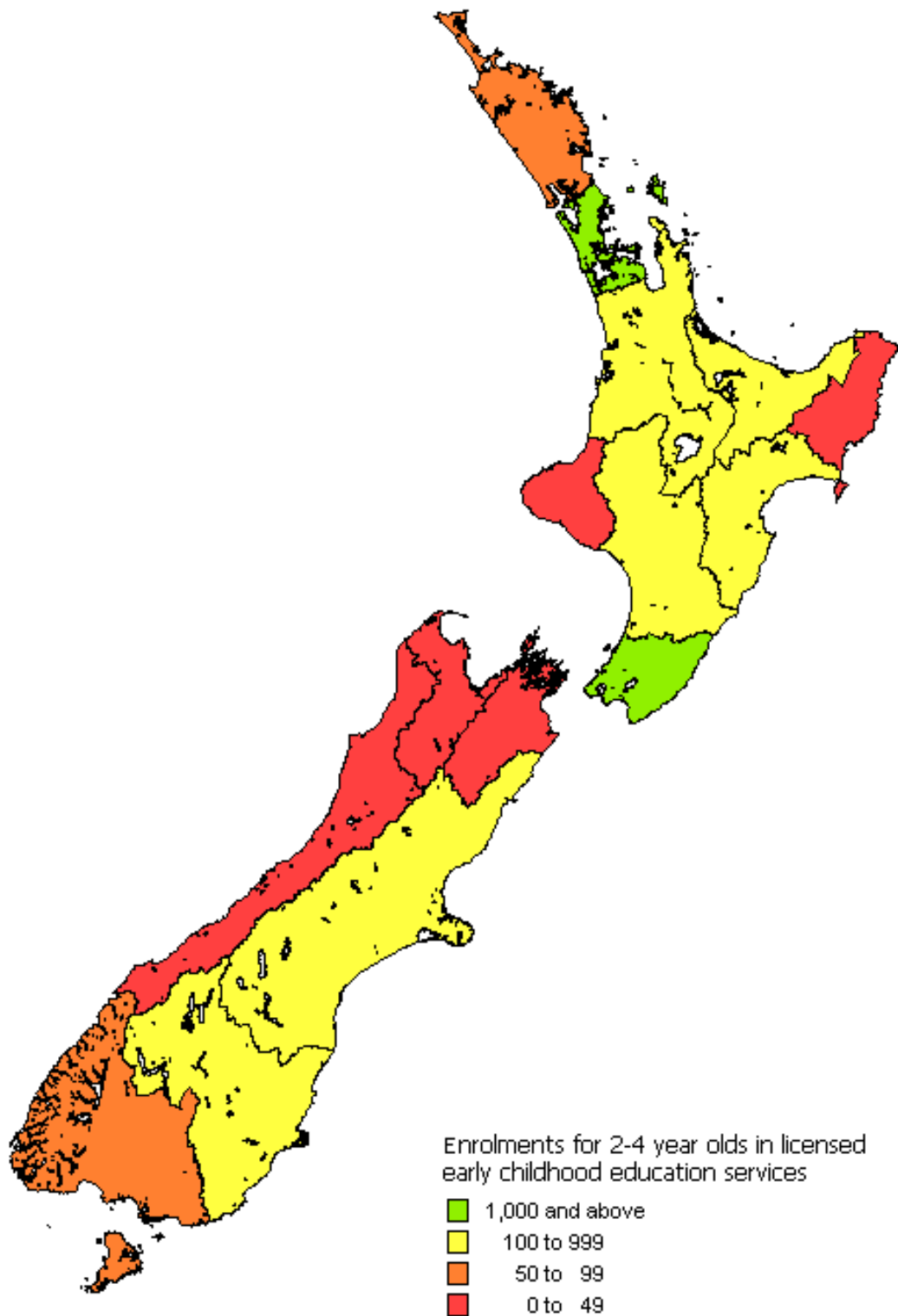
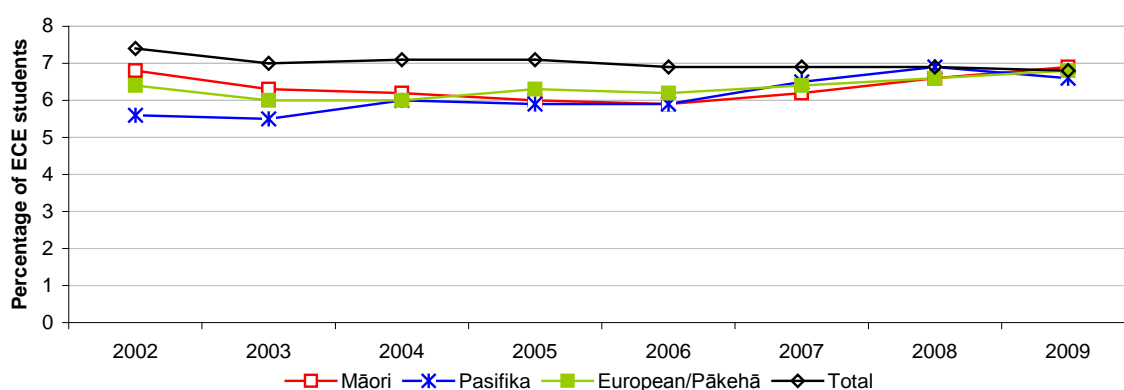


Table A.2 Number of children accessing early intervention services (2009)

See technical notes for detailed notes relating to these data.

GSE District	Total Pasifika		Year	Total Pasifika	
	Number	Rate		Number	Rate
Tai Tokerau	2	1.1	2002	470	5.6
NorthWest	130	8.9	2003	487	5.5
Auckland City	136	7.2	2004	547	6.0
Manukau	234	6.3	2005	559	5.9
Waikato	16	3.6	2006	568	5.9
Bay of Plenty East	6	4.7	2007	651	6.5
Bay of Plenty West	12	12.2	2008	739	6.9
Gisborne	6	14.3	2009	731	6.6
Hawkes Bay	20	6.9			
Taranaki	1	2.1			
Central	12	3.9			
Greater Wellington	95	6.6			
Nelson/Marlborough/Westport	9	7.3			
Canterbury	41	6.4			
Otago	9	5.1			
Southland	2	2.3			
Total	731	6.6			

Percentage of ECE students accessing and engaged in Early Intervention services (2002 to 2009)



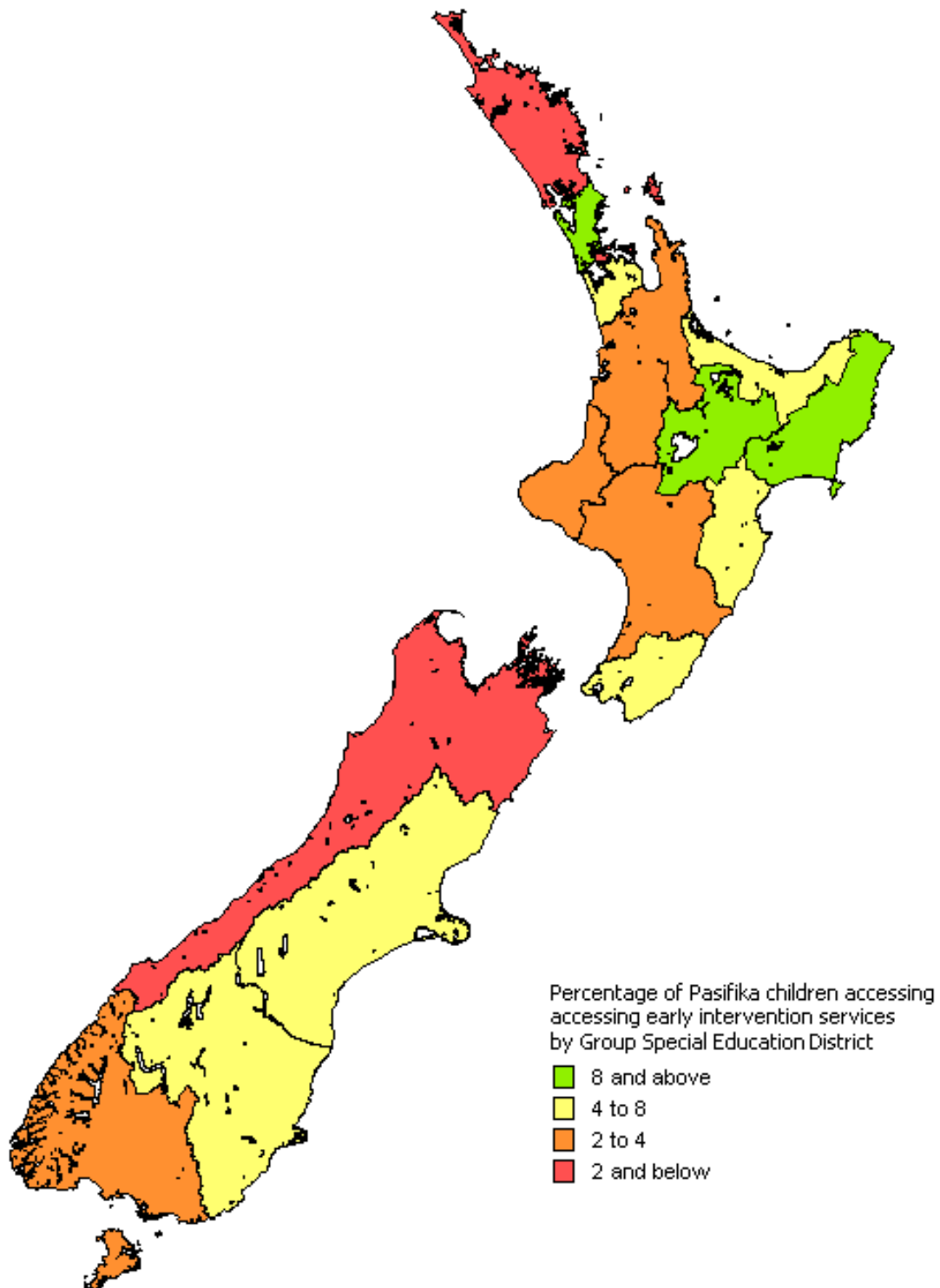
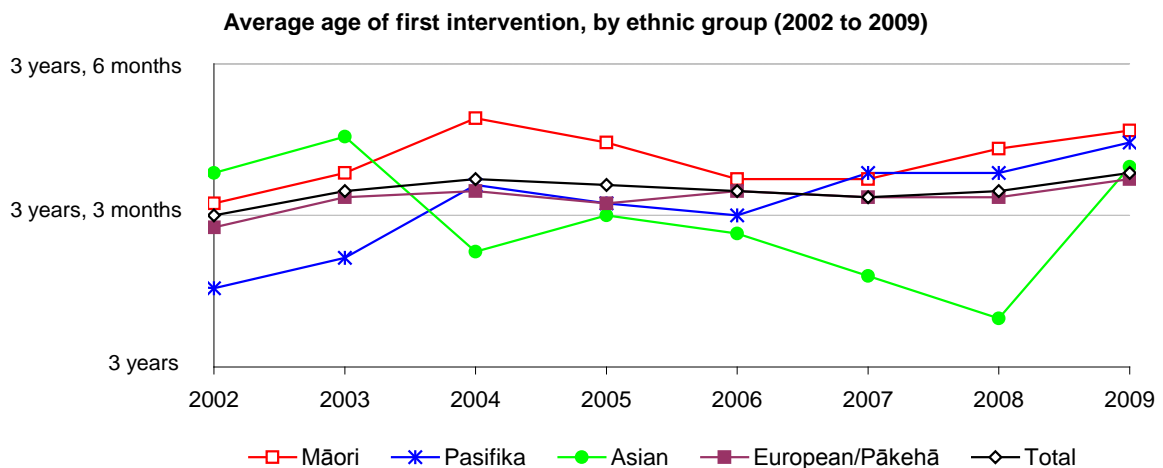


Table A.3 Average age of first early intervention service (2009)

See technical notes for detailed notes relating to these data.

GSE District	Total Pasifika	Year	Total Pasifika
Tai Tokerau	1yrs, 9mths	2000	3yrs, 3mths
NorthWest	3yrs, 6mths	2001	3yrs, 2mths
Auckland City	3yrs, 6mths	2002	3yrs, 2mths
Manukau	3yrs, 4mths	2003	3yrs, 2mths
Waikato	3yrs, 4mths	2004	3yrs, 4mths
Bay of Plenty East	3yrs, 11mths	2005	3yrs, 3mths
Bay of Plenty West	4yrs, 2mths	2006	3yrs, 3mths
Gisborne	4yrs, 0mths	2007	3yrs, 4mths
Hawkes Bay	3yrs, 0mths	2008	3yrs, 4mths
Taranaki	n	2009	3yrs, 4mths
Central	3yrs, 5mths		
Greater Wellington	3yrs, 2mths		
Nelson/Marlborough/Westpor	3yrs, 9mths		
Canterbury	3yrs, 2mths		
Otago	3yrs, 4mths		
Southland	n		
Total	3yrs, 4mths		



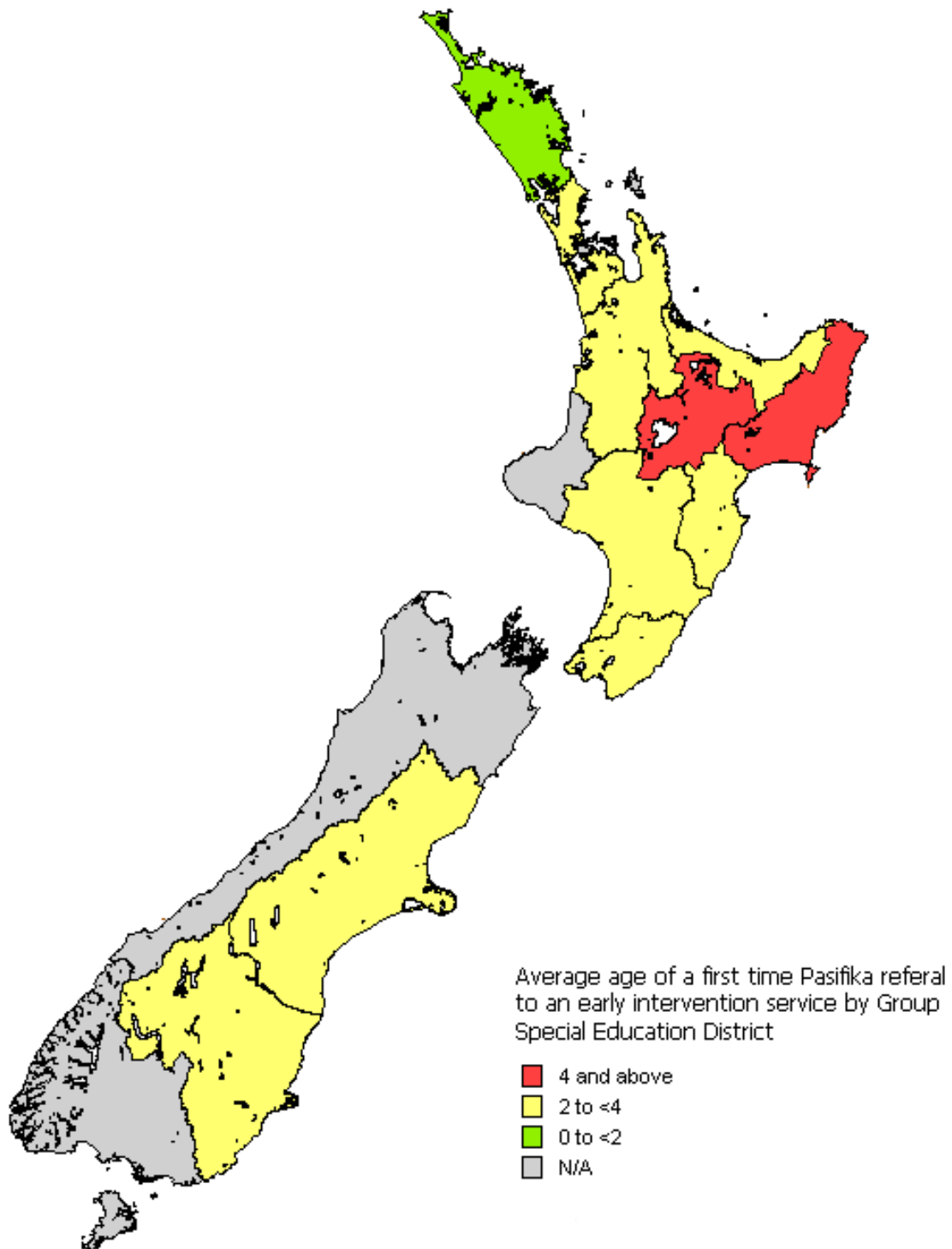


Table A.4 Number of early childhood education teachers who are registered with the New Zealand Teachers Council (1 July 2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	
	Number	Percentage Registered
Northland Region	4	80.0
Auckland Region	580	59.3
Waikato Region	49	61.3
Bay of Plenty Region	24	77.4
Gisborne Region	5	71.4
Hawkes Bay Region	14	33.3
Taranaki Region	2	50.0
Manawatu-Wanganui Region	24	58.5
Wellington Region	165	65.2
Tasman Region		n
Nelson Region	2	66.7
Marlborough Region		0.0
West Coast Region		n
Canterbury Region	38	58.5
Otago Region	11	61.1
Southland Region	1	10.0
New Zealand Total	919	59.7

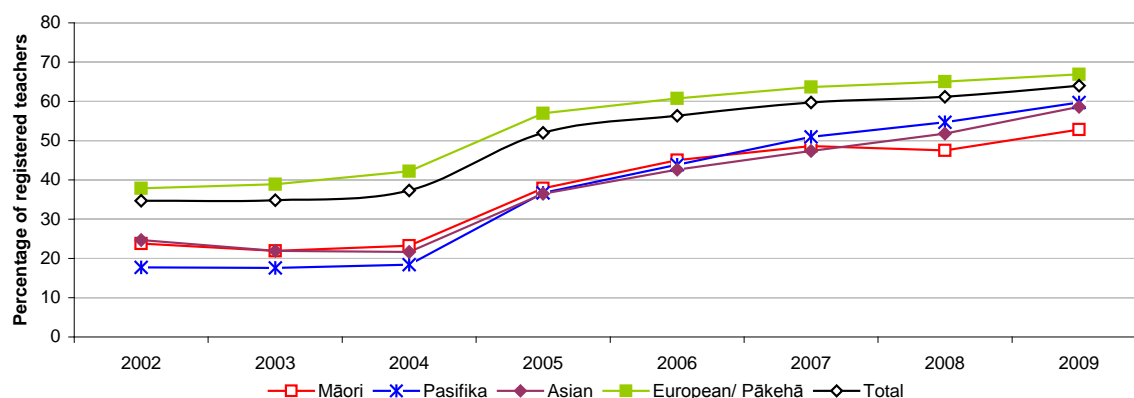
Year	National Value	
	Number	Percentage Registered
2002	167	17.7
2003	187	17.6
2004	208	18.4
2005	425	36.7
2006	539	43.9
2007	631	51.0
2008	808	54.7
2009	919	59.7

Pacific Island Group	National Value
Tokelauan	24
Fijian	79
Niuean	85
Tongan	95
Cook Islands Maori	131
Samoan	476
Other Pacific Peoples	29
Total Pasifika	919

Pacific Island Group	National Value			
	Number		Percentage Registered	
	Female	Male	Female	Male
Tokelauan	24		63.2	n
Fijian	79		59.4	0.0
Niuean	83	2	65.9	100.0
Tongan	91	4	48.1	50.0
Cook Islands Maori	129	2	61.1	33.3
Samoan	469	7	63.3	31.8
Other Pacific Peoples	29		49.2	0.0
Total Pasifika	904	15	60.4	35.7

Type of Service	National Value	
	Number	Percentage Registered
Casual Education & Care	4	66.7
Kindergarten	55	88.7
Education & Care Service	859	58.4
Homebased Service	1	100.0
Total Pasifika	919	59.7

Percentage of early childhood teachers who are registered with the New Zealand Teachers Council, by ethnic group (2002 to 2009)



Map A.4 Percentage of early childhood education teachers who are registered with the New Zealand Teachers Council (1 July 2009)

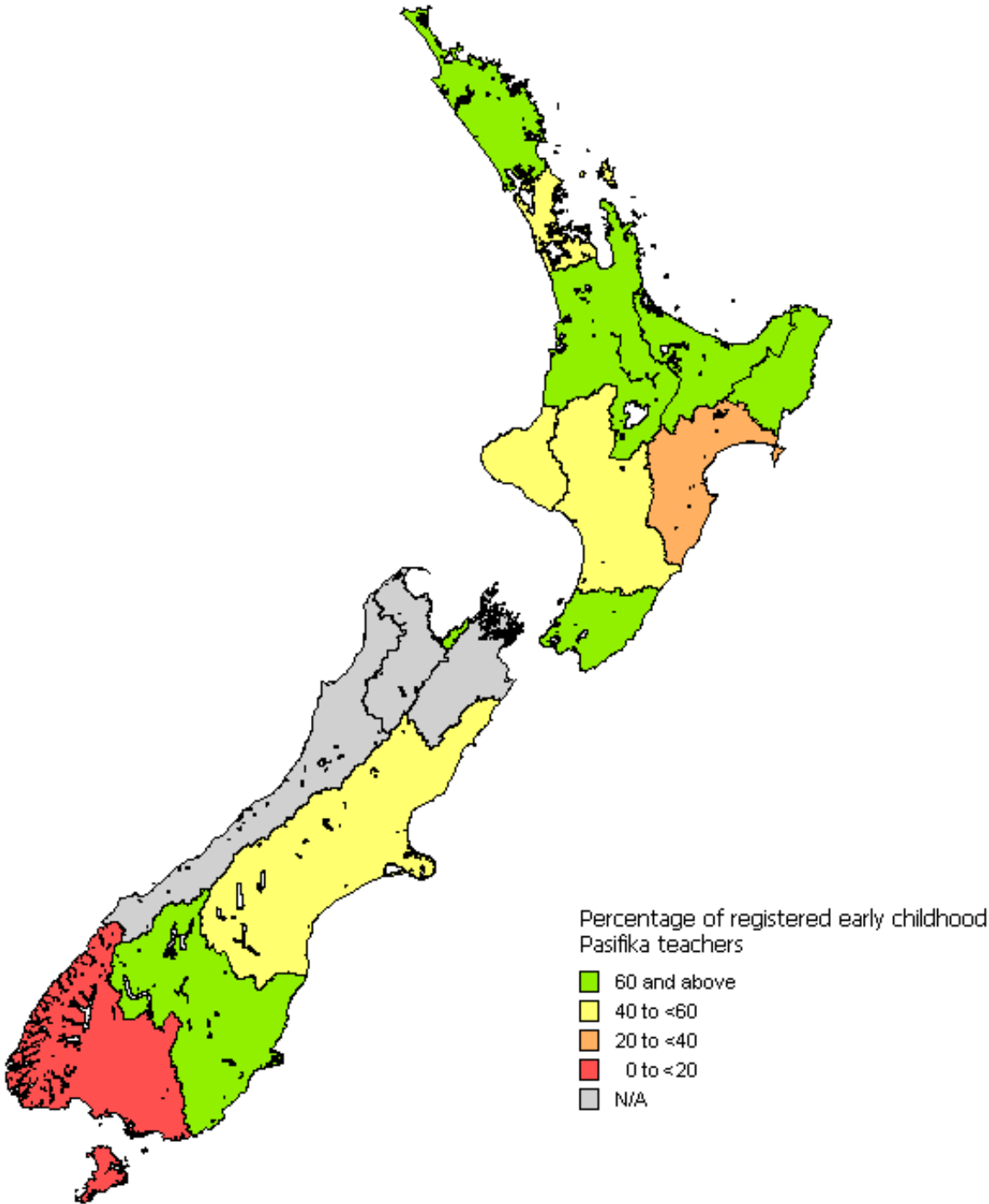
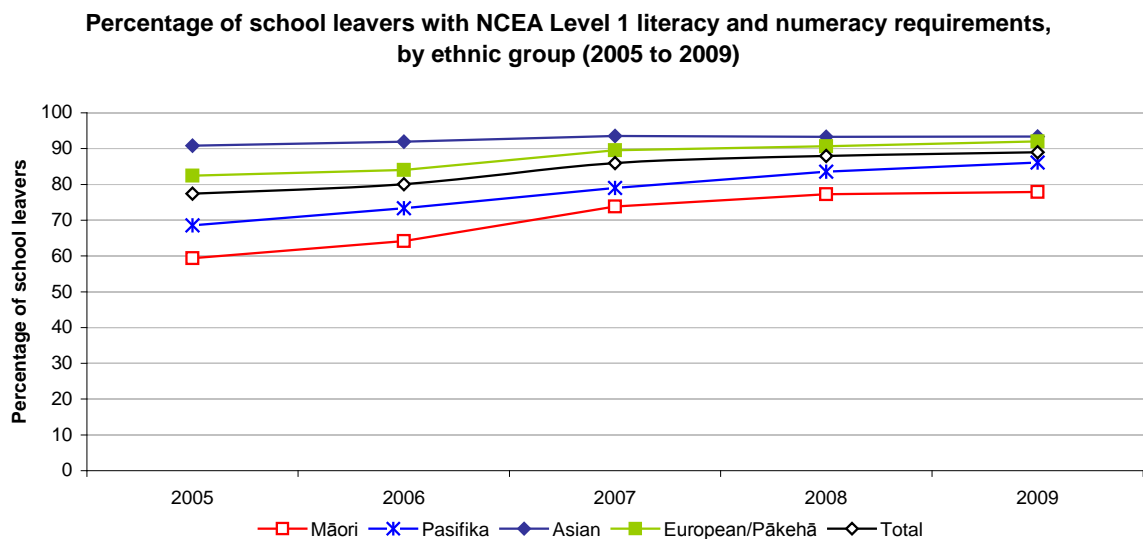


Table A.5 Percentage of school leavers with NCEA level 1 literacy and numeracy requirements (2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Pacific Island Group	Total	
Northland Region	100.0	Tokelauan	82.9	
Auckland Region	86.7	Fijian	87.2	
Waikato Region	79.5	Niuean	85.2	
Bay of Plenty Region	89.5	Tongan	87.2	
Gisborne Region	x	Cook Islands Maori	82.3	
Hawkes Bay Region	83.1	Samoan	87.1	
Taranaki Region	94.1	Other Pacific Peoples	83.2	
Manawatu-Wanganui Region	85.5	Total Pasifika	86.1	
Wellington Region	85.5			
Tasman Region	x	Pacific Island Group	Female	Male
Nelson Region	100.0	Tokelauan	83.8	81.6
Marlborough Region	x	Fijian	88.8	85.7
West Coast Region	x	Niuean	89.3	80.9
Canterbury Region	84.9	Tongan	89.6	84.8
Otago Region	89.8	Cook Islands Maori	82.6	81.9
Southland Region	72.0	Samoan	89.5	84.5
Chatham Is. County	n	Other Pacific Peoples	88.7	78.3
Correspondence School		Total Pasifika	88.4	83.8
New Zealand Total	86.1			
Year	Total Pasifika	Quintile	Total Pasifika	
2005	68.6	Quintile 1	84.0	
2006	73.3	Quintile 2	84.2	
2007	79.0	Quintile 3	90.9	
2008	83.5	Quintile 4	88.8	
2009	86.1	Quintile 5	92.2	



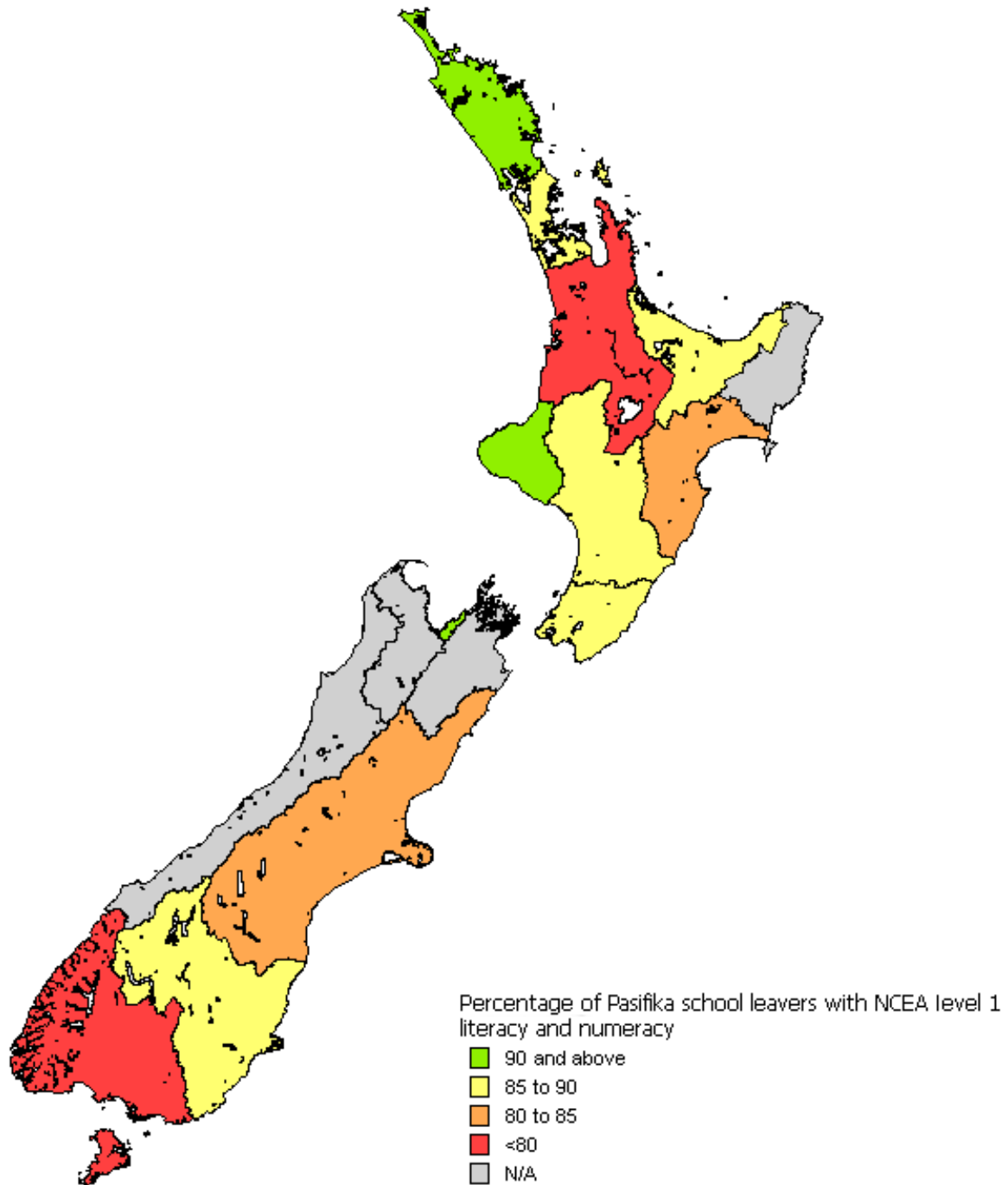


Table A.6 Percentage of school leavers with NCEA level 2 or above (2009)

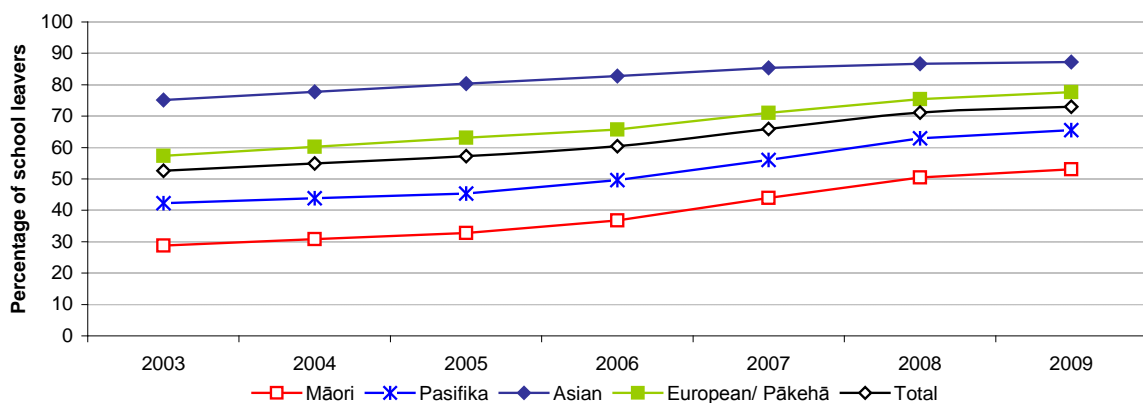
See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Pacific Island Group	National Value
Northland Region	72.0	Tokelauan	54.7
Auckland Region	66.9	Fijian	70.1
Waikato Region	56.4	Niuean	64.4
Bay of Plenty Region	63.2	Tongan	64.2
Gisborne Region	x	Cook Islands Maori	57.7
Hawkes Bay Region	61.0	Samoan	68.2
Taranaki Region	76.5	Other Pacific Peoples	63.7
Manawatu-Wanganui Region	66.7	Total Pasifika	65.5
Wellington Region	65.1		
Tasman Region	x		
Nelson Region	72.7		
Marlborough Region	x		
West Coast Region	x		
Canterbury Region	57.2		
Otago Region	64.4		
Southland Region	44.0		
Chatham Is. County	n		
Correspondence School			
New Zealand Total	65.5		

Pacific Island Group	Female	Male
Tokelauan	54.4	55.1
Fijian	73.9	66.5
Niuean	72.7	55.7
Tongan	69.4	59.1
Cook Islands Maori	61.5	53.8
Samoan	74.7	61.3
Other Pacific Peoples	73.6	55.0
Total Pasifika	71.3	59.7

Year	Total Pasifika	Quintile	Total Pasifika
2005	45.3	Quintile 1	63.6
2006	49.6	Quintile 2	61.8
2007	56.1	Quintile 3	69.5
2008	62.9	Quintile 4	69.4
2009	65.5	Quintile 5	76.0

Percentage of school leavers with NCEA Level 2 or above, by ethnic group (2003 to 2009)



Notes:

1. 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.

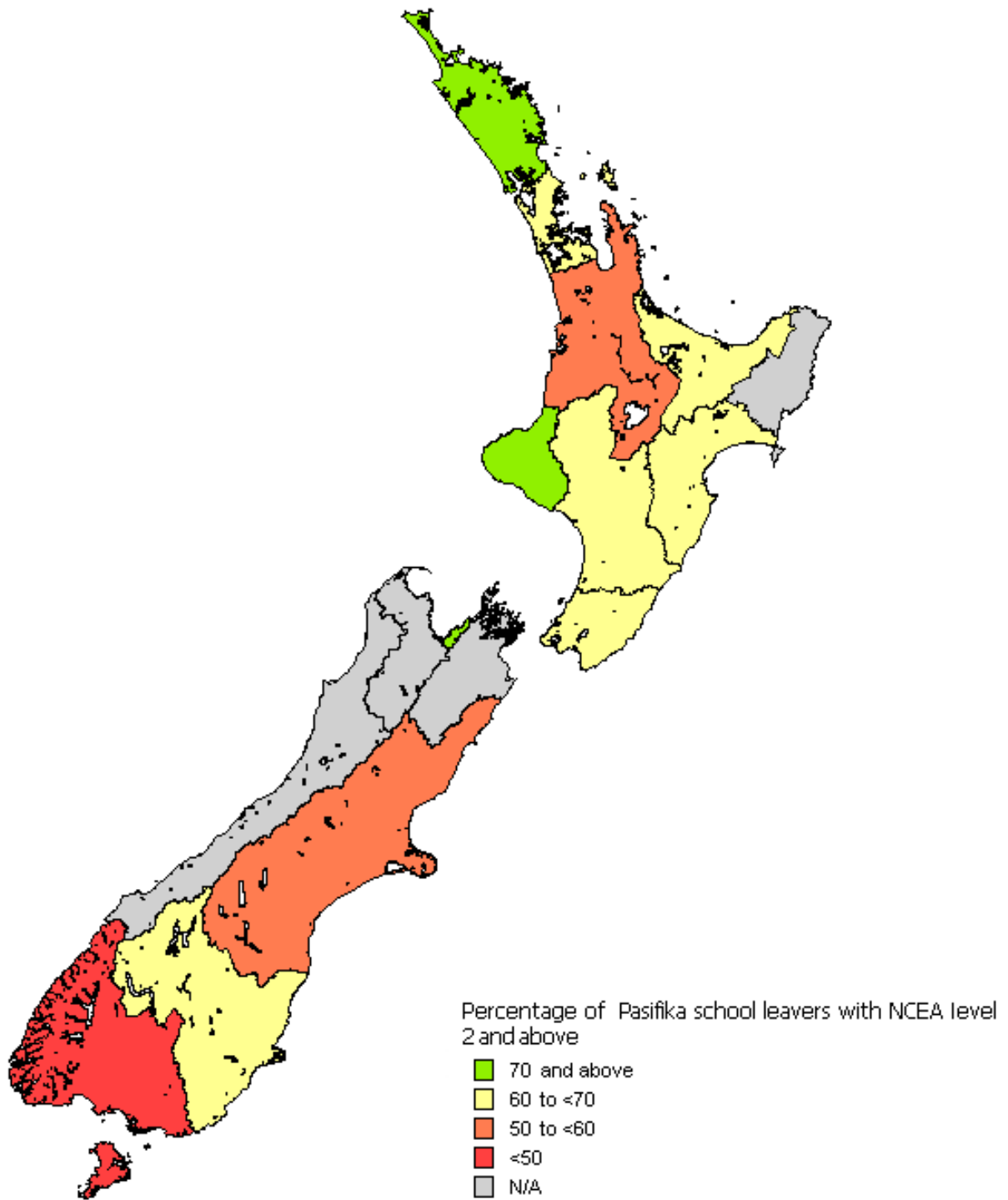


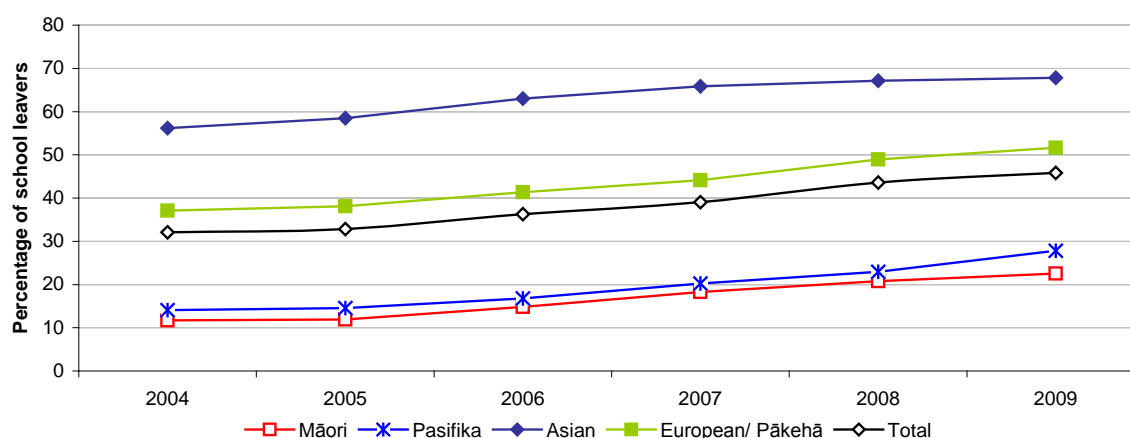
Table A.7 Percentage of school leavers with a university entrance standard (2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Pacific Island Group	National Value	
Northland Region	32	Tokelauan	15.4	
Auckland Region	29.1	Fijian	31.5	
Waikato Region	23.6	Niuean	25.8	
Bay of Plenty Region	33.3	Tongan	27.4	
Gisborne Region	x	Cook Islands Maori	23.8	
Hawkes Bay Region	39	Samoan	29.5	
Taranaki Region	x	Other Pacific Peoples	26.1	
Manawatu-Wanganui Region	26.1	Total Pasifika	27.8	
Wellington Region	23			
Tasman Region	x	Pacific Island Group	Female	Male
Nelson Region	x	Tokelauan	19.1	10.2
Marlborough Region	x	Fijian	40.4	23.2
West Coast Region	x	Niuean	35.5	15.7
Canterbury Region	24.1	Tongan	31.8	23.2
Otago Region	27.1	Cook Islands Maori	28.9	18.5
Southland Region	x	Samoan	36.8	21.9
Chatham Is. County	n	Other Pacific Peoples	34.0	19.2
Correspondence School		Total Pasifika	34.5	21.1
New Zealand Total	27.8			

Year	Total Pasifika	Quintile	Total Pasifika
2005	14.5	Quintile 1	26.6
2006	16.8	Quintile 2	23.1
2007	20.2	Quintile 3	28.3
2008	23.0	Quintile 4	32.0
2009	27.8	Quintile 5	42.9

Percentage of school leavers with a university entrance standard, by ethnic group (2004 to 2009)



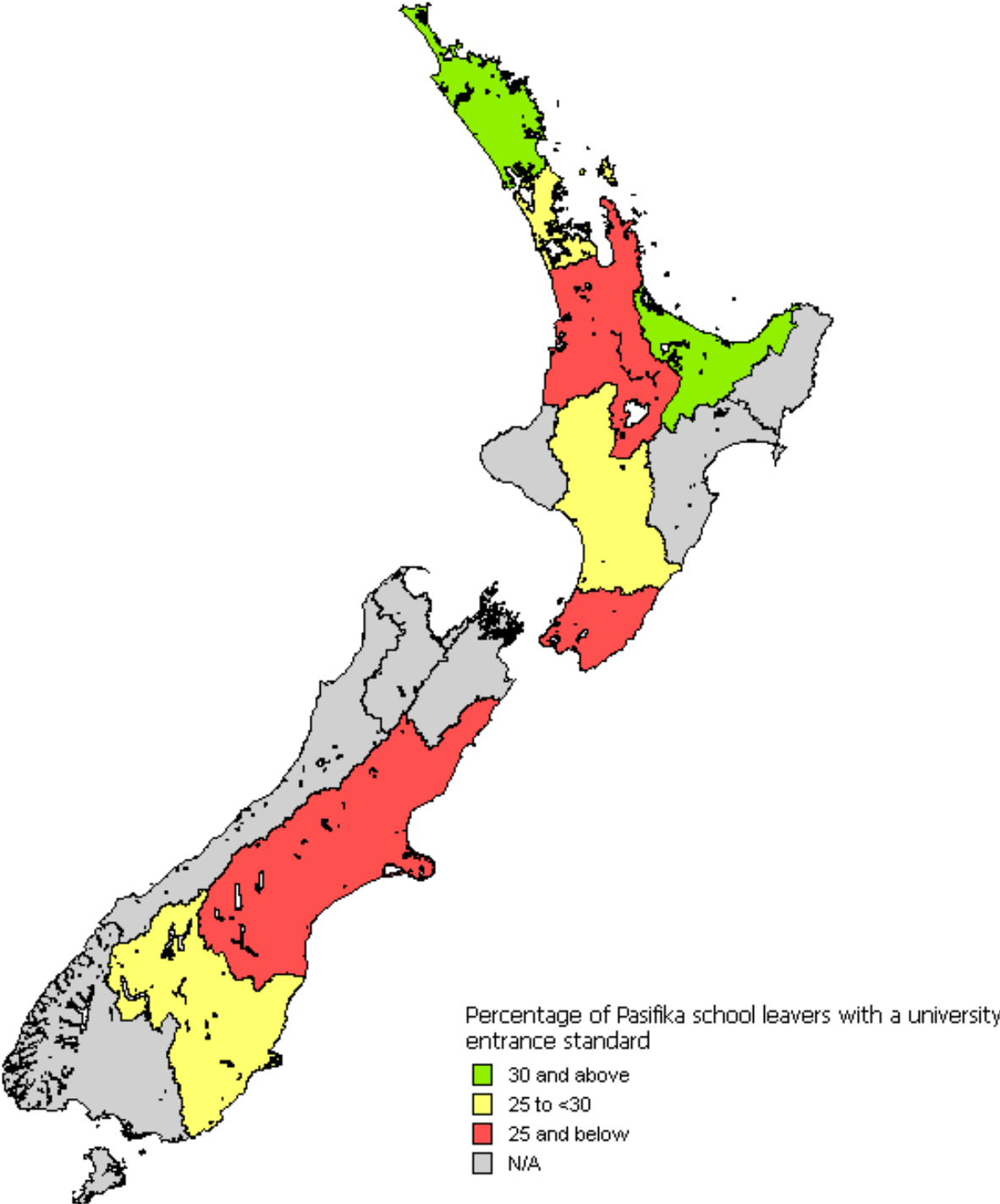


Table A.8 Number of Pasifika teachers in state schools, as at early April (2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Pacific Island Group	Total	
Northland	12	Tokelauan	17	
Auckland	469	Fijian	135	
Waikato	35	Niuean	85	
Bay of Plenty	23	Tongan	169	
Gisborne	5	Cook Islands Maori	177	
Hawkes Bay	13	Samoan	714	
Taranaki	4	Other Pacific Peoples	71	
Manawatu-Wanganui	15	Total Pasifika	1368	
Wellington	104			
Tasman	1	Pacific Island Group	Female	Male
Malborough	3	Tokelauan	9	8
West Coast	2	Fijian	72	63
Canterbury	23	Niuean	60	25
Otago	10	Tongan	112	57
Southland	8	Cook Islands Maori	130	47
Correspondence School	1	Samoan	507	207
New Zealand Total	728	Other Pacific Peoples	51	20
		Total Pasifika	941	427
Year	Total Pasifika	Quintile	Total Pasifika	
2005	1082	Quintile 1	757	
2006	1131	Quintile 2	261	
2007	1206	Quintile 3	166	
2008	1267	Quintile 4	116	
2009	1310	Quintile 5	68	
2010	1368			

Map A.8 Number of Pasifika teachers in state schools, as at early April (2009)

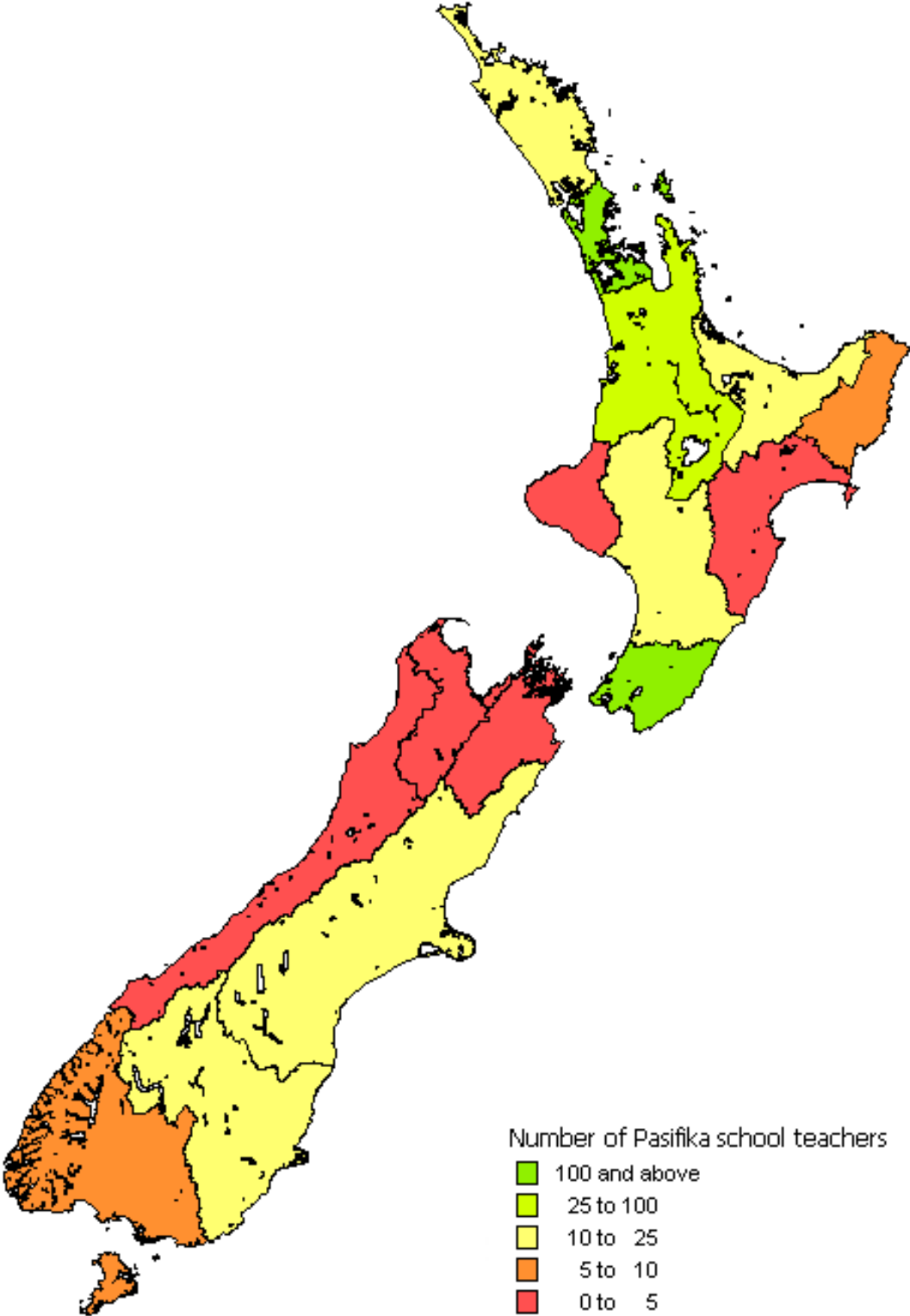
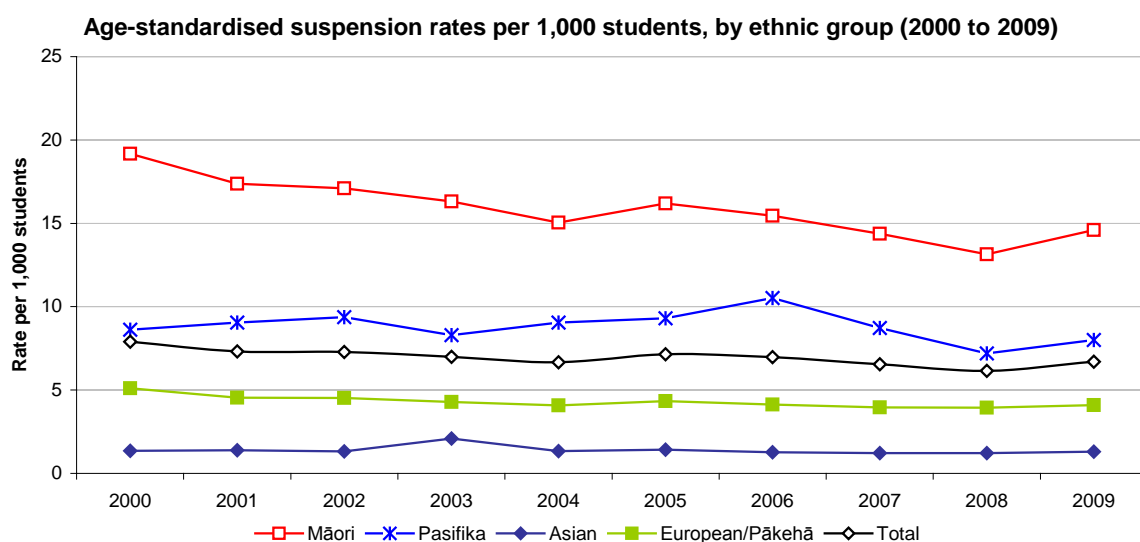


Table A.9 Age-standardised suspension rates per 1,000 students (2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Pacific Island Group	National Value	
Northland Region	x	Tokelauan	13.6	
Auckland Region	7.4	Fijian	5.2	
Waikato Region	13.8	Niuean	6.4	
Bay of Plenty Region	11	Tongan	7.8	
Gisborne Region	x	Cook Islands Maori	11.7	
Hawkes Bay Region	6.3	Samoan	7.4	
Taranaki Region	x	Other Pacific Peoples	6.6	
Manawatu-Wanganui Region	13.3	Total Pasifika	8.0	
Wellington Region	10.5			
Tasman Region	x	Pacific Island Group	Female	Male
Nelson Region	x	Tokelauan	4.9	22.5
Marlborough Region	24.5	Fijian	0.9	9.3
West Coast Region	x	Niuean	2.7	10.0
Canterbury Region	4.4	Tongan	3.3	12.2
Otago Region	11.3	Cook Islands Maori	5.9	17.4
Southland Region	x	Samoan	3.9	10.9
Chatham Islands County2	x	Other Pacific Peoples	2.0	11.5
New Zealand Total	8	Total Pasifika	3.7	12.2

Year	Total Pasifika	Quintile	Total Pasifika
2005	9.3	Quintile 1	6.3
2006	10.5	Quintile 2	12.3
2007	8.7	Quintile 3	6.1
2008	7.2	Quintile 4	7.6
2009	8.0	Quintile 5	7.4



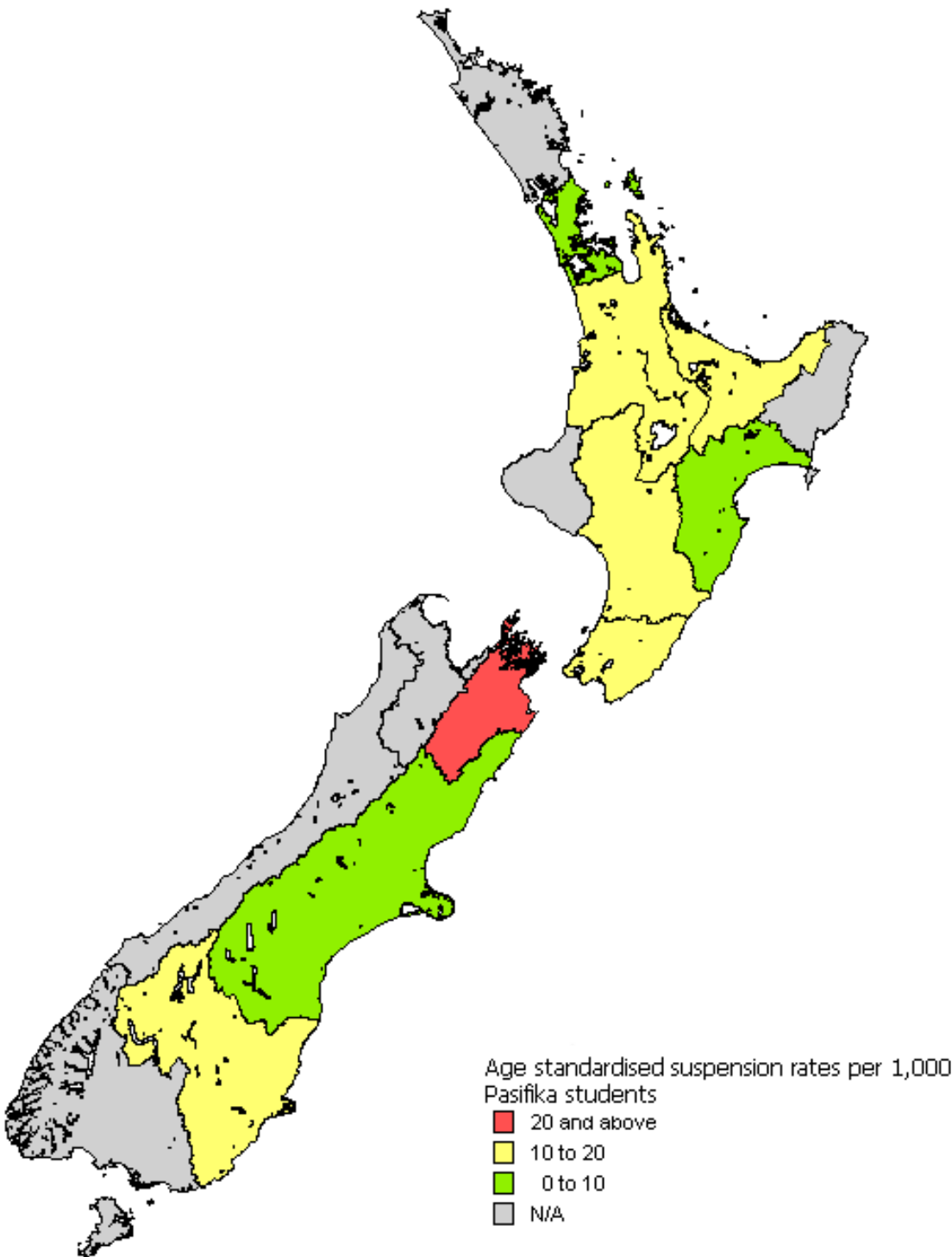


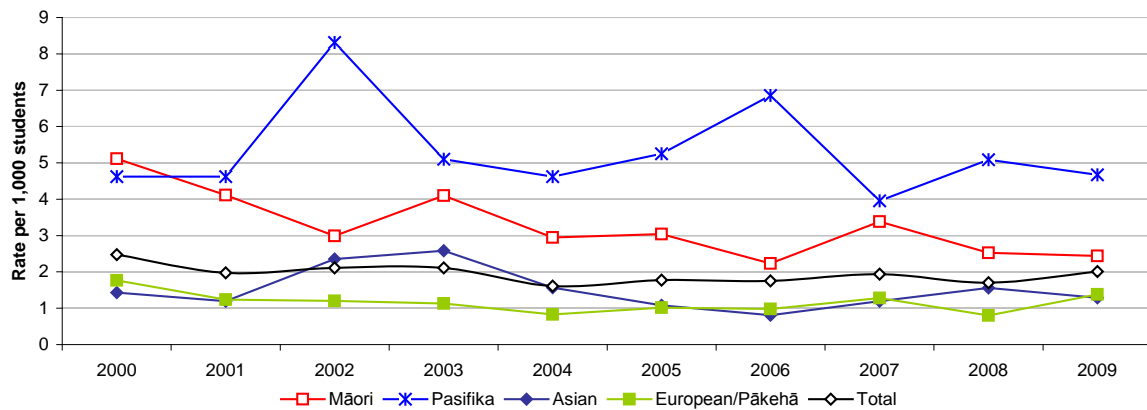
Table A.10 Age-standardised expulsion rates per 1,000 students (2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Pacific Island Group	National Value	
Northland Region	x	Tokelauan	0.0	
Auckland Region	4.6	Fijian	0.0	
Waikato Region	x	Niuean	2.4	
Bay of Plenty Region	x	Tongan	7.9	
Gisborne Region	x	Cook Islands Maori	4.4	
Hawkes Bay Region	x	Samoaan	4.9	
Taranaki Region	x	Other Pacific Peoples	2.4	
Manawatu-Wanganui Region	x	Total Pasifika	4.7	
Wellington Region	7.3			
Tasman Region	x	Pacific Island Group	Female	Male
Nelson Region	x	Tokelauan	0.0	0.0
Marlborough Region	x	Fijian	0.0	0.0
West Coast Region	x	Niuean	0.0	4.7
Canterbury Region	x	Tongan	1.2	14.6
Otago Region	x	Cook Islands Maori	0.0	9.1
Southland Region	x	Samoaan	2.1	7.6
Chatham Islands County2	n	Other Pacific Peoples	0.0	4.4
New Zealand Total	4.7	Total Pasifika	1.4	5.1

Year	Total Pasifika	Quintile	Total Pasifika
2005	5.2	Quintile 1	4.7
2006	6.9	Quintile 2	6.7
2007	4.0	Quintile 3	x
2008	5.1	Quintile 4	4.2
2009	4.7	Quintile 5	x

Age-standardised expulsion rates per 1,000 students, by ethnic group (2000 to 2009)



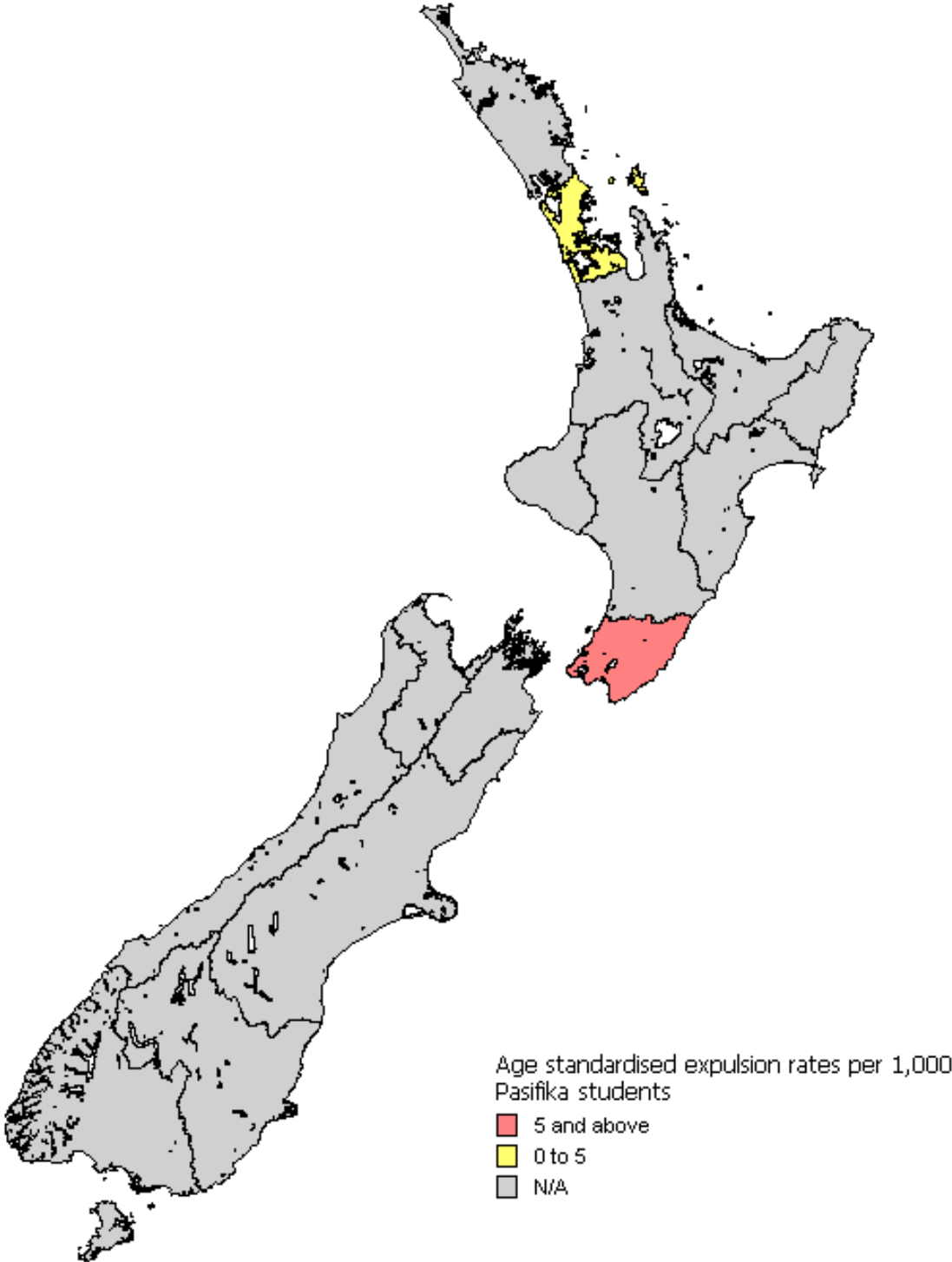


Table A.11 Proportion of all boards of trustees members - percentage (2009)

See technical notes for detailed notes relating to these data.

Regional Council	Total Pasifika	Year	Total Pasifika
Northland Region	0.0	2000	24.5
Auckland Region	28.5	2001	28.7
Waikato Region	38.1	2002	27.1
Bay of Plenty Region	0.0	2003	27.7
Gisborne Region	0.0	2004	29.4
Hawkes Bay Region	40.0	2005	30.7
Taranaki Region	0.0	2006	32.7
Manawatu-Wanganui Region	20.0	2007	32.0
Wellington Region	34.6	2008	29.3
West Coast Region	50.0	2009	29.7
Canterbury Region	30.3		
Otago Region	28.6		
Southland Region	0.0		
Chatham Islands County	0.0		
New Zealand Total	29.7		
		Quintile	Total Pasifika
		Quintile 1	36.1
		Quintile 2	25.8
		Quintile 3	21.4
		Quintile 4	29.8
		Quintile 5	17.6

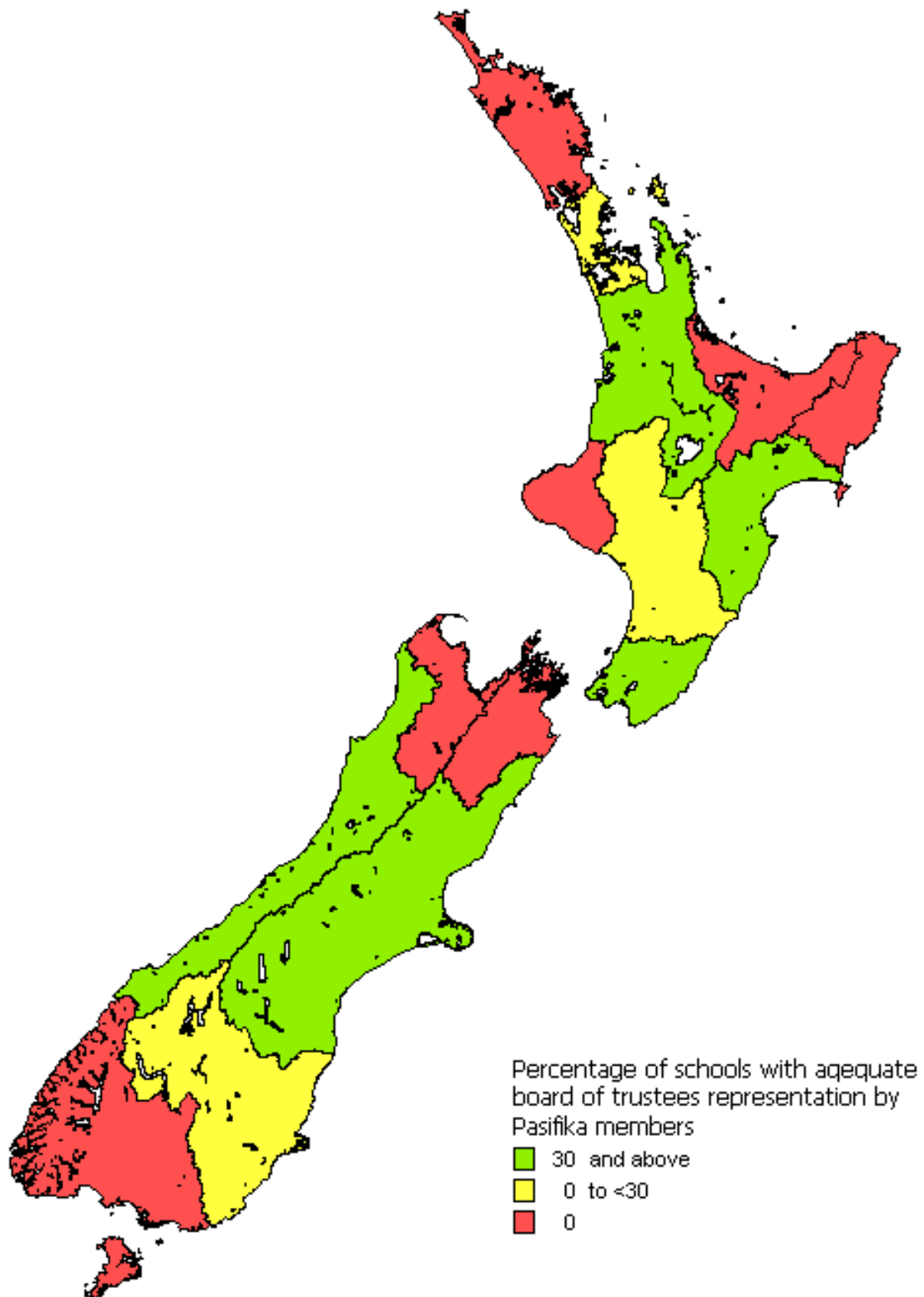


Table A.12 Participation rate at levels four or above - percentage (2009)

See technical notes for detailed notes relating to these data.

Provider Type	Total Pasifika	Year	Total Pasifika
Universities	13.10%	2003	19.15%
Institutes of technology and polytechnics	5.62%	2004	19.46%
Wānanga	0.41%	2005	20.40%
Public providers	18.96%	2006	20.38%
Private training establishments	5.08%	2007	21.18%
Total	23.85%	2008	21.43%
		2009	23.85%

Level of study	Total Pasifika	Gender	Total Pasifika
Level 4 certificate	7.36%	Female	28.57%
Level 5 to 7 diploma	5.27%	Male	19.12%
Level 7 bachelors	12.00%	Total	23.85%
Level 8 honours/postgrad cert/dip	0.70%		
Level 9 masters	0.11%		
Level 10 doctorates	0.01%		
Total	23.85%		

Pacific Island Group	National Value	Pacific Island Group	Female	Male
Tokelauan	4821	Tokelauan	2949	1872
Fijian	1422	Fijian	838	584
Niuean	1883	Niuean	1162	721
Tongan	677	Tongan	412	265
Cook Islands Maori	204	Cook Islands Maori	130	74
Samoan	1434	Samoan	796	638
Other Pacific Peoples	390	Other Pacific Peoples	218	172
Total Pasifika	9999	Total Pasifika	5992	4007

Participation Rate for Students aged 18-24 in Qualifications at Level Four and above for 2001-2009

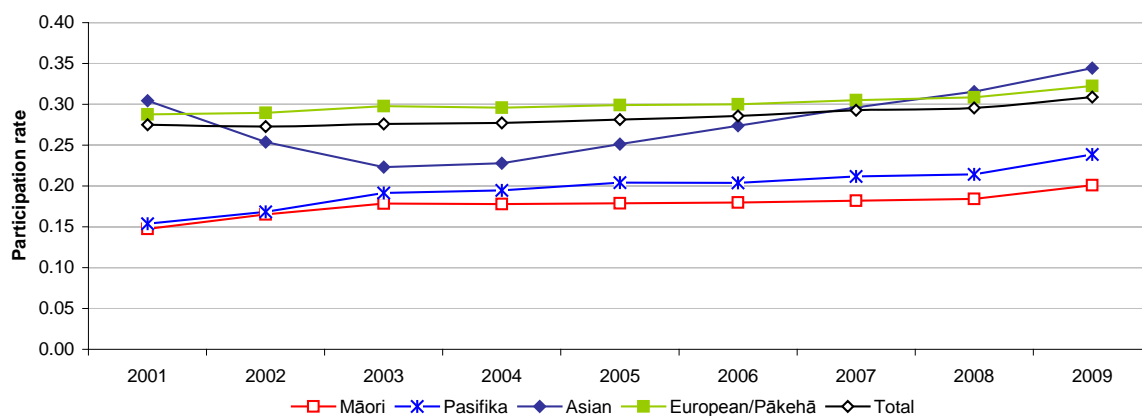


Table A.13 First-year retention rate at levels four and above - percentage (2009)

See technical notes for detailed notes relating to these data.

Provider Type	Total Pasifika	Year	Total Pasifika
Universities	79.15	2000	68.44
Institutes of technology and polytechnics	57.64	2001	70.93
Wānanga	81.54	2002	70.67
Public providers	71.70	2003	71.40
Private training establishments	79.92	2004	71.12
Total	73.54	2005	71.25
		2006	72.20
		2007	69.93
		2008	73.54

Level of study	Total Pasifika	Gender	Total Pasifika
Level 4 certificate	66.62	Female	75.45
Level 5 to 7 diploma	71.00	Male	70.86
Level 7 bachelors	80.42	Total	73.54
Graduate Certificates and Diplomas	88.46		
Level 8 honours/postgrad cert/dip	87.30		
Level 9 masters	87.10		
Level 10 doctorates	100.00		
Total	73.54		

Pacific Island Group	National Value	Pacific Island Group	Female	Male
Samoans	72.96	Samoans	75.62	68.93
Cook Island Maori	70.64	Cook Island Maori	71.23	69.80
Tongans	70.91	Tongans	73.50	67.25
Niueans	73.20	Niueans	77.19	67.50
Tokelauans	70.89	Tokelauans	72.00	68.97
Fijians	80.51	Fijians	80.53	80.48
Other Pacific Island	78.53	Other Pacific Island	78.16	78.95
Total	73.54	Total	75.45	70.86

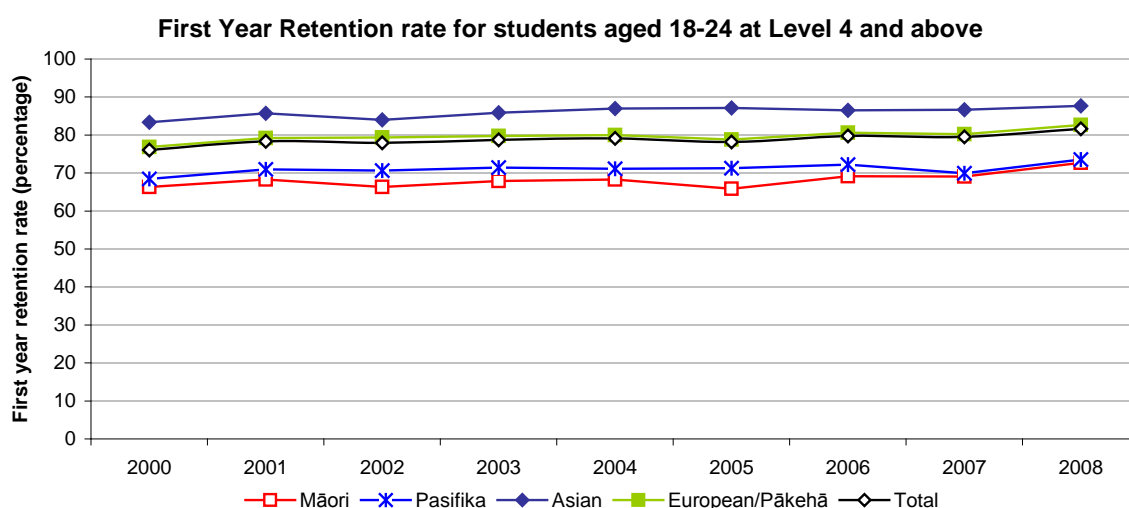


Table A.14 Five year completion rate at levels four or above - percentage (2009)

See technical notes for detailed notes relating to these data.

Provider Type	Total Pasifika	Year	Total Pasifika
Universities	38.79	2000	35.59
Institutes of technology and polytechnics	31.37	2001	37.86
Wānanga	38.04	2002	38.17
Public providers	36.01	2003	37.36
Private training establishments	48.05	2004	38.02
Total	38.37	2005	38.37

Level of study	Total Pasifika	Gender	Total Pasifika
Level 4 certificate	40.41	Female	40.26
Level 5 to 7 diploma	32.99	Male	35.62
Level 7 bachelors	37.54	Total	38.37
Graduate Certificates and Diplomas	57.89		
Level 8 honours/postgrad cert/dip	71.29		
Level 9 masters	62.07		
Level 10 doctorates	25.00		
Total	38.37		

Pacific Island Group	National Value	Pacific Island Group	Female	Male
Samoans	37.44	Samoans	38.91	35.40
Cook Island Maori	36.31	Cook Island Maori	37.54	34.56
Tongans	37.19	Tongans	37.73	36.24
Niueans	34.16	Niueans	39.33	25.81
Tokelauans	35.53	Tokelauans	38.30	31.03
Fijians	44.91	Fijians	47.06	42.27
Other Pacific Island	41.51	Other Pacific Island	42.47	39.39
Total	38.37	Total	40.26	35.62

Five Year Completion Rates for students aged 18-24 at Levels 4 and above (2000 to 2005)

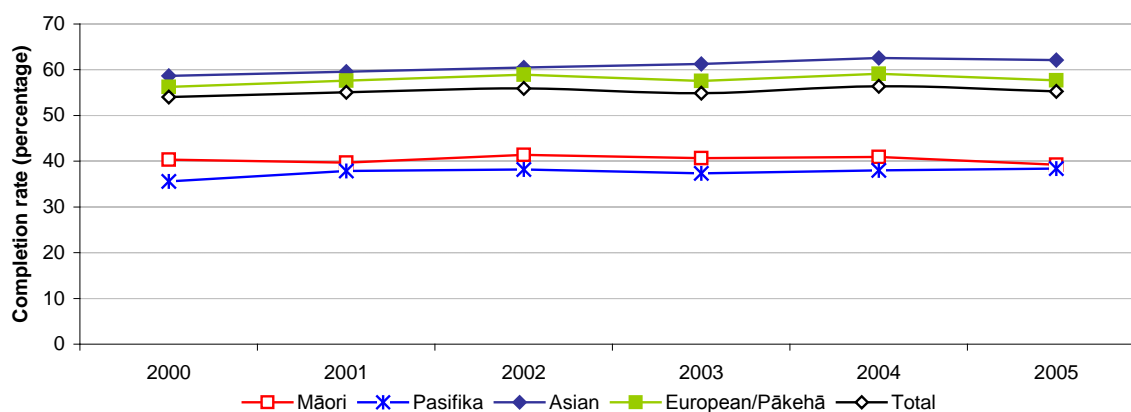


Table A.15 Postgraduate participation rate - percentage (2009)

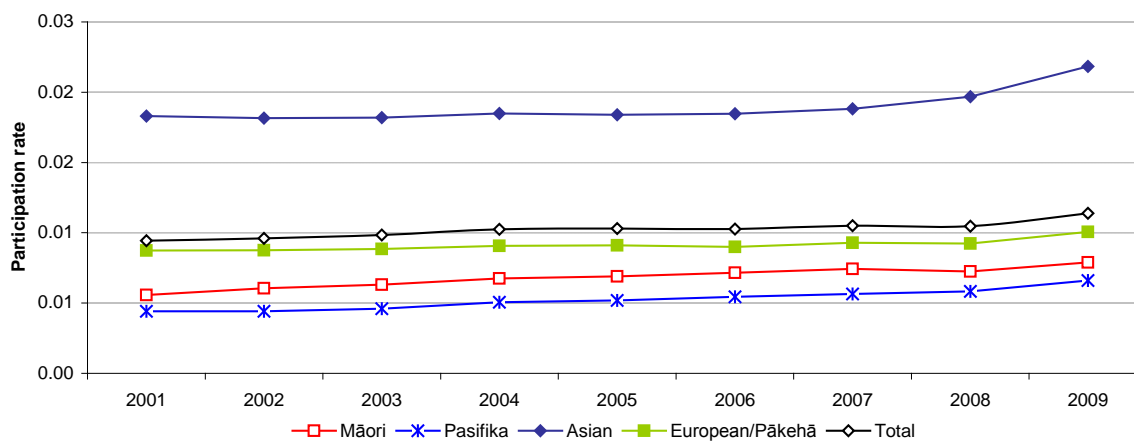
See technical notes for detailed notes relating to these data.

Provider Type	Total Pasifika	Year	Total Pasifika
Universities	0.60%	2001	0.44%
Institutes of technology and polytechnics	0.04%	2002	0.44%
Wānanga	0.00%	2003	0.46%
Public providers	0.64%	2004	0.51%
Private training establishments	0.02%	2005	0.52%
Total	0.66%	2006	0.55%
		2007	0.57%
		2008	0.58%
		2009	0.66%

Level of study	Total Pasifika	Gender	Total Pasifika
Level 8 honours/postgrad cert/dip	0.41%	Female	0.78%
Level 9 masters	0.19%	Male	0.53%
Level 10 doctorates	0.07%	Total	0.66%
Total	0.66%		

Pacific Island Group	National Value	Pacific Island Group	Female	Male
Tokelauan	587	Tokelauan	382	205
Fijian	160	Fijian	91	69
Niuean	230	Niuean	145	85
Tongan	62	Tongan	43	19
Cook Islands Maori	25	Cook Islands Maori	16	9
Samoan	315	Samoan	166	149
Other Pacific Peoples	93	Other Pacific Peoples	60	33
Total Pasifika	1373	Total Pasifika	833	540

Percentage of Students in Postgraduate level study, by ethnic group (2001 to 2009)



Appendix 2: Technical Notes

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. 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. (For more detail please see Section 5 of the technical notes.)

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.

Participation in early childhood education

'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 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

The character 'n' implies that there are no Pasifika teachers for this Group Special Education district.

Zero implies that there are no registered Pasifika teachers for this Group Special Education district.

The rate for each Group Special Education is measuring the number of Pasifika early interventions out of all Pasifika enrolments.

2 Schooling

General notes

All early childhood and schooling data for ethnicity is prioritised in the order of Māori, Pasifika, Asian, other groups except European/Pākehā, and European. 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. (For more detail please see Section 5 of the technical notes.)

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.

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 rates for any group with fewer than 30 students have been excluded and the total includes those students who have changed qualification level, whereas rates for individual levels do not.

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 2004 who have successfully completed a qualification at the same level or higher by the end of 2008.

Completion and progression rates for any group with fewer than 30 students have been excluded.

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.

Table A.14

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.

GSE district

GSE district data is the Group Special Education office districts. GSE districts cover all four education regions and segregate them by local GSE office.

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 percent of schools with the lowest scores are considered decile 1 schools, the next 10 percent 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 for a more detailed explanation of how a decile is calculated.

Appendix 3: Glossary

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 Playcentre Te Kōhanga Reo
	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 **Expulsion**).

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 1-8) Contributing school (year 1-6) Intermediate school (year 7-8) Kura Kaupapa Māori (primary) Kura Teina (primary)
Composite	Composite school (year 1-15) Restricted composite school (year 7-10) (also known as middle school) Kura Kaupapa Māori (composite) (see also Wharekura) Correspondence School Kura Teina (composite)
Secondary	Secondary school (year 7-15) Secondary school (year 9-15) Secondary school (year 11-15)
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 percent of schools with the lowest scores are considered decile 1 schools, the next 10 percent 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 homebased 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 (i.e. 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**).