

 **Pasifika Education Plan**
Monitoring Report: 2008



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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.

The Government places a high priority on education and has set clear goals to equip children and young people with the knowledge, skills and values to be successful citizens in the 21st century.

We want to ensure that:

- every Pasifika child has the opportunity to participate in high quality early childhood education;
- every Pasifika child achieves the literacy and numeracy knowledge they need to succeed;
- every Pasifika young person has the skills and qualifications to participate successfully in the workforce and contribute to Aotearoa/New Zealand's future.

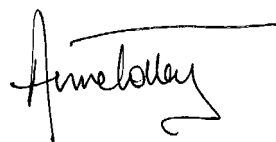
The Pasifika Education Plan Monitoring Report: 2008 provides a snapshot of where Pasifika children and young people are across the education sector – their progress, engagement and achievement.

Since 2007, Pasifika students have demonstrated progress in some areas but are still not achieving as

well as other students. The performance of the education system must continually be improved to accelerate achievement further. For Pasifika people this includes valuing their cultures, languages and identities.

The Pasifika Education Plan 2009-2012 (the *Plan*) has now been released. The *Plan* sets out specific goals, actions and targets to raise Pasifika achievement by concentrating on what will make the most difference in early childhood education, schools, tertiary education and across the sector. It focuses on building strong learning foundations, lifting Pasifika literacy and numeracy, and increasing the number of Pasifika students achieving school level qualifications.

This monitoring report sets the baselines for the *Plan* so that the future annual monitoring reports will measure progress against the targets in the *Plan*, and identify further areas for action and for raising targets.



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 to you all.

I am excited to be presenting you with the Pasifika Education Plan Monitoring Report: 2008. We hope you will find it useful.

The monitoring report is designed to provide a base against which to monitor annual progress against the *Pasifika Education Plan 2009-2012* (the *Plan*). It provides an opportunity to share what we are aiming to achieve, why this is important, and what will be measured in achieving the goals of the *Plan*. It also includes brief case studies to show what progress Pasifika students are currently making, and what we need to do to keep this momentum going.

The focus is on:

- participation and quality in early childhood education;
- strong literacy and numeracy foundations in schooling, and making sure students are engaged in learning;
- more effective engagement with parents; and

- transitioning students into higher levels of learning and achievement in tertiary education.

The Government has stated its commitment to investing strongly in education to ensure the best possible outcomes for our children and young people.

Although Pasifika students' success in education has improved, Pasifika still have the smallest proportion achieving the qualifications required for individual, community and national well-being. This poses a significant challenge for the Government if it is to cater for the educational needs of the fast growing Pasifika population living in New Zealand.

The report comes at a crucial time for Pasifika peoples as we target funding where it will make the most difference. The Ministry of Education will continue to increase its evidence base on what works for Pasifika students to step up policy and practice at all levels of education.

I hope you enjoy reading this report and that you feel as positive as I do about the future of Pasifika education in New Zealand.

We all have a vital part to play in driving Pasifika educational success.



Karen Sewell
Secretary for Education

Introduction

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

This baseline monitoring report provides a national and regional picture of where Pasifika learners are before the *Plan* is implemented, and what level of progress we need 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 2010 and subsequent monitoring reports.

Recent movements: 2007 to 2008

Since 2007, Pasifika learners have shown 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, improvements since 2007 and what improvement is required to reach the specific targets for the future.

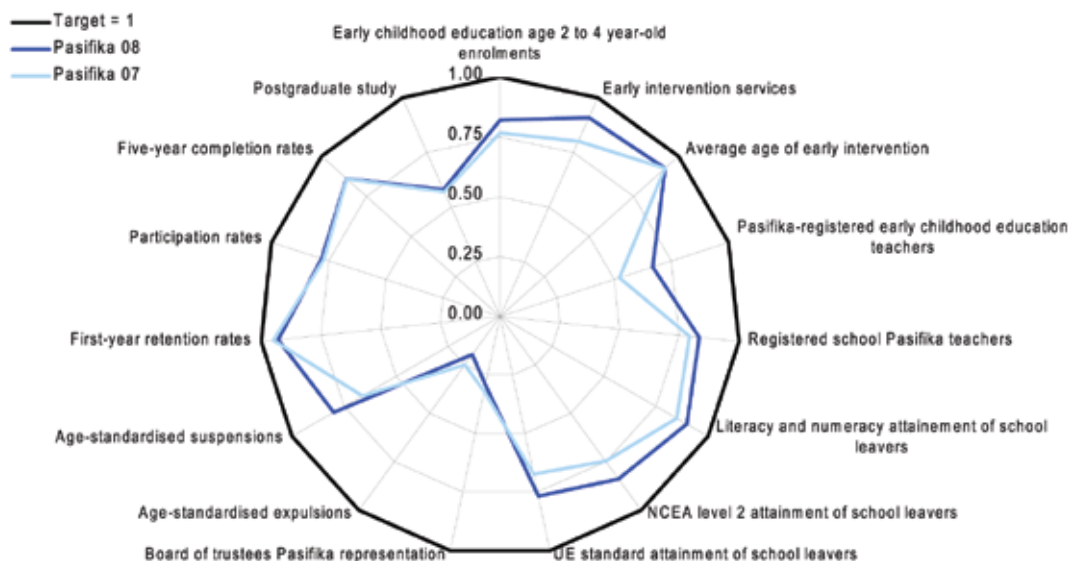
Each spoke represents an indicator from this report. The target for each measure has been adjusted to equal 1.00 (the black outer line). The dark blue line represents the baseline position of the indicator.

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 light blue line (2007 data) and the dark blue line shows how much change has occurred between 2007 and 2008. Where the dark blue line is closer to the outer edge, an improvement has been made. The distance between the dark 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 early childhood education and schooling indicators a clear improvement can be seen. Tertiary indicators show minimal change. 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 2007 and 2008 indicates where change may be more difficult.

Figure A: Proportion of target (2007 and 2008)



Baseline position: 2008

The following section provides a high level summary of the indicators baseline position in 2008, the year before the *Plan* comes into effect. Most commonly this is 2008 data. A brief likelihood of the target being met is also provided.

Early childhood education

- Participation has continued to improve. In 2008 there were 9,103 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 2008, the number of Pasifika children in early intervention services was 739. 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 2008 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 2008 was 808. With the continuous 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 139 Pasifika character services, 105 were meeting this requirement.

Compulsory education

- 84 percent of all 2008 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.
- 63 percent of all 2008 Pasifika school leavers achieved NCEA level 2 or above. The forecast position for 2012 is that the target of 75 percent will be met.
- 23 percent of all 2008 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 1,267 Pasifika teachers in 2008, an 80 percent increase from 2000. It is forecast that the target of 1,520 registered Pasifika teachers in 2012 will be met.
- 86 percent of schools are not comprehensively responding to the needs of Pasifika students.
- Age-standardised suspension rates for Pasifika students decreased sharply by 17 percent between 2007 and 2008 after prior years of steady increase. The forecast is that the target for a Pasifika age-standardised suspension rate of 5.0 per 1,000 students by 2012 will be met.
- Age-standardised expulsion rates for Pasifika students in 2008 have shown large fluctuations since 2000, and increased since 2007 by 29 percent to 5 per 1,000 students. It is unlikely that the forecast target of 1 per 1,000 Pasifika student expulsions will be achieved without some intervention.
- In 2008, 29 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.

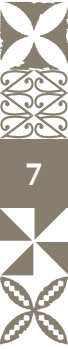


Tertiary education

- Pasifika students aged 18 to 24 years who first enrolled in 2007 had a first-year retention rate of 70 percent (which is a decrease of one percentage point from students who first enrolled in 2006). 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 71 percent in 2012.
- In 2008, the number of Pasifika people aged 18 to 24 years in level 4 qualifications and above was 21 percent. It is forecast that this participation rate for Pasifika students will reach 25 percent in 2012, short of the target of 27 percent.
- Of the Pasifika students aged 18 to 24 years who began a qualification at level four or above in 2004, 37 percent completed this qualification in 2008. It is estimated that the Pasifika five-year completion rate will have increased to 39 percent in 2012 for those who started study in 2008. The corresponding target is 43 percent.
- In 2008, the participation rate in postgraduate study by Pasifika students was 0.6 percent. The target participation rate for Pasifika students in postgraduate study is one percent. By 2012 the rate is forecast to be 0.7 percent.

Education sector-wide

- 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.



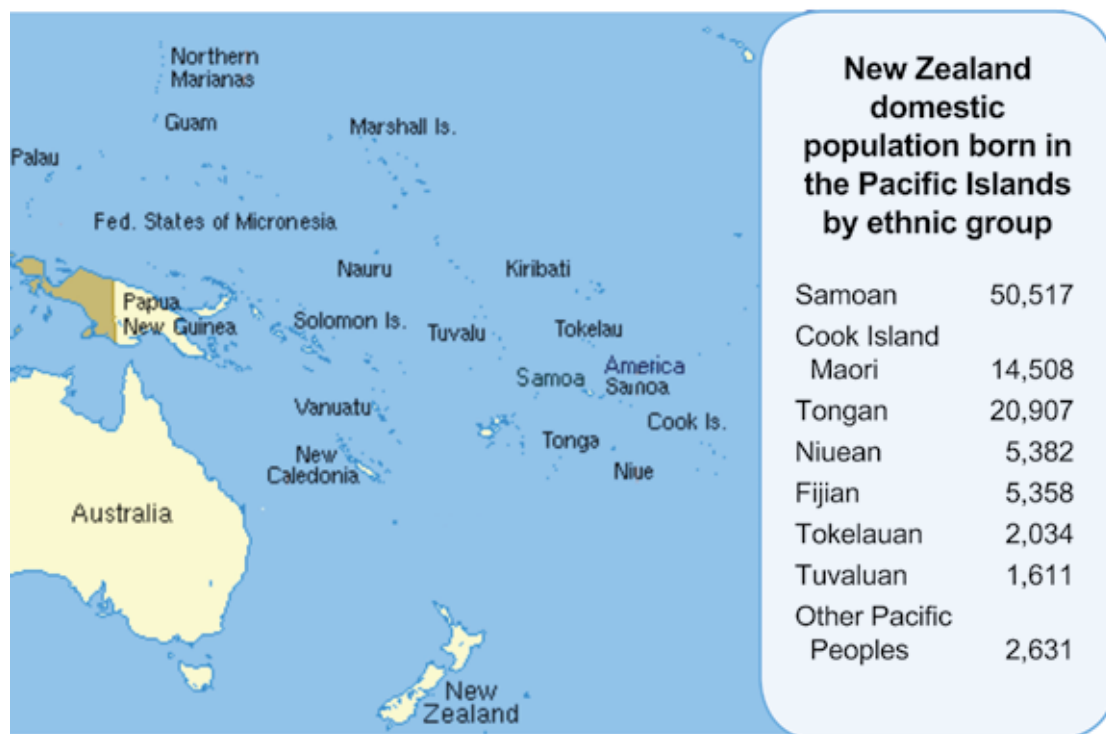
Pasifika Demographics

The growth of the Pasifika population in New Zealand has been one of the defining features of New Zealand society in recent decades. The Pasifika population has the highest growth rate of any ethnic group in the country, growing faster than both Māori and European populations. 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 and

a decrease of 9.1 percent for Māori and European populations respectively.¹

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.

Figure B: New Zealand domestic Pasifika peoples born overseas²



Notes:

1. Includes all of the people who stated at least one Pasifika ethnic group, whether as their only Pasifika ethnic group or as one of several Pasifika ethnic groups. Where a person reported more than one Pasifika ethnic group, they have been counted in each applicable group.
2. All figures are for the Pasifika ethnic group census, usually resident population.

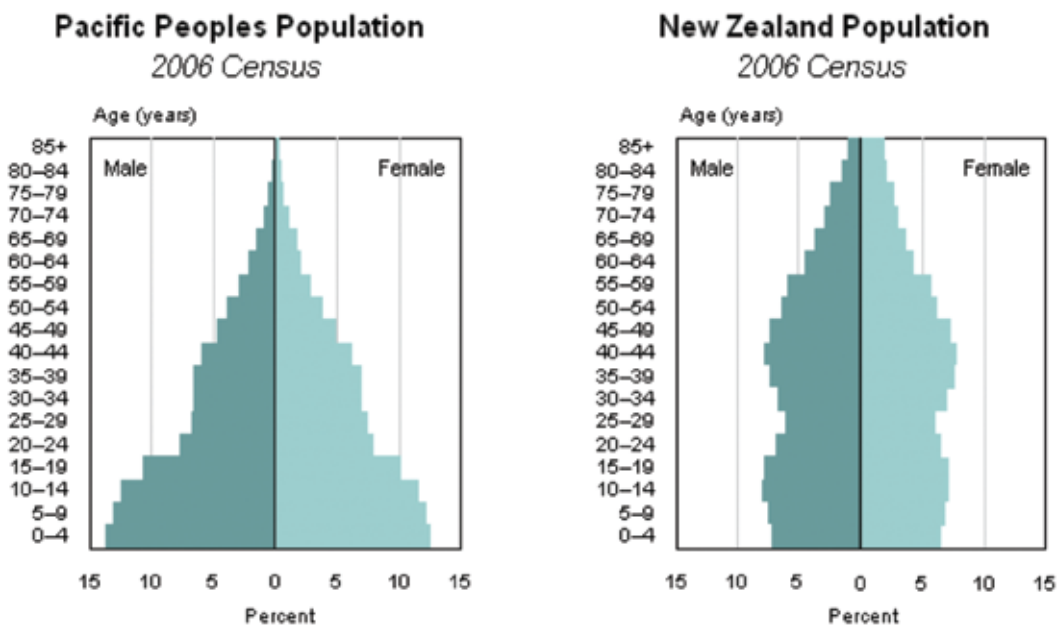
¹ Quick Stats about Pacific Peoples Populations Structure Census 2006, www.stats.govt.nz.

² Source: Pacific Islands Chiefs of Police, <http://www.picp.org/members>.

Thirty-eight percent of the Pasifika population is under the age of 15 years. The structure of Pasifika peoples' age is such that it is heavily disproportionate, with many younger people and very few elderly. With such

a high proportion of the population in their youth, this only emphasises the importance of education to this swiftly growing population.

Figure C: Age structure of Pacific peoples and the national population³



1. Pacific Progress: A Report on the Economic Status of Pacific Peoples in New Zealand.

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

As can be seen in Table A, 61 percent of all Pasifika students were at low decile schools in 2008. This is the highest of any ethnic group in this 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. However, the implementation of the *Plan*, is of particular importance for these low decile schools to encourage their students to achieve.

Table A: Student roll by ethnic group and decile cluster (1 July 2009)

Ethnic Group	Decile 1 to 3	Decide 4 to 7	Decile 8 to 10	Unknown
European/Pākehā	8.9	41.2	49.0	1.0
Māori	46.1	38.1	14.7	1.1
Pasifika	61.4	26.9	11.3	0.5
Asian	16.4	33.7	49.6	0.3
Other	15.7	39.1	42.1	3.2
IFP	4.4	36.4	58.9	0.3

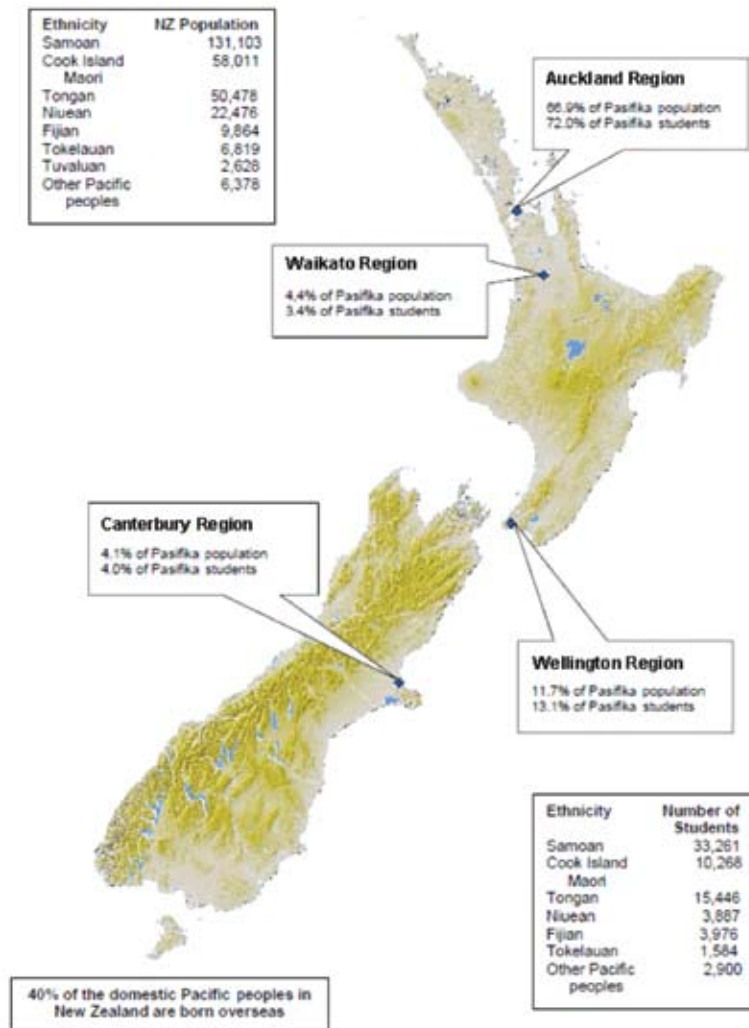
Note: Unknown indicates that a decile has not yet been assigned to the school or a decile is not applicable to a school.

³ Statistics New Zealand, *QuickStats About Pacific Peoples*, www.stats.govt.nz.



There are Pasifika peoples throughout New Zealand; however, they are concentrated in four main regions (see Figure D). These are Auckland, Wellington, Waikato and Christchurch, of which the four cities with the greatest Pasifika peoples population are Manukau, Auckland, Waitakere and Porirua.

Figure D: Regional clustering of the Pacific peoples population in New Zealand⁴



⁴ Statistics New Zealand, *QuickStats About Pacific Peoples*, www.stats.govt.nz.





✦ 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 six 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 739 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.

Target

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).

Target

Increase the number of Pasifika children accessing early intervention services, by 10 percent by 2012 (currently 739 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 studies⁵ 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.

⁵ 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

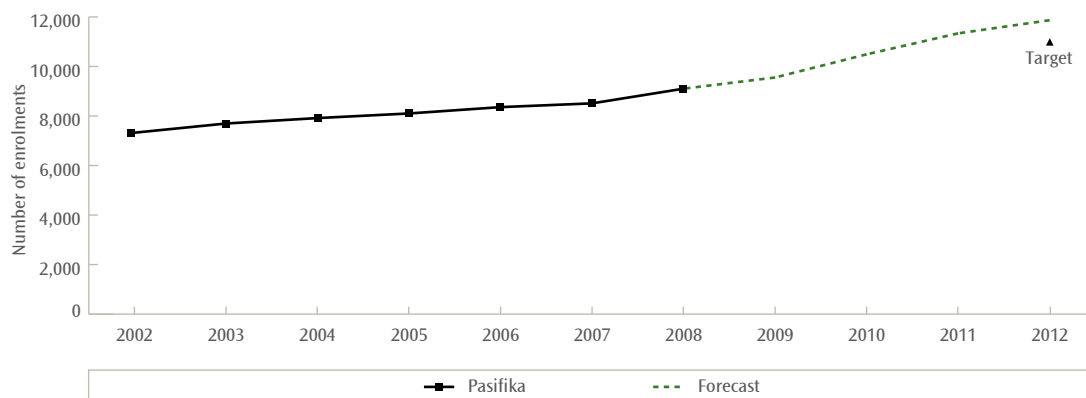
As at 1 July 2008, there were 9,103 Pasifika children aged 2 to 4 years enrolled in licensed early childhood services. Figure 1.1 shows there has been a 24.3 percent increase since 2002. This is the highest increase of any ethnic group during this period. However, Pasifika children continue to have the 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 ECE policy. 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. Given that this current rate of growth is maintained, it is forecast that the target of 11,103 will be met with 11,867 Pasifika enrolments predicted for 2012.

Figure 1.1: Licensed early childhood Pasifika enrolments for 2 to 4 year-olds (2002 to 2008)



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





Early Intervention Services

In the 2008 calendar year, there were 739 Pasifika children accessing and engaged in early intervention services. This was an increase of 13.5 per cent (88 children) since 2007. Since 2002, there has been a steady increase in Pasifika children accessing and engaged in these services.

In 2002, Pasifika children engaged in early intervention services accounted for 5.6 per cent of all enrolments. In 2008, this proportion was 6.9 per cent, which was also the national proportion. 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 2008. Despite this, effort needs to be maintained to ensure that 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 per cent will be achieved. The forecast is that 863 Pasifika children will be engaged in early interventions services in 2012.

The data does 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 was 3 years 4 months. This figure is slightly higher than the non-Pasifika figure, where on average a child is first referred at 3 years 3 months.

Both 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), Taranaki (New Plymouth/Hawera) and Nelson/Marlborough/Westport districts have the highest average age of referral, at 4 years 7 months for both Bay of Plenty West and Taranaki, and 4 years 2 months for Nelson/Marlborough/Westport. On the other hand, Gisborne district has the lowest average age of referral at 1 year 5 months.

Figure 1.2: Number of Pasifika children engaged in early intervention services (2002 to 2008)

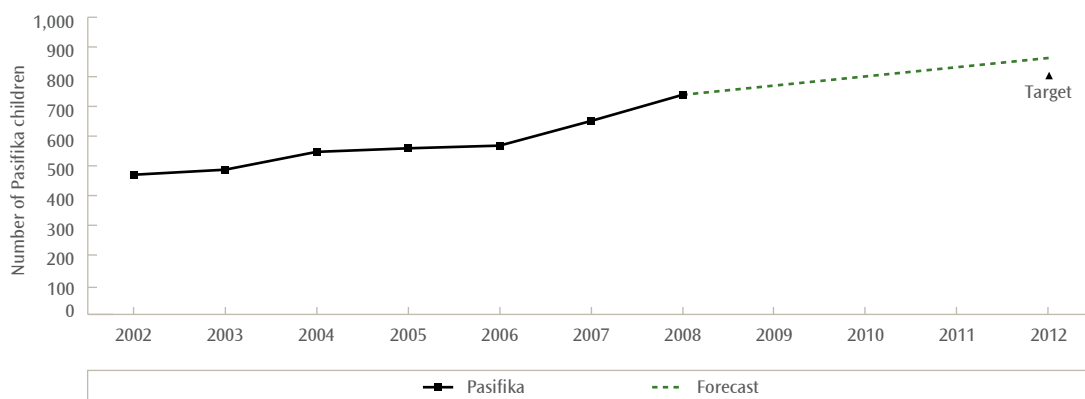
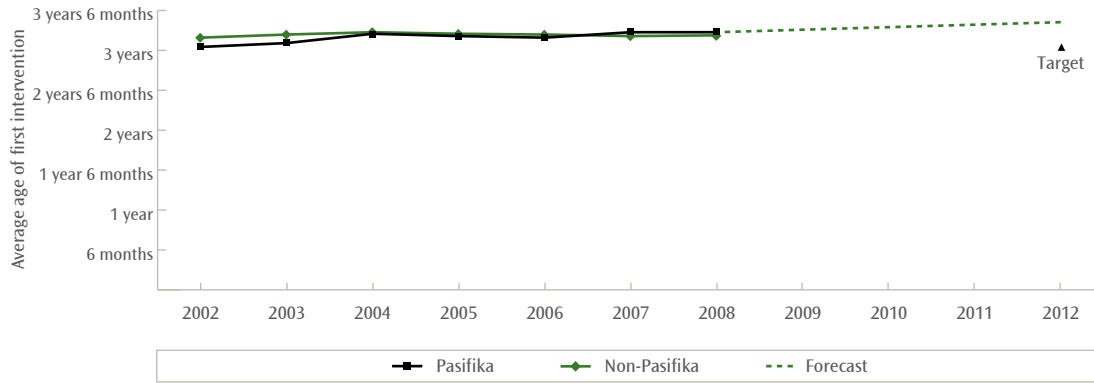


Figure 1.3: Average age of first early intervention of Pasifika and non-Pasifika children (2002 to 2008)

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.

Case study:

'Pasifika' fathers and their children are welcomed into the realm of early childhood education

Boosting participation has become the core focus for the playgroup at the Ministry's Northern Region Office in Auckland. The team, made up of early childhood education co-ordinators, are strongly committed to reaching our Pasifika and Māori whānau whose children aren't engaged or participating in a quality early childhood service.

Educational play days are promotional events that are set up in the local community, usually shopping malls, where families and their children can come and participate in activities.

One father and his daughter followed the trail of play days from Manurewa to Mangere as the events were free and provided supervised fun activities.


Pasifika fathers in Otara who were initially onlookers, ended up taking over from Ministry staff and partaking in face painting.

Many Pasifika fathers are overlooked as playing a practical and valuable part in their children's education. These fathers proved that the 'hard to reach families' are not at all difficult to inspire.

ONE FATHER AND HIS DAUGHTER FOLLOWED THE TRAIL OF PLAY DAYS FROM MANUREWA TO MANGERE AS THE EVENTS WERE FREE AND PROVIDED SUPERVISED FUN ACTIVITIES.



Where to find out more

Visit www.educationcounts.govt.nz		
Indicators	Student participation	<ul style="list-style-type: none"> ■ Hours of participation in early childhood education ■ Participation in early childhood education ■ Prior participation in early childhood education: new entrants
		<ul style="list-style-type: none"> ■ BES ■ Quality teaching early foundations
Publications	Key publication series	<ul style="list-style-type: none"> ■ Competent children, competent learners
	ECE	<ul style="list-style-type: none"> ■ Early effects of <i>20 Hours ECE</i> ■ Impact of <i>20 Hours ECE</i> on playcentres 2008 ■ Outcomes of early childhood education: Literature review





✦ 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 2008, 54.7 percent of Pasifika early childhood teachers were registered compared with 61.8 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.

Target

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).

Target

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.

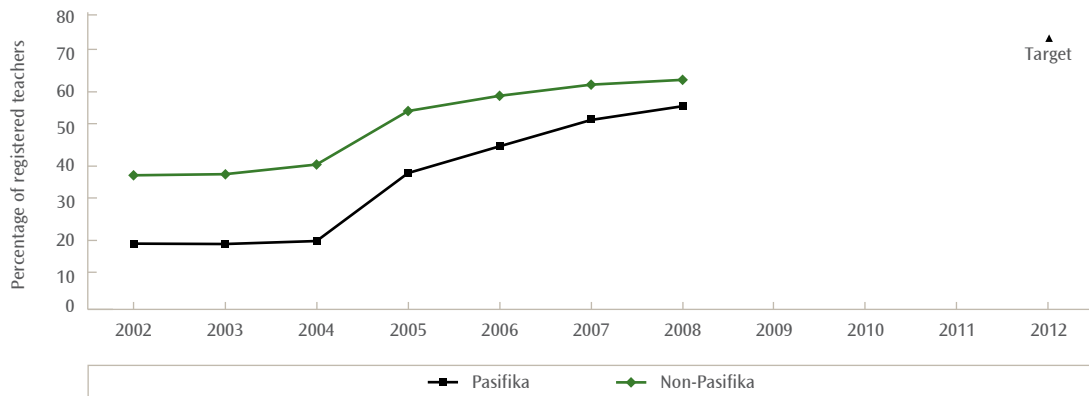
How we are going

Registered Pasifika teachers

In 2008, just over half of Pasifika early childhood teachers were registered (54.7 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.

Figure 2.1: Percentage of early childhood teachers who are registered with the New Zealand Teachers Council (2002 to 2008)



Notes:

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

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 2.2 shows that the number of registered Pasifika teachers has been increasing, as well as the proportion of teachers. 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.



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.⁶

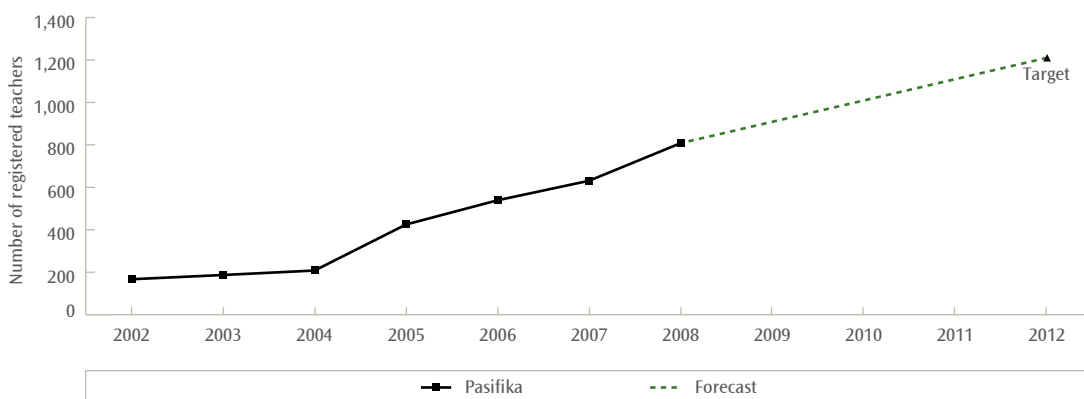
The Education Review Office evaluates and reports on the quality of education in early childhood education services as part of its regular cycle of reviews.

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 teachers⁷ in teacher-led early childhood education services were required to hold a recognised early childhood

education teaching qualification. Of the 139 Pasifika character services, 105 were meeting this requirement in 2008 (Figure 2.3). Pasifika character services have been defined as those that have been classified as being of Pasifika nature at the time of licensing, and/or those where Pasifika language is spoken more than 50 percent of teaching time in the service, and/or those where 50 percent or more of the roll of service comprises of 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. Over two-thirds of Pasifika services are located in Auckland, where there is currently high demand for registered early childhood education teachers.

Figure 2.2: Number of registered Pasifika early childhood education teachers (2002 to 2008)



⁶ Education Review Office (2006). *Early Childhood Services: Readiness for 2007 Qualification Requirements*. Wellington: Education Review Office.

⁷ 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.

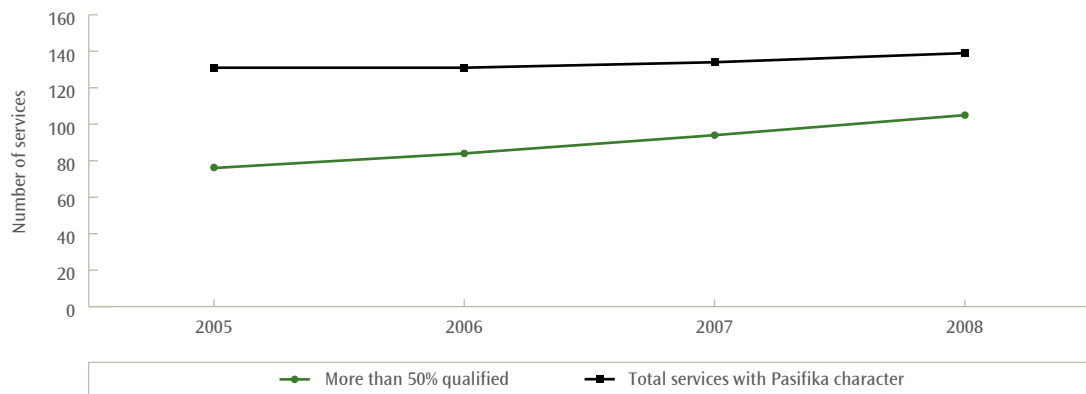


In July 2008, the second intake of students into the Diploma of Teaching (Early Childhood Education) Pasifika Specialisation programme graduated from Auckland University of Technology. Also in 2008, there was the second round of graduates with the same qualification from Te Tari Puna o Aotearoa, the

New Zealand Childcare Association. This included 27 Pasifika graduates in total.

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

Figure 2.3: Number of services with Pasifika character, and with more than 50 percent of their teachers qualified (2005 to 2008)



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:

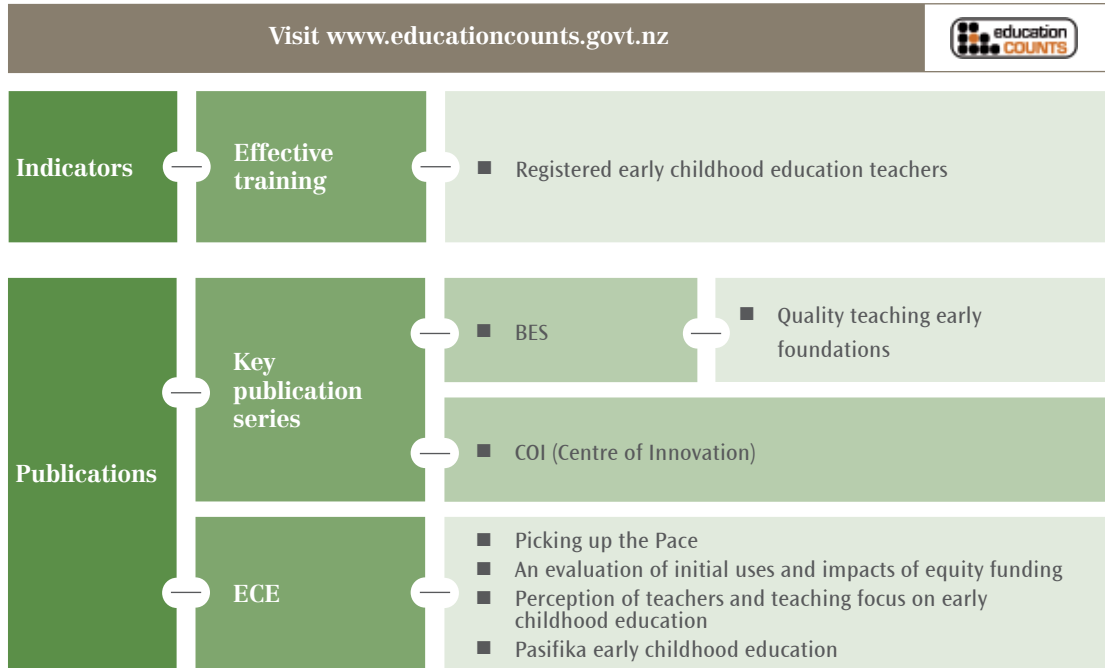
Professional leadership for new supervisors

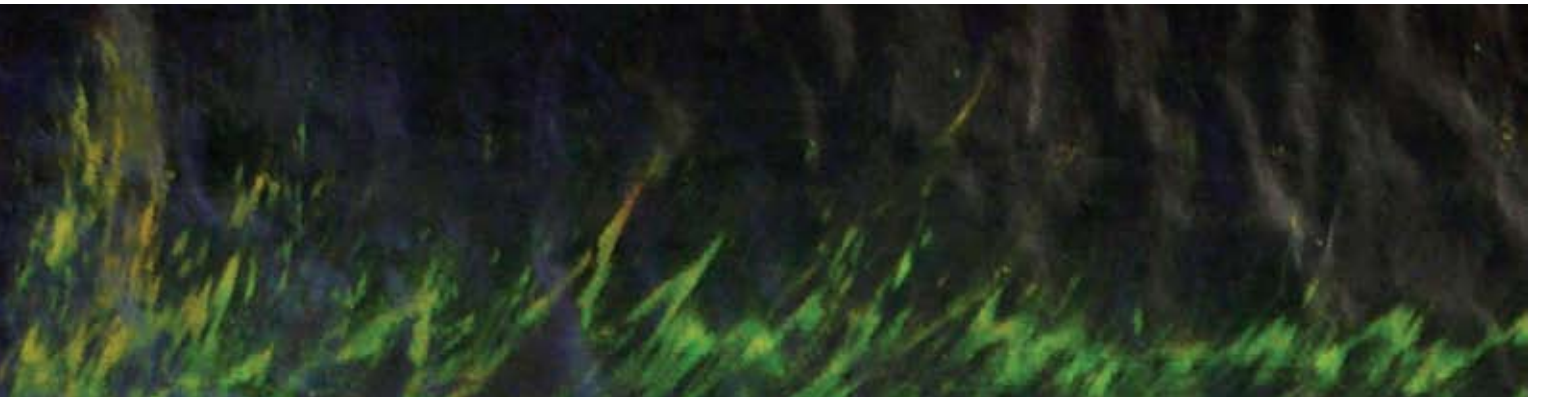
A Pasifika supervisor reflects following her engagement in a professional development programme.

‘Being involved in the professional leadership programme enabled me to learn so much and develop a deeper understanding in many aspects of being a supervisor, particularly working with children, staff, management, parents and aiga. I feel confident and have changed in so many ways, especially building a working relationship with our team made up of seven qualified teachers. Workshops were facilitated both in English and in Samoan, which enabled me to gain extensive understanding about leadership skills in my mother tongue. I am now confident making changes in our environment to benefit our children’s learning.’

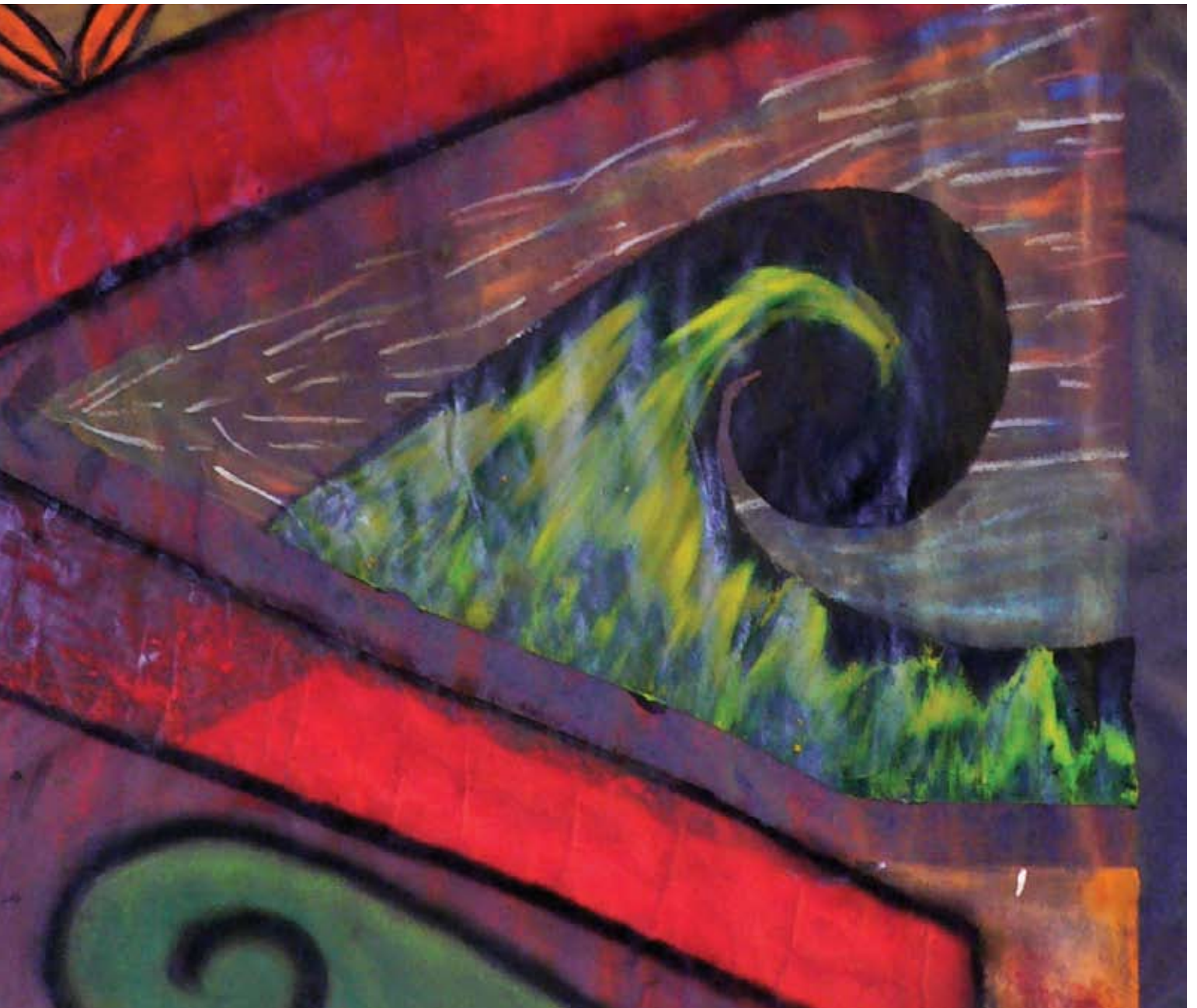
BEING INVOLVED IN THE PROFESSIONAL LEADERSHIP PROGRAMME ENABLED ME TO LEARN SO MUCH AND DEVELOP A DEEPER UNDERSTANDING IN MANY ASPECTS OF BEING A SUPERVISOR.

Where to find out more





✦ **Achievement
at School**



What we have found

In 2008, 84 percent of Pasifika school leavers achieved NCEA level 1 literacy and numeracy requirements. This reflects the continuation of the trend of consistent increases for Pasifika students since 2005 which has seen a total increase over this time of 15 percentage points. If this positive increase can be maintained, the 2012 target of 93 percent of Pasifika school leavers achieving NCEA level 1 literacy and numeracy requirements should 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.

Target

From baseline data, set targets for an annual increase in the number of Pasifika students meeting *National Standards* in schools.

Target

Increase the proportion of Pasifika school leavers achieving NCEA level 1 literacy and numeracy requirements from 84 percent in 2008, to 93 percent by 2012.⁸

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.

⁸ Note: revised literacy and numeracy requirements for NCEA level 1 is focussed on raising the achievement of targeted groups inclusive of Pasifika, will be in place from 2011.

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, targets for an annual increase in the proportion of Pasifika students meeting the National Standards will be set. Current information from international studies⁹ 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.



⁹ PIRLS stands for Progress in International Reading Literacy Study; TIMSS stands for Trends in International Mathematics and Science Study.

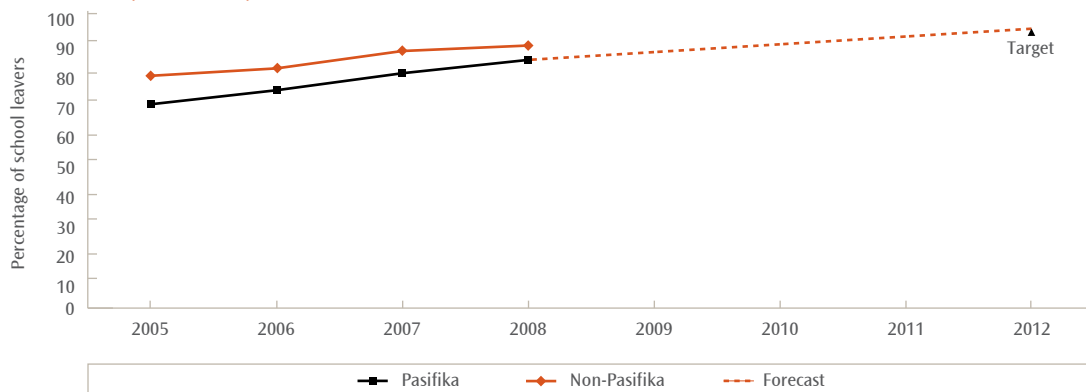
Literacy and numeracy

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

The percentage of Pasifika students in 2008 who achieved NCEA level 1 literacy and numeracy was 83 percent. Pasifika school leavers had an increase of 15 percentage points from 2005 to 2008, compared to 10 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 significantly decreased in 2008, with a range of achievers being within 5 percentage points in 2008 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 forecast to meet this target in 2012.

Figure 3.1: Percentage of school leavers achieving NCEA Level 1 literacy and numeracy requirements (2005-2008)



Where to find out more

Visit www.educationcounts.govt.nz

Indicators

Education and learning

- School leavers with NCEA Level 1 or above
- School leavers with NCEA Level 2 or above
- School leavers with a university entrance standard
- School leavers entering tertiary education

Publications

Key publication series

- BES
- PIRLS
- TIMSS

Publications

Pasifika

- Effective Pedagogy in Mathematics/ Pangarau Best Evidence Synthesis Iteration
- Quality Teaching for Diverse Students in Schooling Best Evidence Synthesis
- Focus on Pasifika Students Achievement in Reading Literacy Results from PISA2000
- Literature review on the experiences of Pasifika learners in the classroom
- Strengthening Education in Mangere and Otara (SEMO)
- Towards Making Achieving Cool Achievement in Multi Cultural High Schools (AIMHI)





✦ **Secondary School
Qualifications**





What we have found

In 2008, 63 percent of Pasifika school leavers left with NCEA level 2 or above, and 23 percent of Pasifika school leavers achieved a university entrance standard. While the gap between the proportion of Pasifika and non-Pasifika students leaving school with NCEA level 2 or above has decreased in recent years, it 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

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

Target

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

Target

Increase Pasifika students leaving school with a university entrance, from 23 percent in 2008 to 30 percent 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 exceeding 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.

Educational qualifications are also linked to incomes. For example, wage and salary earners with a bachelors degree or higher currently earn around 80 percent more per hour on average than those with no qualification across developed countries.

How we are going

NCEA level 2 or above

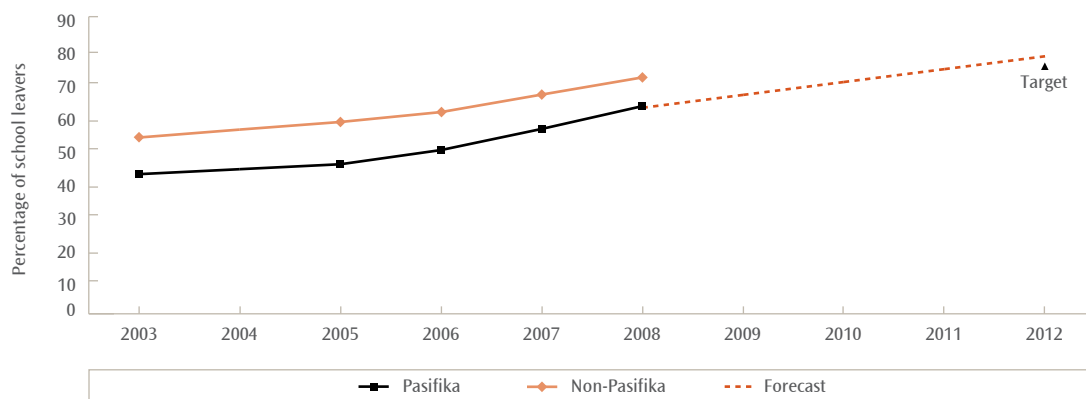
Since the introduction of NCEA level 2 in 2003, the percentage of Pasifika school leavers with NCEA level 2 or above has increased from 42 percent in 2005 to almost two-thirds of all Pasifika school leavers achieving this level of attainment (63 percent) in 2008.

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

or above has decreased over the last year. During this same period the percentage of non-Pasifika school leavers with NCEA level 2 or above has increased from 53 to 72 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 2008)



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 standard

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.

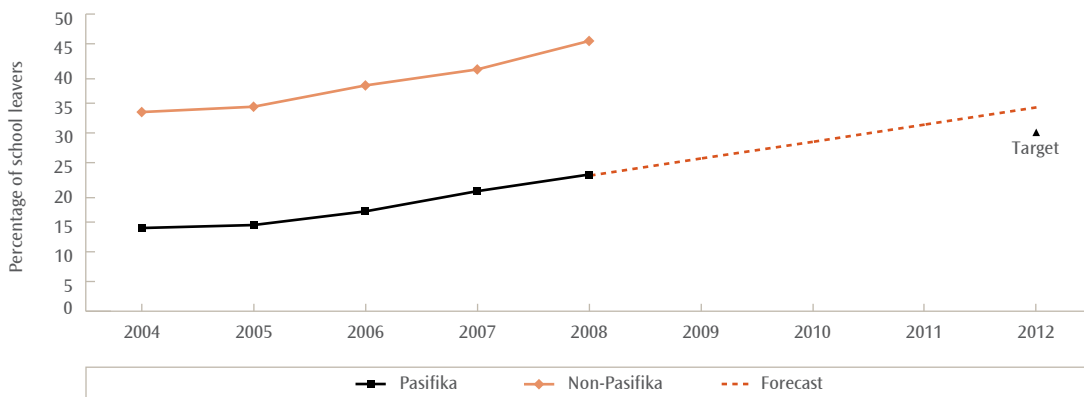
In 2008, of all Pasifika school leavers, 23 percent achieved university entrance standard. The proportion of Pasifika school leavers achieving a university entrance standard has increased from 14 percent in 2004, an increase of 9 percentage points. During this

same period, the proportion of non-Pasifika school leavers achieving a university entrance standard has increased by 12 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.

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 34 percent of Pasifika school leavers will successfully complete year 13.

Figure 4.2: Percentage of school leavers with a university entrance standard (2004 to 2008)



Where to find out more

Visit www.educationcounts.govt.nz 

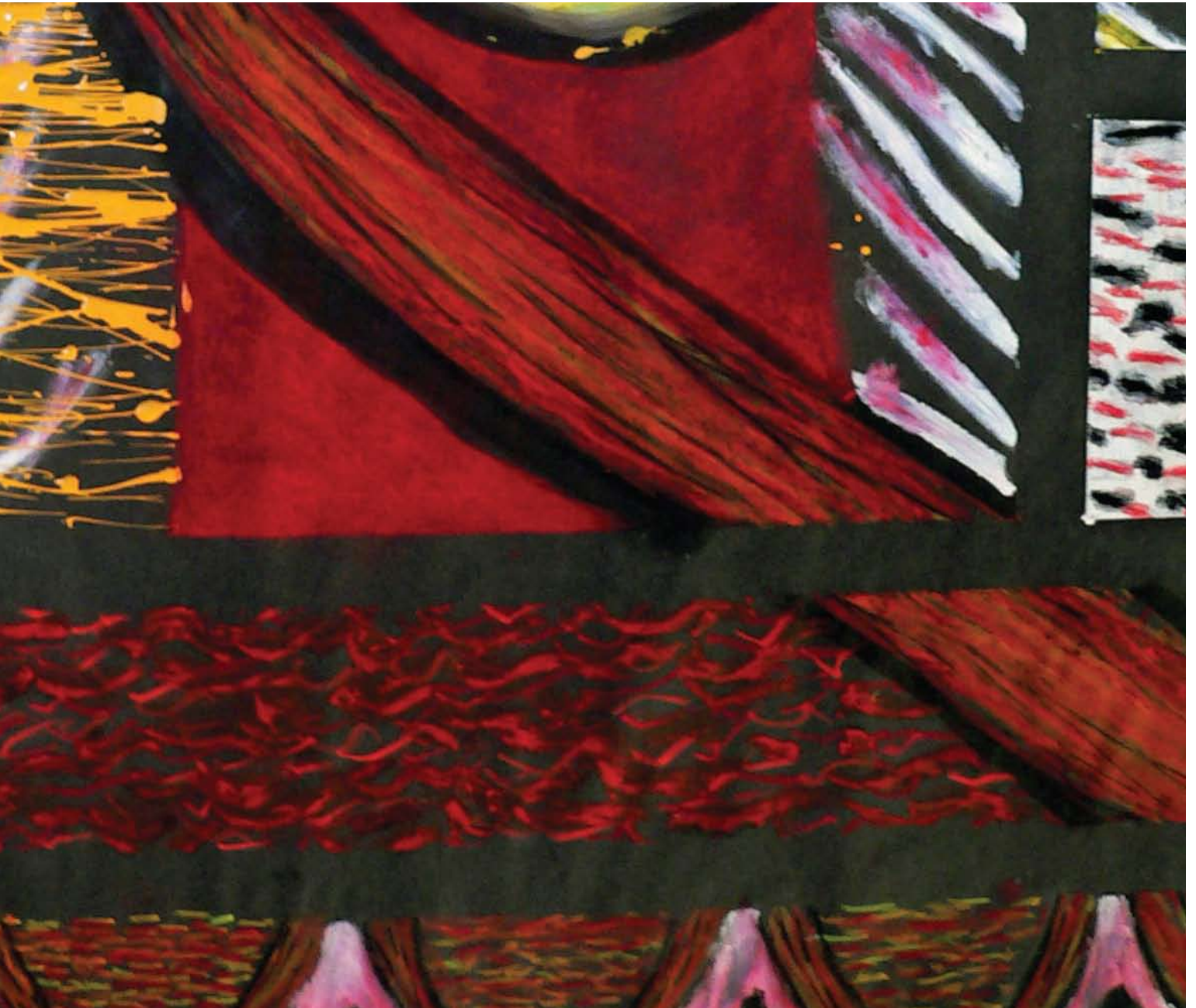
Indicators	Education and learning	<ul style="list-style-type: none"> School leavers with NCEA Level 1 or above School leavers with NCEA Level 2 or above School leavers with a university entrance standard School leavers entering tertiary education
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Publications	Key publication series	<ul style="list-style-type: none"> BES PIRLS TIMSS
	Pasifika	<ul style="list-style-type: none"> Effective Pedagogy in Mathematics/Pangarau Best Evidence Synthesis Iteration Quality Teaching for Diverse Students in Schooling Best Evidence Synthesis
		<ul style="list-style-type: none"> Focus on Pasifika Students Achievement in Reading Literacy Results from PISA2000 Literature review on the experiences of Pasifika learners in the classroom Strengthening Education in Mangere and Otara (SEMO) Towards Making Achieving Cool Achievement in Multi Cultural High Schools (AIMHI)





✦ Effective Teaching



What we have found

There were 1,267 Pasifika teachers in 2008, an 80 percent increase since 2000. If this rate of increase can be maintained, the target of 1,520 Pasifika teachers should be met.

A 2005 survey by the Education Review Office showed that only 14 percent of schools are effectively responding to the needs of Pasifika students. This means that 86 percent of schools have scope for improvement.

What we are trying to achieve

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

Target

Increase the number of registered Pasifika teachers by 20 percent more by 2012 (from 1,267 in 2008 to 1,520 in 2012).

Target

At least half of schools demonstrate improved effectiveness for Pasifika students in the ERO's 2009/2010 national evaluation, since their previous review.

Why this is important

There is compelling evidence that effective teaching makes the greatest 'in-school' difference to students' learning and achievement outcomes.¹⁰ Like all students, Pasifika students' achievement is closely linked to quality teaching, high teacher expectations and the involvement of parents. Teachers are more effective when they have the support and encouragement of parents, as well as families and the community.



¹⁰ Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Wellington, Ministry of Education.

How we are going

Pasifika teachers

The number of registered Pasifika teachers has increased by 80 percent from 2000 to 2008 (582 registered teachers), as can be seen in Figure 5.1. In comparison, the number of non-Pasifika teachers increased from 2000 to 2008 by 12 percent (5,315 registered teachers).

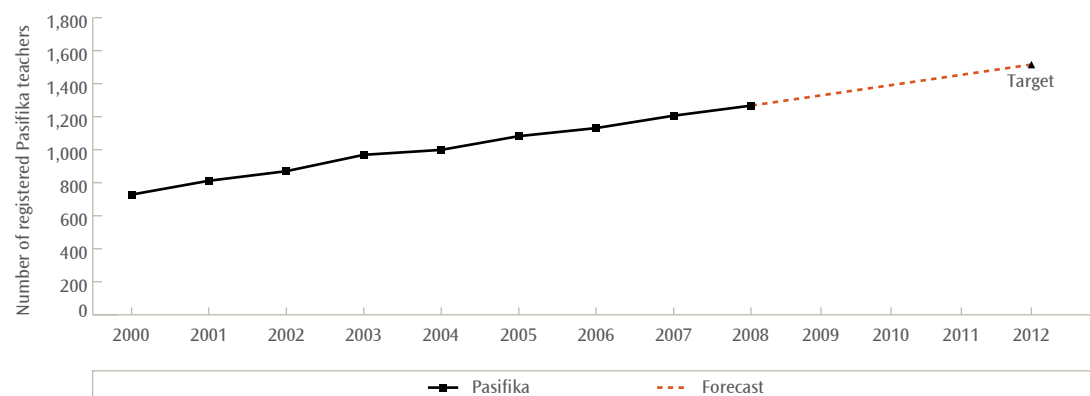
It is forecast that there will be 1,570 registered Pasifika teachers in 2012. This exceeds the target of 1,520 registered Pasifika teachers by 3 percent.

Pasifika teachers are under-represented in state schools compared with the proportion of Pasifika students.

In 2008, Pasifika students made up 9.7 percent of the State school roll, while only 2.5 percent of teachers were of Pasifika ethnicity (see Figure 5.2).

Given the age structure of the Pasifika population as shown in Figure C (on page 9), that is, a proportionately large number of young people (students) in comparison to adults (teachers), it will be very difficult to change this situation.

Figure 5.1: Registered Pasifika teachers (as at April 2000 to 2008)



Note: Includes management and principal teachers.



Effectiveness for Pasifika students

In 2005, the Education Review Office assessed how effectively schools are responding to the needs of Pasifika students. The evaluation looked at 154 schools (120 primary, 34 secondary), and found that:

Fourteen percent of schools were effective across all five areas evaluated. Three quarters of the schools (76 percent) were effective in some areas and needed to improve in others, while 10 percent needed to improve across all of the areas covered in this evaluation.¹¹

In 2008, ERO completed a pilot study in Auckland schools as a precursor to the national evaluation that has been extended to all schools in 2009. The national evaluation has an amended focus from previous reports, concentrating on students' presence, engagement and achievement, and the initiatives schools have put in place in these areas in the past three years to improve Pasifika student achievement.

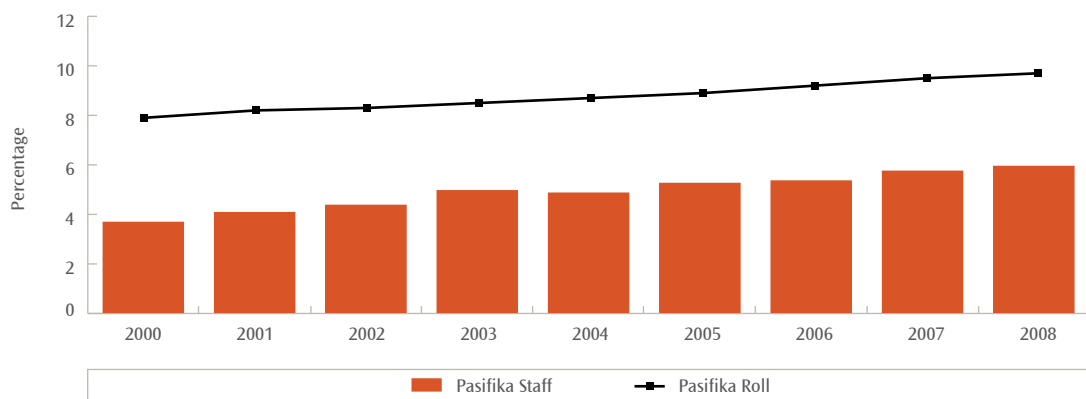
The overarching evaluation question is, what does the school know about progress in Pasifika student achievement since the last ERO review? The six key evaluation questions support this. They ask since the last ERO review, to what extent has:

- Pasifika student presence improved?
- Pasifika student engagement improved?
- board of trustees' knowledge and understanding of Pasifika issues improved?
- the school's engagement with its Pasifika community improved?
- student achievement in literacy and numeracy improved?
- the quality of achievement information improved?

The national evaluation will be reported on during 2009/2010.



Figure 5.2: Percentage of Pasifika teachers and Pasifika students in state schools (2000 to 2008)



Notes:

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

¹¹ Education Review Office (2006). *The Achievement of Pacific Students*. Wellington

Case study:

The Pasifika School Community Parent Liaison Project (PSCPL)

The Pasifika School Community Parent Liaison Project (PSCPL) supports teachers to enhance their relationships with parents, to encourage parents to be more involved with the school and more aware of how important they are in supporting the school, the teacher, and the students.

It has provided the Otahuhu cluster (made up of Otahuhu Intermediate, Otahuhu College and Otahuhu Primary) with motivation and support to improve student outcomes. It has done this by highlighting the range of education and social services that are available to schools, strengthening partnerships to become more focused on learning, and encouraging schools to work with a range of agencies to increase community learning.

It is true that a child is raised by a village. Pasifika success in education is a shared responsibility. Learning happens in the home, the classroom, the school, and in the community.

The project has challenged schools, teachers and agencies alike to critique their current practices for Pasifika children and their families. It has also challenged school leaders about their role in building relationships within and across their schools and the community.

Case study:

Reflections from a Samoan teacher on her participation in the Literacy Professional Development Project (LPDP)

Katrina Hoffman, a teacher at St Bernadettes Primary School in Naenae, Wellington, says, 'I was a good classroom manager before the LPDP project, but now I'm consciously working towards being a more effective teacher.'

'We're taking responsibility for making sure our actions are explicitly designed to cause our students to learn.'

'We're also more explicit about our students' needs and the scaffolding that's needed to bridge the gap between where the students are in their learning and where they need to be to experience success. This includes making links between the worlds of our students, who are mostly Pasifika, to the world of classroom learning.'


'Planning and preparation for explicit teaching is time-consuming, but it's worth it to see the huge improvements my students have made, both in their literacy progress and their ownership of their learning.'

'They challenge me to share the learning purpose and success criteria and want to know what they'll be learning next,' says Katrina.



'It's great to see the kids so excited to learn and wanting to know what is next', says Katrina.

Where to find out more

Visit www.educationcounts.govt.nz		
Indicators	Effective teaching	<ul style="list-style-type: none"> Teacher qualifications schooling
Publications	Key publication series	<ul style="list-style-type: none"> BES <ul style="list-style-type: none"> Effective Pedagogy in Mathematics/Pangarau Best Evidence Synthesis Iteration Quality Teaching for Diverse Students in Schooling Best Evidence Synthesis
		<ul style="list-style-type: none"> Status of Teachers
	Pasifika	<ul style="list-style-type: none"> Evaluation of Professional Development for Pacific Teachers which supports the Arts in the NZ Curriculum High Level Executive Summary Quality Teaching Research and Development Samoan Bilingual Hub Learning from the Quality Teaching Research and Development Programme (QTR&D) – Findings of the External Evaluation





✦ Student Engagement in Schooling





What we have found

Age-standardised suspension rates for Pasifika students had been steadily increasing since 2003, but have substantially decreased since peaking at 10.5 percent in 2006 to 7.2 suspensions per 1,000 students in 2008. If recent rates of improvement are maintained, the Pasifika age-standardised suspension target of 5.8 per 1,000 students should be easily met.

The age-standardised expulsion rate for Pasifika students was 5.1 per 1,000 students in 2008. The expulsion rates for students have fluctuated a great deal since 2000, partially because of the relatively small number of students being expelled. However, the target of reducing the Pasifika age-standardised expulsions to 1 per 1,000 students in 2012 is unlikely to be achieved without some intervention being undertaken.

In 2008, Pasifika representation on boards of trustees was low, with 29 percent of all boards of trustees having the expected level of Pasifika representation, given the makeup of school rolls. This representation is unlikely to improve to the target of 100 percent of these schools having representation without suitable intervention.

What we are trying to achieve

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

Target

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

Target

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

Target

The proportion of Pasifika trustees on a school's Board of Trustees (BoT) should be at least the same as the proportion of Pasifika students at 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 such as drug and alcohol abuse.

There are clear signals when a student is disengaging from school. These can include a decline in academic performance, as well as behavioural problems and non-attendance. If underlying reasons are not identified and tackled, disengagement could lead to chronic truancy, stand-downs and suspensions, or in the more serious cases exclusion or expulsion of the student. Strategies employed by schools must focus both on regular school attendance by students (student presence) and on student achievement.

Active participation by Pasifika parents, families and communities in planning, development and delivery of education services will help to ensure that those services are appropriate and effective for Pasifika students. Pasifika representation on boards of trustees is one key mechanism for participation.

How we are going

Suspension rates

Because of the overall trend during 2001 to 2005, which showed an increase in Pasifika suspension rates, it was determined that there was a need to focus on reducing Pasifika suspensions.

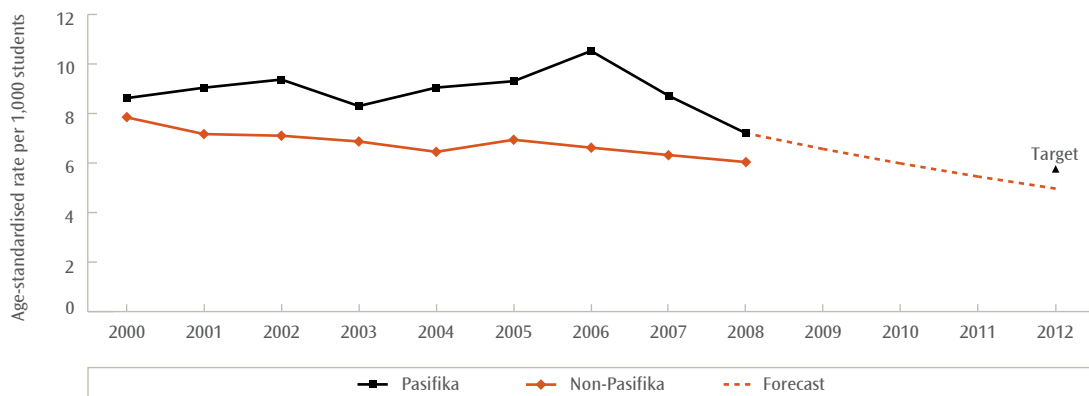
The majority of suspensions occur for students aged 13 to 15, accounting for 67 percent of total suspensions in 2008. The peak age was 14 years, which had a suspension rate of 20.9 per 1,000 students in 2008. This strong relationship with age is why an age-standardised rate should be used for monitoring and target setting.

In 2008, the age-standardised suspension rate for Pasifika was 7.2 per 1,000 students. This is compared to the non-Pasifika age-standardised suspension rate of 6.0 per 1,000 students.

As can be seen in Figure 6.1, the gap between the age-standardised suspension rate for Pasifika students and non-Pasifika students has varied over the past eight years. Substantial decrease (17 percent) in Pasifika suspensions between 2007 and 2008 has seen this gap narrow again after previous years of widening. During this same period the age-standardised suspension rate for non-Pasifika students has decreased by 5 percent.

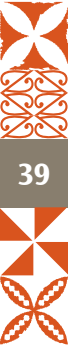
If the trend of substantial reduction over the past two years is maintained, the target for Pasifika age-standardised suspensions of 5.8 per 1,000 students in 2012 will easily be met. It is forecast that the Pasifika age-standardised suspension rate will be 5.0 per 1,000 students in 2012. If variations similar to earlier years continue then vigilance will need to be maintained to ensure that the target is being met.

Figure 6.1: Age-standardised suspension rates (2000 to 2008)



Note:

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



Expulsion rates

Pasifika expulsions have fluctuated since 2000 and show no clear trend over time, with large increases in the rate of expelled Pasifika students in 2002 and 2006.

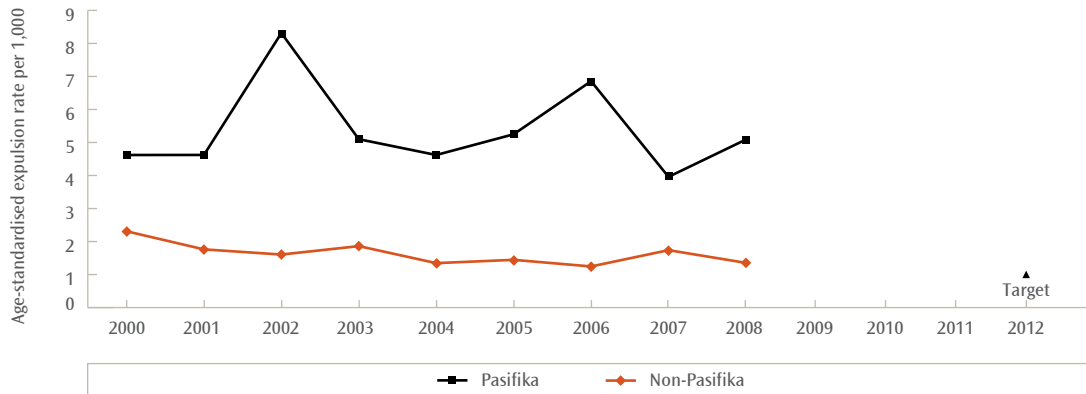
In 2008, the age-standardised expulsion rate for Pasifika students was 5.1 per 1,000 students, an increase from 2007 of 29 percent. This is compared to the non-Pasifika age-standardised expulsion rate of 1.4 per 1,000 students.

As can be seen in Figure 6.2, the gap between the age-standardised expulsion rate for Pasifika students and non-Pasifika students has fluctuated over the past eight years.

The sizes of the fluctuations are exaggerated somewhat because of the number of students expelled being relatively small. In comparison, non-Pasifika expulsions are significantly lower and show a generally decreasing trend since 2000.

The achievement of the target is not easily forecast because of the randomness of the data for Pasifika students. It is unlikely that the target of reducing the Pasifika age-standardised expulsion rate to 1 per 1,000 students in 2012 will be achieved without some form of intervention being put in place.

Figure 6.2: Age-standardised expulsion rates per 1,000 students (2000 to 2008)



Pasifika representation on the boards of trustees

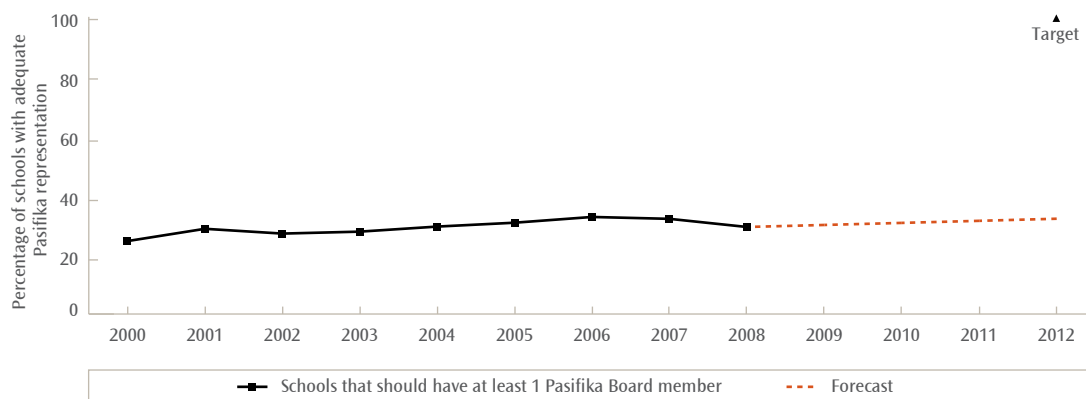
Since 2000, the proportion of schools which achieved the criteria for adequate Pasifika representation on their board of trustees has stayed relatively static. Twenty-nine percent of all schools, which had a large enough Pasifika roll to expect to have Pasifika representation on their Board, actually did in 2008.

This analysis is based on schools with sufficient Pasifika students on the roll to expect Pasifika representation on the board. This expectation is based both on 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).

It is forecast that in 2012, 32 percent of schools will have achieved adequate representation on their board of trustees by Pasifika members (see Figure 6.3). This is well short of the target of 100 percent. Using this measure as an indicator of a school having adequate representation by Pasifika on its board of trustees, some interventions and policy changes will be required to achieve this target.

Figure 6.3: Schools which have adequate Pasifika representation on their board of trustees (2000 to 2008)



Where to find out more

Visit www.educationcounts.govt.nz		
Indicators	Student participation	<ul style="list-style-type: none"> ■ Truancy from school ■ Stand-downs from school ■ Suspensions from school ■ Exclusions and expulsions from school ■ Early leaving exemptions ■ Retention of students in senior secondary school
	Quality education providers	<ul style="list-style-type: none"> ■ School trustees who are Pasifika
Publications	Key publication series	<ul style="list-style-type: none"> ■ BES <ul style="list-style-type: none"> ■ Quality Teaching for Diverse Students in Schooling ■ Best Evidence Synthesis ■ The Complexity of Community and Family Influences on Children's Achievement in New Zealand: BES
		<ul style="list-style-type: none"> ■ Attendance and Absence in New Zealand Schools
	Pasifika	<ul style="list-style-type: none"> ■ Results of the School Board of Trustees Elections ■ Literature Review on the effective engagement of Pasifika Parents Communities in Education (PISCPL) ■ Literature review on the experiences of Pasifika learners in the classroom ■ Pacific Islands School Community Parent Liaison Project Case Study





✦ Participation in Tertiary Education





What we have found

The participation rate of young Pasifika students in tertiary education qualifications at level 4 and above has risen steadily in recent years; from 15 percent in 2001 to 21 percent in 2008. It is forecast that the participation rate for Pasifika 18 to 24 year-olds will be 25 percent, just short of the target of 27 percent.

At 70 percent, Pasifika students had one of the lowest first-year retention rates in level 4 qualifications and above for people aged 18 to 24 years. Since 2001, when the rate was 68 percent, it has fluctuated around 71 percent. Based on the past eight years, the retention rate for Pasifika students aged 18 to 24 years in level 4 qualifications and above is forecast to be 71 percent in 2012. Some form of intervention will be required to meet the target of 75 percent retention rate of Pasifika students aged 18 to 24 years in level 4 qualifications and above in 2012.

What we are trying to achieve

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

Target

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

Target

Increase participation rates for Pasifika people aged 18 to 24 in qualifications at levels four and above, from 21 percent in 2008 to 27 percent in 2012.

Why this is important

One of the first steps to achieving educational 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, 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 well-being 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 qualifications.

How we are going

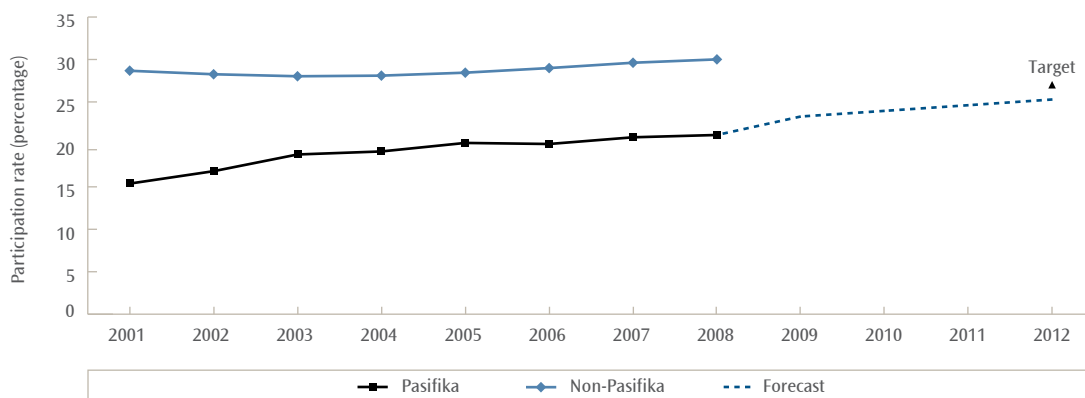
Participation rates

The participation rate of young Pasifika students has increased in recent years.¹² In 2008, the number of Pasifika people aged 18 to 24 years in level 4 qualifications and above was 21 percent, up by 5.7 percentage points compared with 2001. The difference between Pasifika and non-Pasifika has decreased from 13 percentage points in 2001 to 8.9 percentage points in 2008.

The New Zealand recession is likely to cause tertiary education enrolments to rise further in 2009 for all ethnic groups. However, it is unlikely that this influence will have a large and sustained effect.

If the current growth in the participation rate in level 4 qualifications and above by young Pasifika students is maintained, the target participation rate of 27 percent should be achieved.

Figure 7.1: Participation rates of students aged 18 to 24 years old in level 4 qualifications and above (2001 to 2008)



First-year retention

The first-year retention rate for young Pasifika students has been stable since 2002. The retention rate for young Pasifika students hit its peak at 72 percent in 2004 for students who started study in 2003. The latest first-year retention rate is 70 percent for students who started study in 2007.

These relatively static first-year retention rates occurred at a time when New Zealand's unemployment rate tracked downwards, resulting in some young people entering employment rather than study. The recent recession is likely to see an increase during the

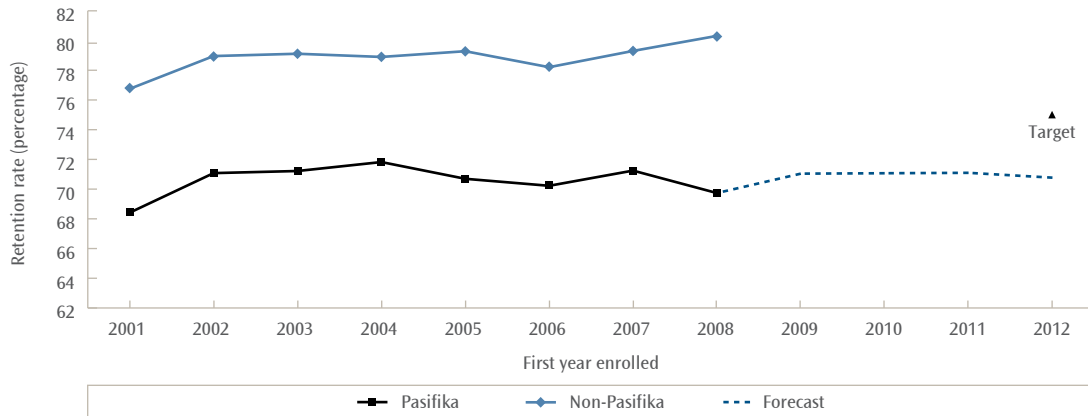
early periods of the *Plan*, but, it is unlikely that this influence will be sustained or significantly raise the first-year retention rate.

The target for those first enrolled in 2011 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 retention rate will continue to fluctuate around the 71 percent mark. This suggests that some new initiatives would be required for this target to be met.

¹² The sections on participation and achievement in tertiary education cover domestic students in provider-based education of more than one week's duration.



Figure 7.2: First-year retention rates of students aged 18 to 24 years in level 4 qualifications and above (2001 to 2007)



Where to find out more

Visit www.educationcounts.govt.nz

Indicators	Student participation	<ul style="list-style-type: none"> Participation rates in tertiary education Tertiary student retention Participation in industry training International students enrolled in formal tertiary education Enrolments in foundation education courses
	Publications	Key publication series



✦ 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 37 percent for students who started study in 2004. The five-year completion rates for young Pasifika students is very low compared to non-Pasifika, and this difference has been fairly consistent since 2000. The target for five-year completion rates 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. While the New Zealand recession is likely to increase the retention rate for young Pasifika students in the foreseeable future as younger people find it harder to gain employment when the labour market weakens, it is unlikely that the target will be met without some form of intervention.

In 2008, participation by Pasifika students in postgraduate-level study continued to increase. The Pasifika participation rate in postgraduate study has risen from 0.40 percent in 2001 to 0.58 percent in 2008. It is forecast to reach 0.72 percent by 2012, lower than the target which 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.

Target

Youth Guarantee targets for Pasifika peoples to be developed once a base line is established later in 2009.

Target

Increase the five-year completion rates for Pasifika people aged 18 to 24 in qualifications at levels four and above from 37 percent of those first enrolled in 2004 to 43 percent of those first enrolled in 2008.

Target

Increase participation and completion in advanced level trade, technical and professional qualifications.¹³

Target

Increase the post graduate level participation rate for Pasifika learners to 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.

¹³ Baseline data using a new list of advanced trade, technical and professional qualifications is now being generated.

How we are going

Youth Guarantee reaches Pasifika students

Baseline data for this target is being established later in 2009. The Ministry of Education, TEC and education providers will ensure that there is sufficient awareness about Youth Guarantee amongst Pasifika students.

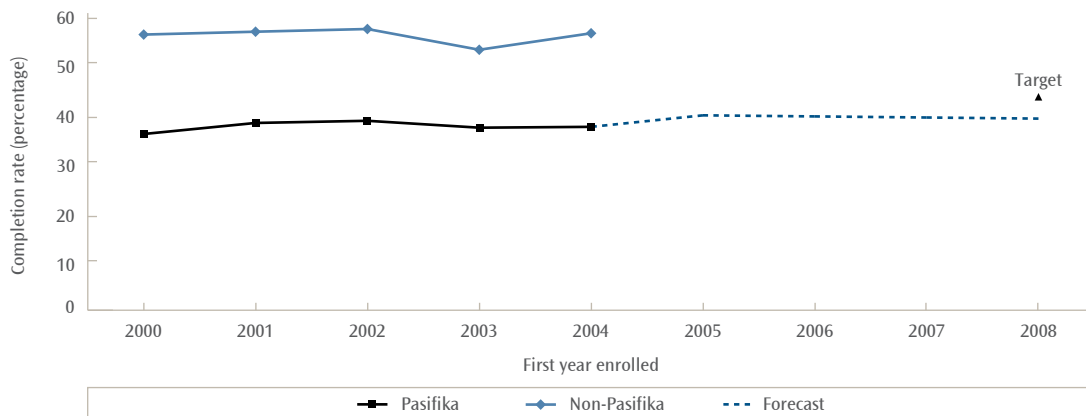
Five-year completion rates

Of the Pasifika students aged 18 to 24 years who began a qualification at level four or above in 2004, 37 percent completed this qualification in 2008. 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.

The five-year completion rates of young Pasifika students are considerably lower than for the corresponding non-Pasifika group. This difference has been fairly consistent, with a slight overall decrease from 20 percent for students who started study in 2000 to 19 percent for students who started study in 2004.

In recent years, the qualification completion rates weakened for most ethnic groups because of 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 39 percent in 2012 for those who started study in 2008. The target for 2012 is 43 percent so some intervention 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 2004)



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

Baseline data for this target is currently under construction.



Case study:

Profile of a Pasifika graduate at the New Zealand Institute of Sport (NZIS)

Horace Uelese originally moved from the small township of Maketu in the Bay of Plenty to attend the New Zealand Institute of Sport in Wellington (NZIS). He first gained the NZIS Certificate in Sport Management and Exercise Prescription in 2008 and in 2009 he graduates with a NZIS Diploma in Sport – Exercise Prescription.

Horace has continued to play rugby while studying at the NZIS and has found that the NZIS academy programme has helped his overall skill level in the game.

He attributes this to the expertise of the specialist coaches at NZIS.

He would ideally like to take what he has learned at the NZIS to work as a trainer for sports teams.

Horace comments, ‘the tutors at NZIS really made me focus on where I wanted to go in a career, and the environment at NZIS means that the staff all understand where we are at with our sport as well as our academic studies.’



‘THE TUTORS AT NZIS REALLY MADE ME FOCUS ON WHERE I WANTED TO GO IN A CAREER...’

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 2008, the participation rate in postgraduate study by Pasifika students was 0.6 percent, having risen steadily from 0.4 percent in 2002.

The participation rate for non-Pasifika students in postgraduate study increased rapidly between 2002 and 2003 but since then it has remained at around 1.1 percent.

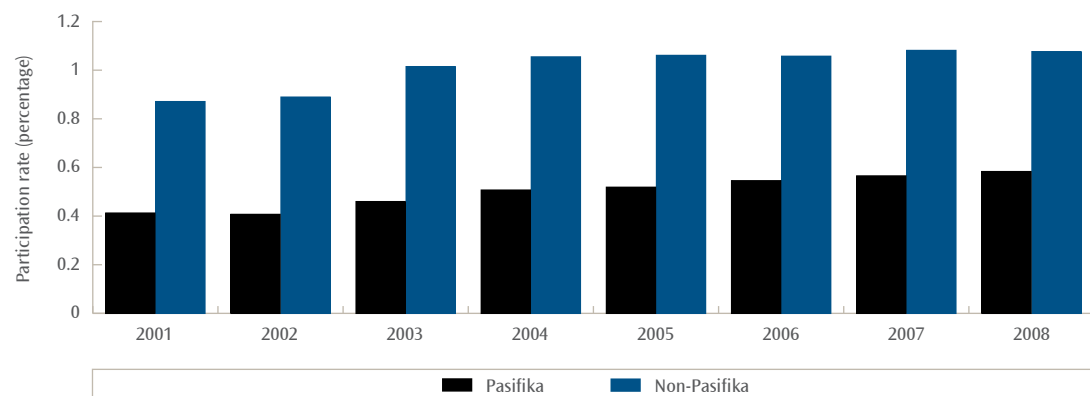
The target participation rate for Pasifika students in postgraduate study is 1.0 percent. By 2012, the rate is forecast to be 0.7 percent.

While students identifying with the Pasifika ethnic group had the lowest participation rate in postgraduate study in 2008, the increase in the number of enrolments at this level by Pasifika students over the past 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
European/Pākehā	0.8	0.8	0.9	0.9	0.9	0.9	0.9	0.9
Māori	0.5	0.6	0.6	0.7	0.7	0.7	0.7	0.7
Pasifika	0.4	0.4	0.5	0.5	0.5	0.6	0.6	0.6
Asian	1.4	1.4	1.8	1.9	1.8	1.9	1.9	2.0
Non-Pasifika	0.9	0.9	1.0	1.0	1.0	1.0	1.1	1.1

Figure 8.2: Participation rate in postgraduate study by Pasifika students (2001 to 2008)



Case study:

Profile of a Pasifika postgraduate

Emiliana Fa’apoi was an administration worker before she decided to further her career by going to university.

After completing a BBS (Human Resource Management) and a Masters (Distinction) at Massey University, Emiliana has commenced a PhD in Management.

Emiliana has been recognised as a high achieving student by being awarded a Massey University Doctoral scholarship.

In addition to her studies, she is one of the Pasifika student mentors at Massey who works with secondary school students of Pasifika background to help them find their pathway to tertiary education.

Emiliana says her motivation to study was about self-discovery and improving her career prospects. She believes that Pasifika students/peoples ‘are successful if they choose to be’.

Acting Director Pasifika, Sione Tu’itahi is a strong advocate of Pasifika success at Massey University. He says, ‘We not only work with our Pasifika students to graduate at all levels, but we also prepare them to be future leaders of our communities. Furthermore, we engage with our communities to build their capacity and to have a greater control of their destiny’.

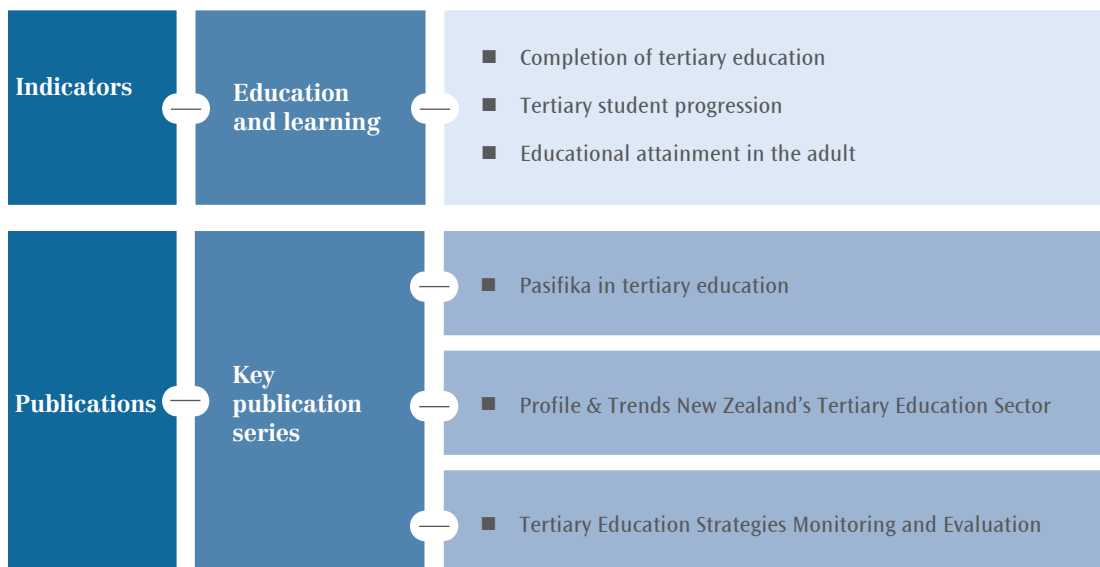


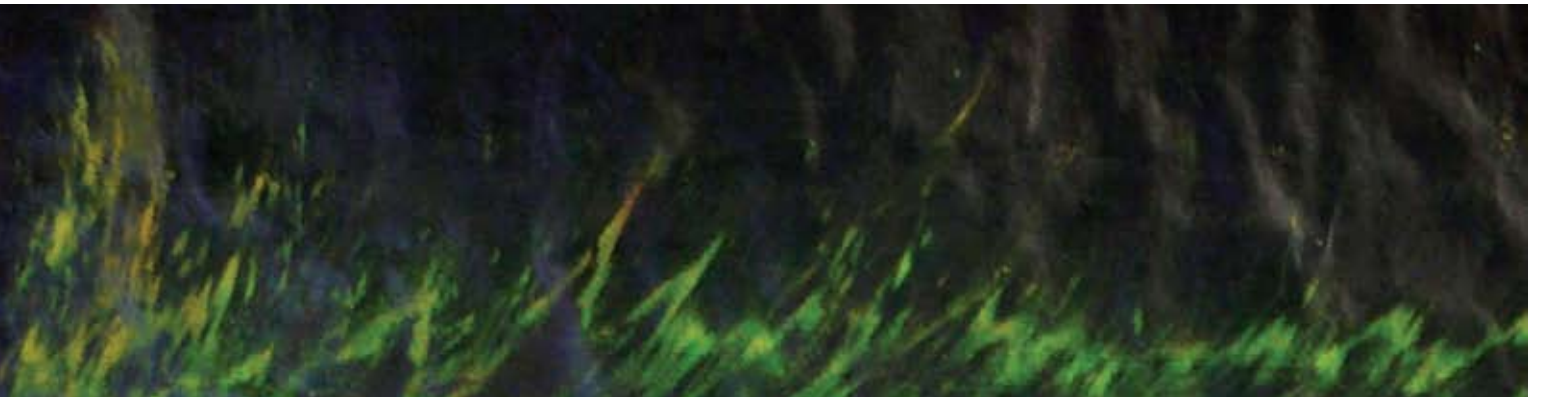
Emiliana Fa’apoi and her father, the late Akesi Fa’apoi, on her graduation day. ‘My father inspired personal growth in oneself and in search of excellence.’

EMILIANA HAS BEEN RECOGNISED AS A HIGH ACHIEVING STUDENT BY BEING AWARDED A MASSEY UNIVERSITY DOCTORAL SCHOLARSHIP.

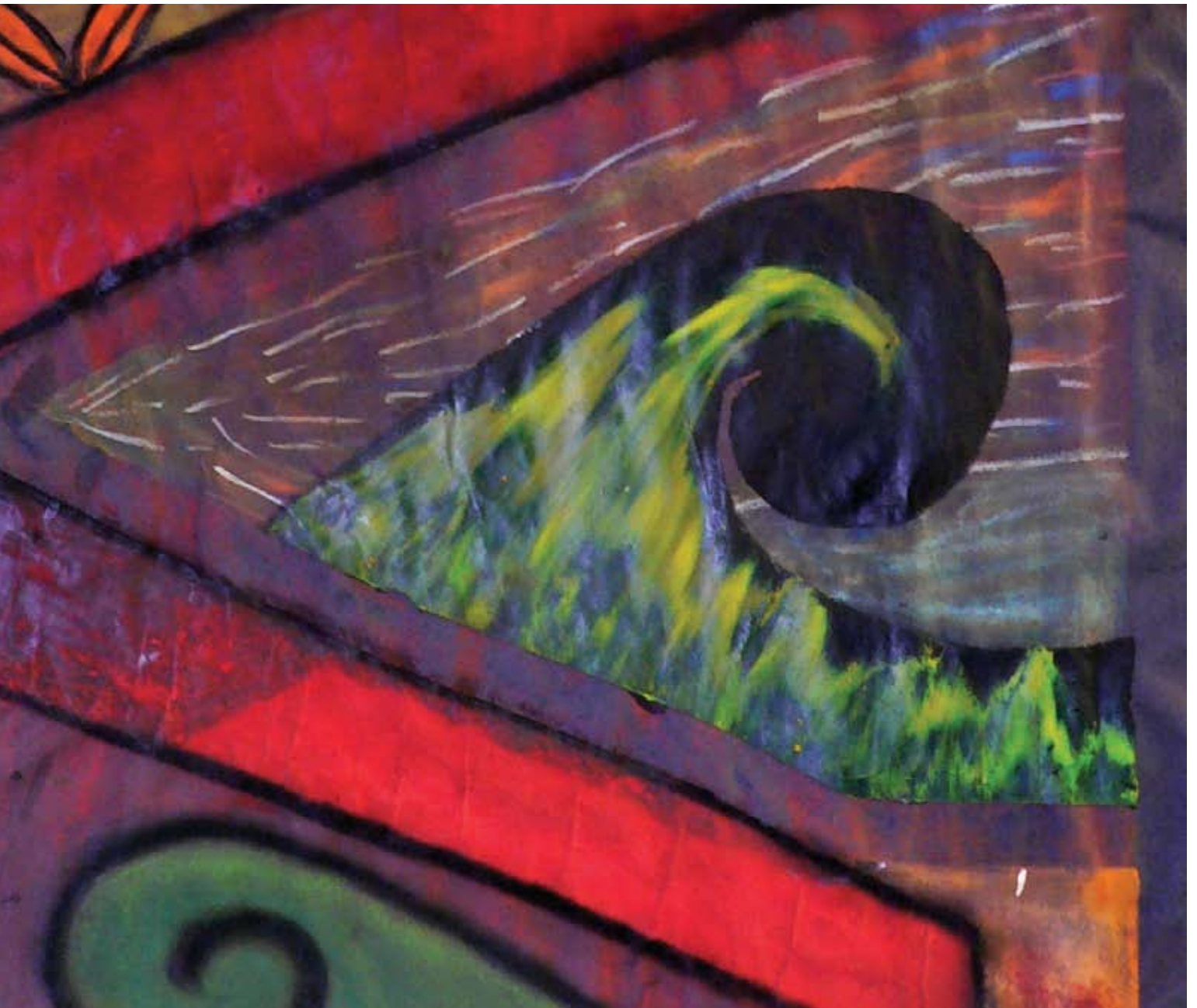
Where to find out more

Visit www.educationcounts.govt.nz





✦ 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 2010 onwards. The 2006 Adult Literacy and Life-Skills (ALL) survey showed a considerable proportion of Pasifika adults did not have the level of skills allowing full participation in the knowledge society and economy.

.....

What we are trying to achieve

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

Target

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

Why this is important

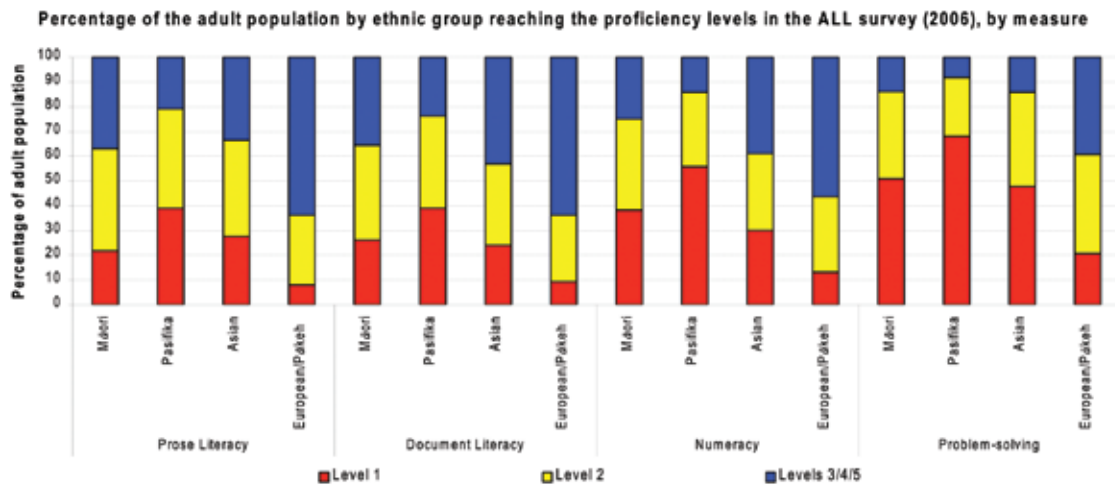
Strong evidence exists that full participation in society and the labour market is linked to the capacity to accumulate knowledge and to develop and maintain a broad range of skills. Literacy, numeracy and language skills are essential for continued learning and active participation in society and family/whānau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



How we are going

- Data for this Pasifika target is not currently available. Identification of courses providing quality training in literacy, language and numeracy will be available from 2010 onwards and numbers of Pasifika students will also be available. However, the 2006 Adult Literacy and Life-Skills (ALL) survey provides an insight into what the underlying issue is.
 - The ALL survey was designed to measure the distribution of literacy and numeracy skills among the adult population of New Zealand. The ALL survey included an oversample of Pasifika adults.
- This design feature has allowed meaningful insights into the distribution of literacy and numeracy skills among the adult Pasifika population of New Zealand.
- Among almost all population subgroups of Pasifika adults, that is, groups defined by age, gender, labour force status etc, nearly two thirds or more of members of the subgroup did not have the level of skills allowing full participation in the knowledge society and economy (this is the level 3, 4 or 5 skills in the terms of the ALL survey).


Figure 9.1: Percentage of the adult population by ethnic group reaching the proficiency levels in the ALL survey (2006), by measure



For Pasifika adults in New Zealand in 2006, those in the following groups were most likely to have the level of skills allowing full participation in the knowledge society and economy:

- 25-34-year-olds
- Women
- The employed
- Those with a tertiary-level education
- Those who, when at home, most frequently spoke English
- Those who were born in New Zealand
- Those who were in the highest 20 percent of Pasifika income earners.

Where to find out more

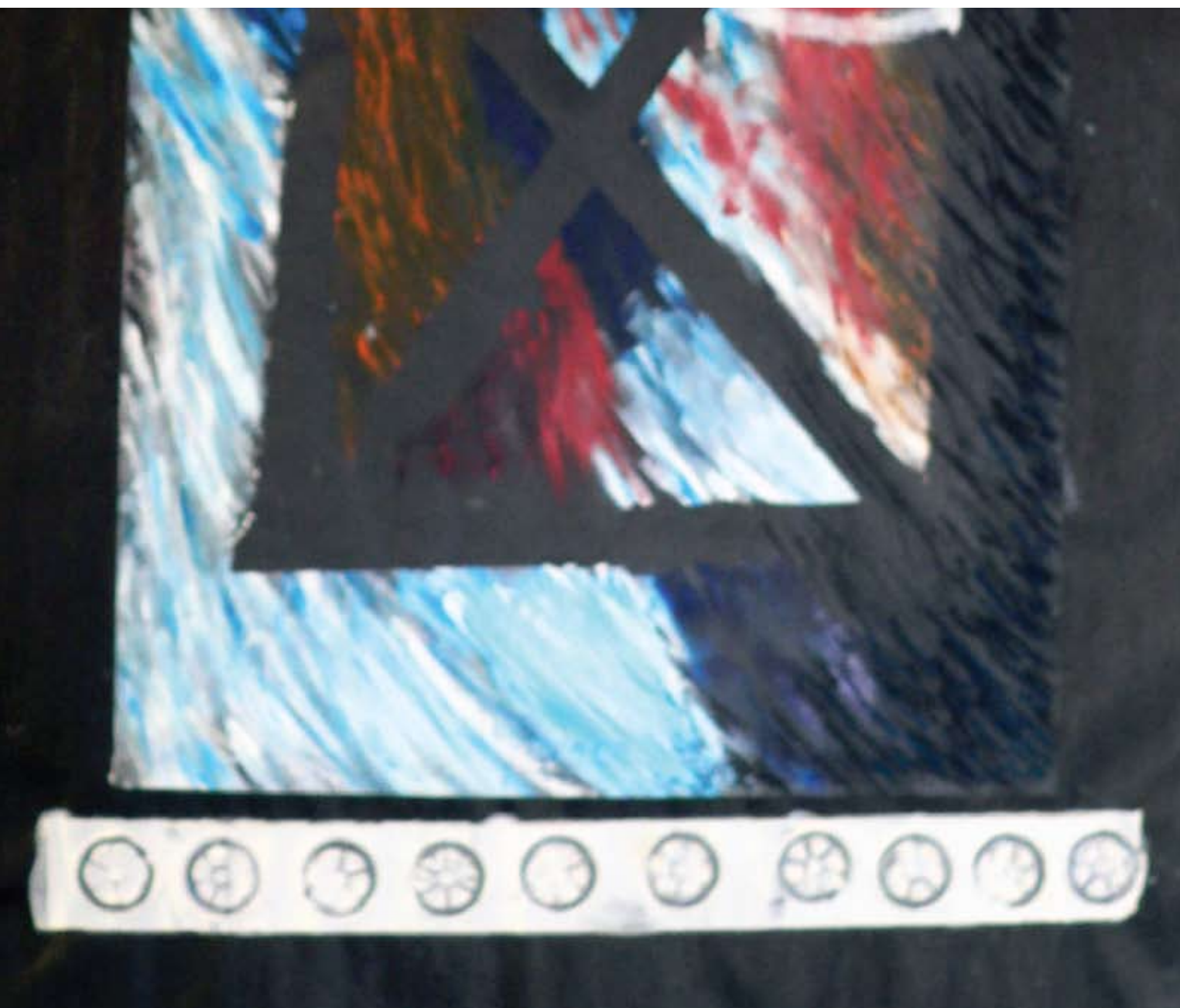
Visit www.educationcounts.govt.nz 

Indicators	Education and learning	<ul style="list-style-type: none">■ Educational attainment in the adult■ Reading literacy achievement senior secondary schooling■ Mathematics literacy achievements senior secondary schooling
Publications	Key publication series	ALL <ul style="list-style-type: none">■ Literacy and Life Skills for Pasifika Adults Further Investigation Results from the Adult Literacy Life Skills (ALL) Survey■ Literacy and Life Skills for Pasifika Adults Results from the Adult Literacy Life Skills (ALL) Survey





✦ Education Sector-Wide



What we have found

Ministry of Education staff capability

Organisational commitment, responsibility and accountability to the *Plan* are crucial to creating system wide improvement. We want to build an organisation that is not only familiar with the *Plan*, but can apply a Pasifika lense to policy development and design, right through to implementation.

This will ensure that the Ministry is capable, efficient and responsive to achieve education priorities and ensure that “the education system works 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”.

A key vehicle to achieve this is workforce leadership and development. This organisational approach will give a much greater guarantee that the goals in the *Plan* are fully realised. It will also assist in effective evaluation, monitoring and reporting on the *Plan* to identify future direction and revision, including targeting actions to Auckland and areas with high Pasifika populations.

.....

What we are trying to achieve

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

Why this is important

New Zealand’s Pasifika population is 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 2007, Pasifika students have demonstrated some areas of progress but are still not achieving as well as other students. The performance of the education system must be improved for Pasifika students throughout New Zealand. We want everyone in the education sector to concentrate on what will make the most difference for Pasifika students. This involves building strong learning foundations, lifting Pasifika literacy and numeracy, and increasing the number of Pasifika students achieving school level qualifications.

A key component to improving Pasifika education success is acknowledging culture and identity. It is identity which binds Pasifika communities together, strengthening and affirming New Zealand as a Pacific nation.



How we are going

Sau Ta O

The Ministry is currently building the capability of its staff to lead change for Pasifika success through Sau Ta O, Pasifika cultural responsiveness programme. Sau Ta O is a Samoan term 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 O is an interactive, practical professional development opportunity for Ministry staff (mainly non Pasifika who have a desire to learn more about

Pasifika people and culture) 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 O 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.

A Senior Manager who attended Sau Ta O in Auckland in June 2009 said,

“The two days provided a unique opportunity to experience the perspectives of a wide range of Pasifika voices. It reinforced for me that, while Pasifika learners have specific history, perspectives, challenges and expectations, there is no single voice. This is part of the challenge that learners face. There are tensions between children and parents, between NZ born and island born, between very different cultures from different island nations, and between church and secular society. Understanding something more of the unique culture and perspective of each island group is part of what I gained from attending Sau Ta O, but understanding the contradictions and conflicts was probably the biggest learning for me. This learning was developed by walking the journey with all the group of presenters and participants – in the exercise, self-reflection, conversations as well as the formal presentations.”



Students shared personal stories to attendees at the Ministry’s Sau Ta O Pasifika Cultural Responsiveness Programme.

From left to right: Nanisi Filimoeatu (Kelston Deaf Education Centre), Dennis Napara (Mangere College), Doris Taufateau (University of Auckland), Karina Kaufusi (Epsom Girls Grammar), and Petina Tema (McAuley High School).

Fono series

We value every opportunity to have discussions with our communities. The Ministry's CEO fono series 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 our work.

Previous feedback from fono has been used in developing Pasifika Education Plans over the years and gathering information on work programmes across the Ministry.

The Pasifika Advisor 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 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.

Targeted Initiatives

Positive educational outcomes for Pasifika must be raised sharply, particularly in Auckland where 73 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, are examples of agencies, education providers, and communities working together on a shared goal for Pasifika education.

At the end of 2008, the Ministry noted increases in Pasifika early intervention referrals, early childhood education participation, student attendance and positive progress in NCEA results.



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 Ministry of Pacific Island Affairs, Education Review Office, Career Services, New Zealand Qualifications Authority, New Zealand Teachers Council, Tertiary Education Commission 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.

We also have 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 our 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 memorandum of understandings with other countries such as Tokelau, Niue and the Cook Islands, and involvement in the annual Pacific Forum Education Ministers Meeting (FEdMM).

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 will work together to cater for the diversity of the Pasifika learner.

Why this is important

This is to ensure that Pasifika people are able to operate and negotiate successfully through spiritual, social, political, cultural and economic 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.



Ezra Schuster, National Pasifika Manager, Special Education at the Ministry of Education, (far right in front row), facilitates a workshop in Samoa with Tokelauan educators.

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 whether it is the FEEdMM or other development projects.

Special Education Project

In 2007 and 2008, the Ministry of Education Special Education sent specialist teams to Tokelau in response to a request from the Tokelauan government, through the NZ Ministry of Foreign Affairs and Trade, for assistance in addressing the special education and disability needs of its children.

The NZAID funded project proved to be successful in identifying children with special needs and engaging the three communities in each of the atolls on understanding, 'what is special education'.

In 2008 this led to a workshop in Samoa, developed by the Ministry of Education Special Education, for a group of Tokelauan educators on leading special education provision back in their atolls. This community development approach proved to be extremely successful in raising the awareness of Tokelau communities about special needs through the delivery of workshops on the atolls. The Ministry will continue to support special education in Tokelau with a focus on building its capability.

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.

The IGPEP is made of senior officials from the Ministry of Education, Ministry of Pacific Island Affairs, Education Review Office, Career Services, New Zealand Qualifications Authority, New Zealand Teachers Council and Tertiary Education Commission.

Relationship Building and Networking

The Ministry works closely with many other agencies on issues that are relevant to Pasifika education. This involves attending seminars, partaking in conferences, hearing visiting speakers, commenting on key pieces of work such as Cabinet papers, developing action plans that have a specific focus on

areas with high Pasifika populations, collaboratively developing research capacity, and building strategic links in relation to other Pasifika strategies (eg the Pasifika Languages Strategy) being led by the Ministry of Pacific Island Affairs.





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Appendix 1: Data Tables

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Table A.1: Number of enrolments for 2 to 4 year-olds in licensed early childhood education services
(1 July 2008)

See technical notes for detailed notes relating to this data.

Regional Council	Total Pasifika	Pacific Island Group	National Value	
Northland Region	62	Tokelauan	214	
Auckland Region	5,854	Fijian	460	
Waikato Region	368	Niuean	514	
Bay of Plenty Region	180	Tongan	1,702	
Gisborne Region	30	Cook Island Maori	1,283	
Hawkes Bay Region	252	Samoan	4,306	
Taranaki Region	45	Other Pacific peoples	482	
Manawatu-Wanganui Region	196	Total Pasifika	9,103	
Wellington Region	1,292	Pacific Island Group	Female	Male
Tasman Region	6	Tokelauan	92	122
Nelson Region	25	Fijian	224	236
Marlborough Region	38	Niuean	254	260
West Coast Region	8	Tongan	799	903
Canterbury Region	526	Cook Island Maori	622	661
Otago Region	148	Samoan	2,111	2,195
Southland Region	59	Other Pacific peoples	250	232
Correspondence School	14	Total Pasifika	4,424	4,679
New Zealand Total	9,103			

Year	Total Pasifika	Type of Service	Total Pasifika
2002	7,326	Kindergarden	3,189
2003	7,696	Playcentre	158
2004	7,916	Education & care service	5,463
2005	8,102	Homebased service	137
2006	8,358	Te Kohanga Reo	142
2007	8,510	Correspondence School	14
2008	9,103	Total Pasifika	9,103



Map A.1: Number of enrolments for 2 to 4 year olds in licensed early childhood education services (1 July 2008)

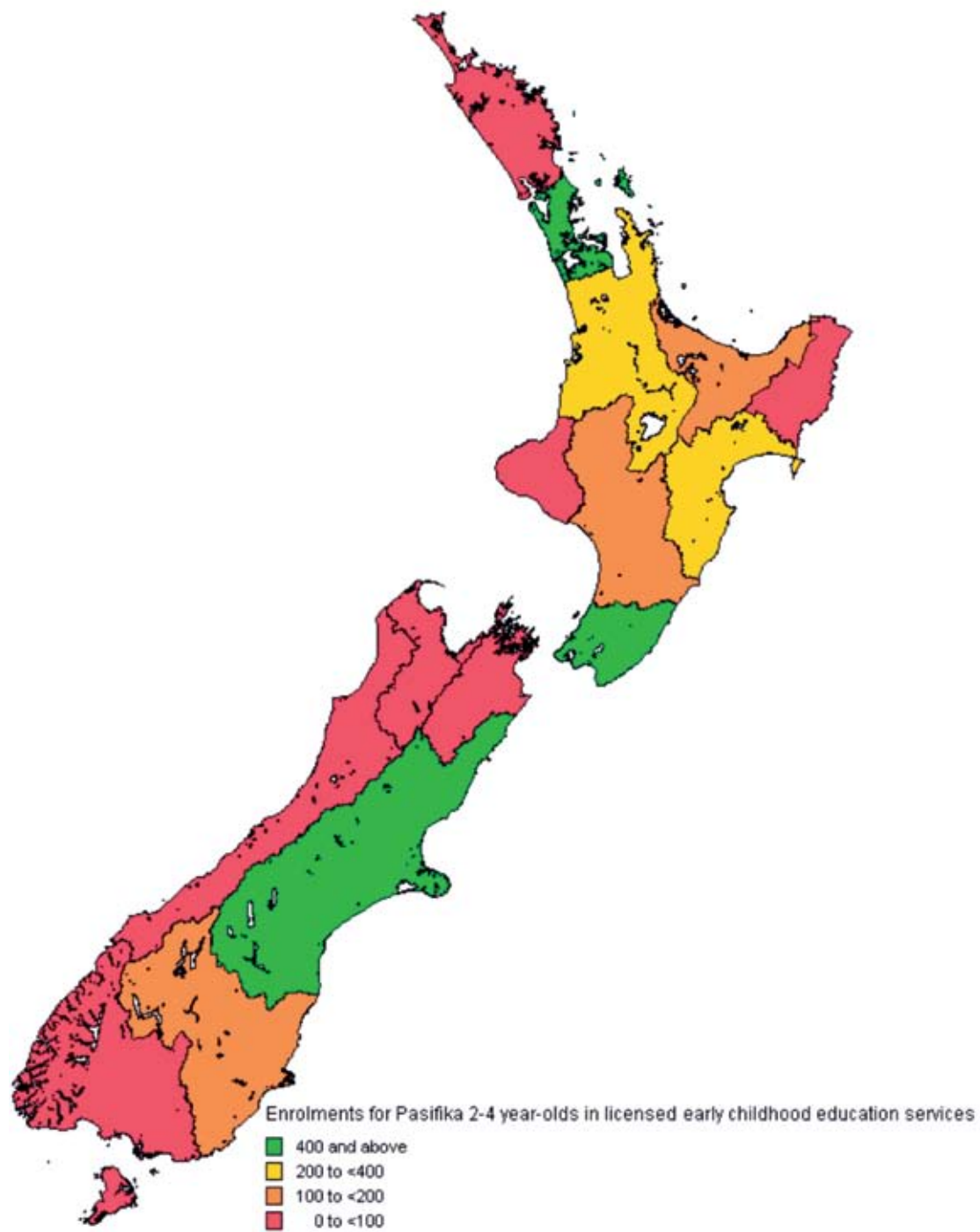


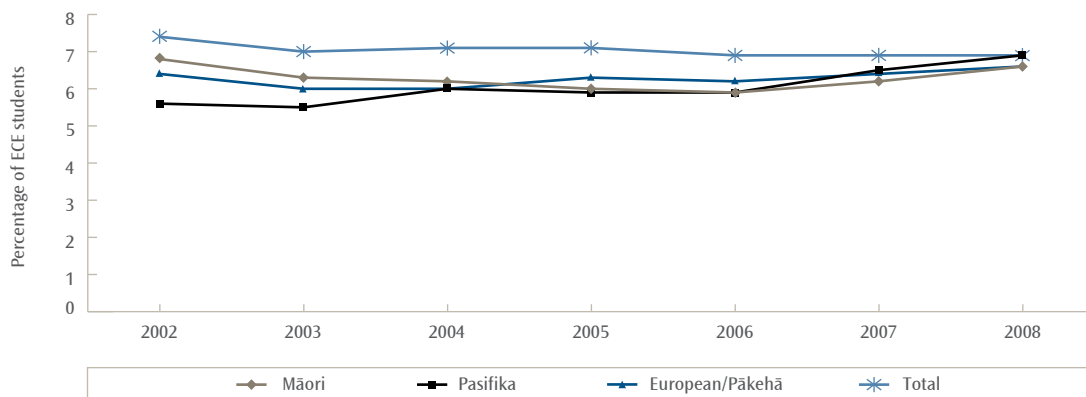


Table A.2: Number of children accessing early intervention services (2008)

See technical notes for detailed notes relating to this data.

GSE District	Total Pasifika		Year	Total Pasifika	
	Number	Rate		Number	Rate
Tai Tokerau	8	5.6	2002	470	5.6
NorthWest	87	6.2	2003	487	5.5
Auckland City	108	5.8	2004	547	6.0
Manukau	304	8.8	2005	559	5.9
Waikato	28	6.8	2006	568	5.9
Bay of Plenty East	11	8.3	2007	651	6.5
Bay of Plenty West	8	7.9	2008	739	6.9
Gisborne	3	6.9			
Hawkes Bay	14	4.7			
Taranaki	2	3.8			
Central	10	3.5			
Greater Wellington	102	6.9			
Nelson/Marlborough/Westport	7	7.4			
Canterbury	34	5.3			
Otago	11	6.6			
Southland	2	2.5			
New Zealand Total	739	6.9			

Figure A.2: Percentage of ECE students accessing and engaged in Early Intervention Services (2002 to 2008)



Map A.2: Percentage of children accessing early intervention services (2008)

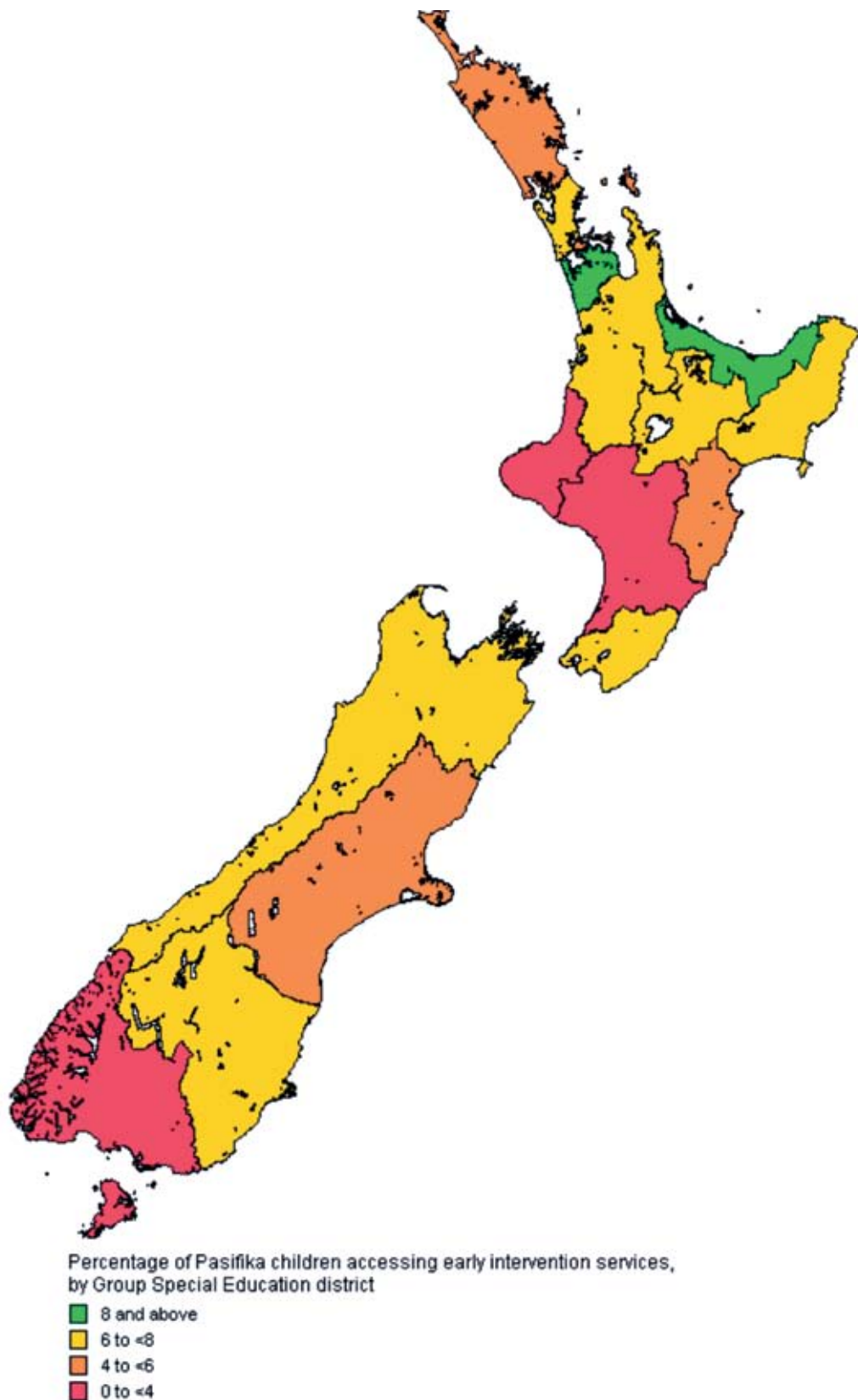


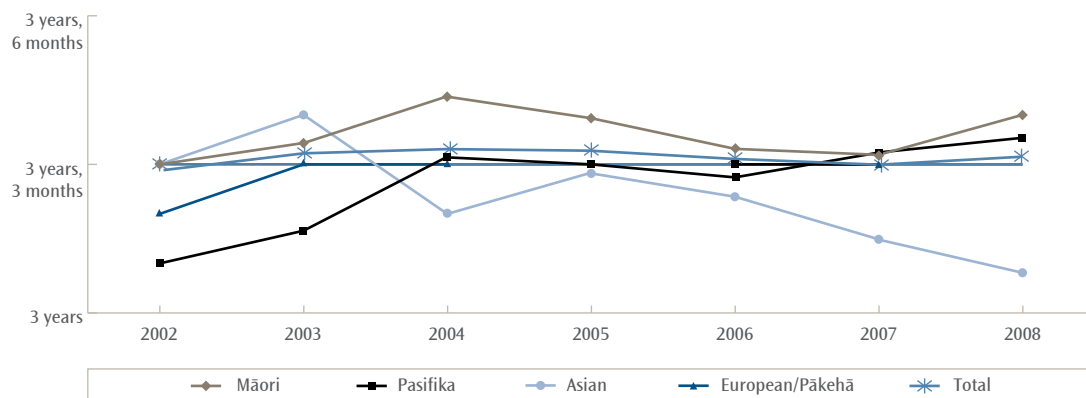


Table A.3: Average age of first early intervention service (2008)

See technical notes for detailed notes relating to this data.

GSE District	Total Pasifika	Year	Total Pasifika
Tai Tokerau	2yrs, 8mths	2000	3yrs, 3mths
NorthWest	3yrs, 2mths	2001	3yrs, 2mths
Auckland City	3yrs, 5mths	2002	3yrs, 2mths
Manukau	3yrs, 2mths	2003	3yrs, 2mths
Waikato	3yrs, 1mth	2004	3yrs, 4mths
Bay of Plenty East	3yrs, 10mths	2005	3yrs, 3mths
Bay of Plenty West	4yrs, 7mths	2006	3yrs, 3mths
Gisborne	1yr, 5mths	2007	3yrs, 4mths
Hawkes Bay	3yrs, 1mth	2008	3yrs, 4mths
Taranaki	4yrs, 7mths		
Central	3yrs, 7mths		
Greater Wellington	3yrs, 5mths		
Nelson/Marlborough/Westport	4yrs, 2mths		
Canterbury	3yrs, 6mths		
Otago	3yrs, 5mths		
Southland	3yrs, 8mths		
New Zealand Average	3yrs, 4mths		

Figure A.3: Average age of first intervention, by ethnic group (2002 to 2008)



Map A.3: Average age of first early intervention service (2008)

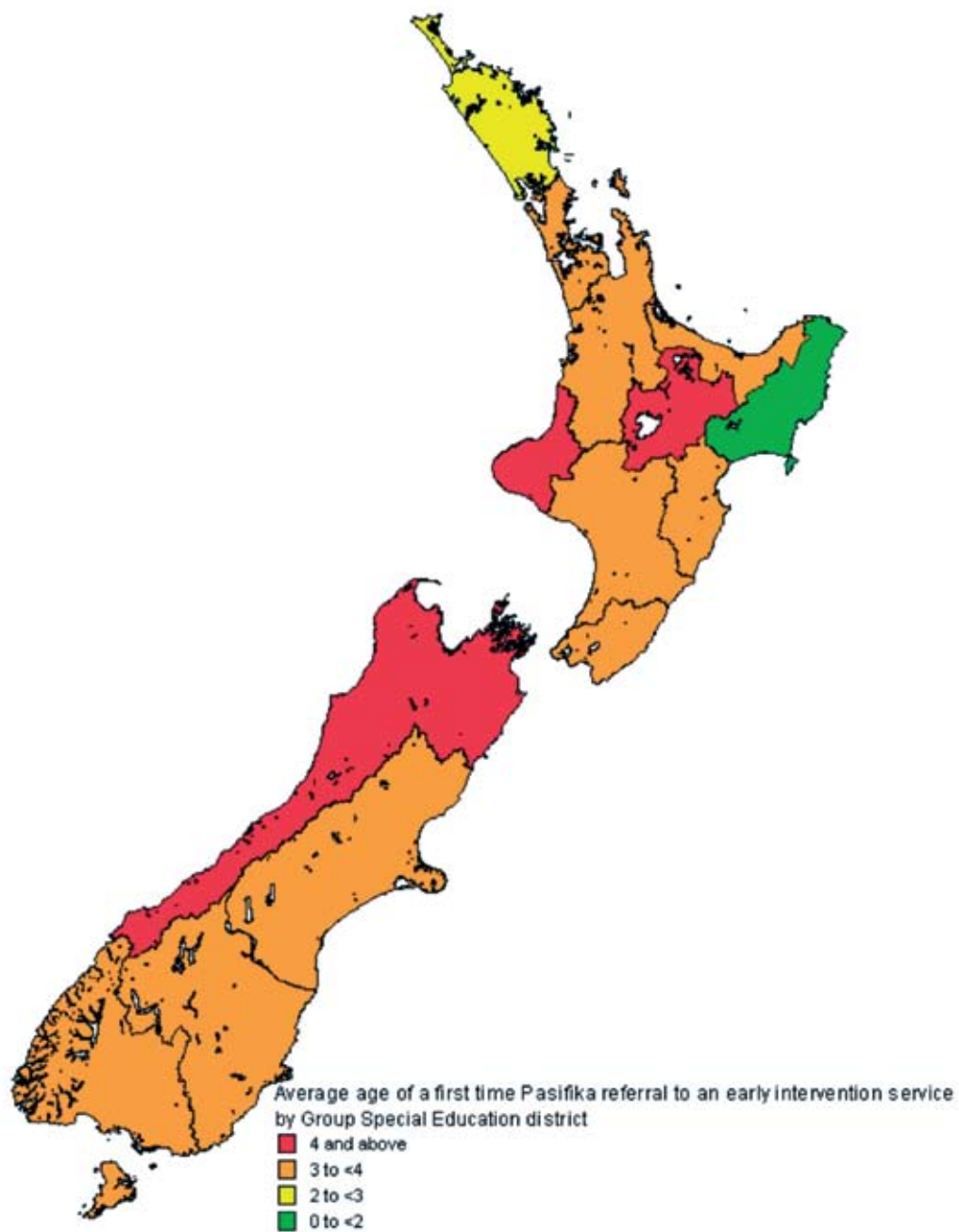




Table A.4: Number of early childhood education teachers who are registered with the New Zealand Teachers Council (1 July 2008)

See technical notes for detailed notes relating to this data.

GSE District	Total Pasifika	
	Number	Percentage Registered
Northland Region	2	28.6
Auckland Region	505	54.7
Waikato Region	42	58.3
Bay of Plenty Region	23	69.7
Gisborne Region	4	66.7
Hawkes Bay Region	12	31.6
Taranaki Region	2	50.0
Manawatu-Wanganui Region	17	47.2
Wellington Region	156	59.8
Tasman Region	1	100.0
Nelson Region	0	0.0
Marlborough Region	0	0.0
West Coast Region	n	n
Canterbury Region	34	49.3
Otago Region	9	60.0
Southland Region	1	10.0
New Zealand Total	808	54.7

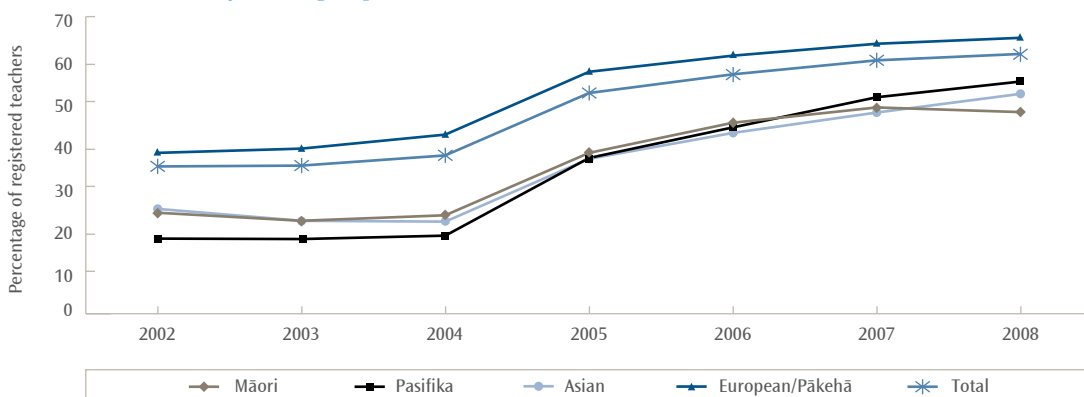
Pacific Island Group	National Value
Tokelauan	22
Fijian	69
Niuean	79
Tongan	78
Cook Island Maori	109
Samoan	422
Other Pacific peoples	29
Total Pasifika	808

Pacific Island Group	National Value			
	Number		Percentage Registered	
	Female	Male	Female	Male
Tokelauan	22	0	56.4	n
Fijian	69	0	57.0	n
Niuean	77	2	60.2	100.0
Tongan	76	2	42.7	40.0
Cook Island Maori	108	1	53.5	16.7
Samoan	415	7	59.3	30.4
Other Pacific peoples	29	0	40.3	n
Total Pasifika	796	12	55.3	32.4

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

Type of Service	National Value	
	Number	Percentage Registered
Casual education & care	1	50.0
Kindergarten	42	91.3
Education & care service	764	53.5
Homebased service	1	100.0
Total Pasifika	808	54.7

Figure A.4: Percentage of early childhood teachers who are registered with the New Zealand Teachers Council, by ethnic group (2002 to 2008)



Map A.4: Percentage of early childhood education teachers who are registered with the New Zealand Teachers Council (1 July 2008)

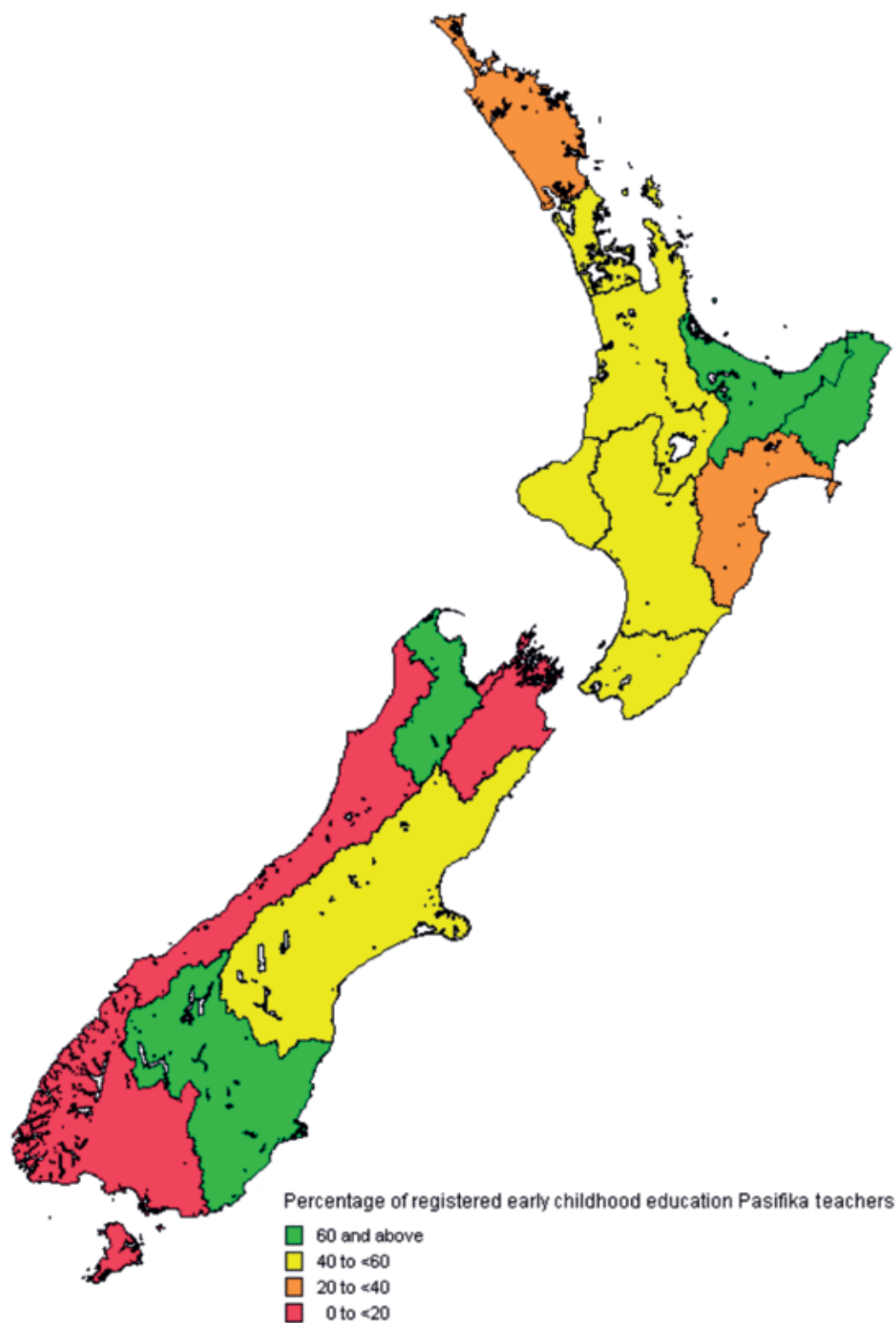




Table A.5: Percentage of school leavers with NCEA level 1 literacy and numeracy requirements (2008)

See technical notes for detailed notes relating to this data.

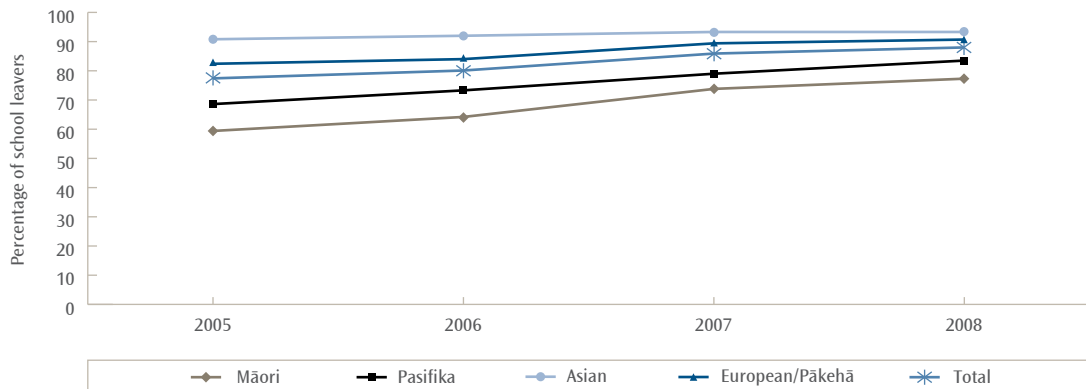
GSE District	Total Pasifika	Pacific Island Group	National Value	
Northland Region	78.1	Tokelauan	81.7	
Auckland Region	84.3	Fijian	85.0	
Waikato Region	82.4	Niuean	80.1	
Bay of Plenty Region	77.9	Tongan	83.1	
Gisborne Region	80.0	Cook Island Maori	82.1	
Hawkes Bay Region	81.3	Samoan	84.3	
Taranaki Region	85.7	Other Pacific peoples	83.8	
Manawatu-Wanganui Region	81.8	Total Pasifika	83.5	
Wellington Region	85.0			
Tasman Region	75.0			
Nelson Region	81.8			
Marlborough Region	69.2			
West Coast Region	50.0			
Canterbury Region	76.8			
Otago Region	85.2			
Southland Region	83.3			
Not Applicable	54.5			
New Zealand Total	83.5			

Pacific Island Group	Female	Male
Tokelauan	89.5	73.1
Fijian	92.1	77.3
Niuean	81.7	78.4
Tongan	87.4	78.6
Cook Island Maori	84.8	78.9
Samoan	88.4	80.0
Other Pacific peoples	85.5	82.1
Total Pasifika	87.5	79.2

Year	Total Pasifika
2005	68.6
2006	73.3
2007	79.0
2008	83.5

Quintile	Total Pasifika
Quintile 1	82.0
Quintile 2	82.2
Quintile 3	88.0
Quintile 4	80.9
Quintile 5	91.9

Figure A.5: Percentage of school leavers with NCEA level 1 literacy and numeracy requirements, by ethnic group (2005 to 2008)



Map A.5: Percentage of school leavers with NCEA level 1 literacy and numeracy requirements (2008)

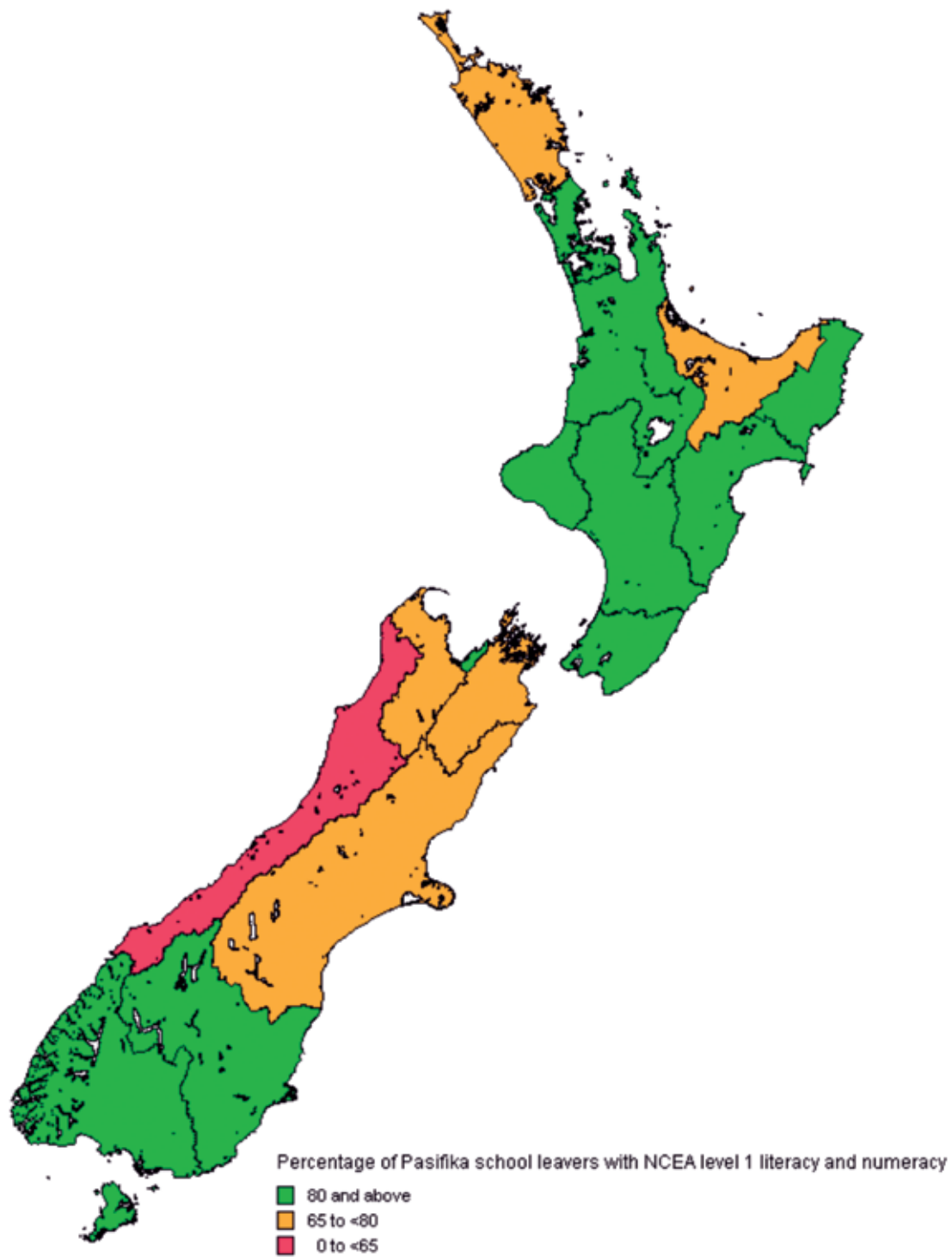




Table A.6: Percentage of school leavers with NCEA level 2 or above (2008)

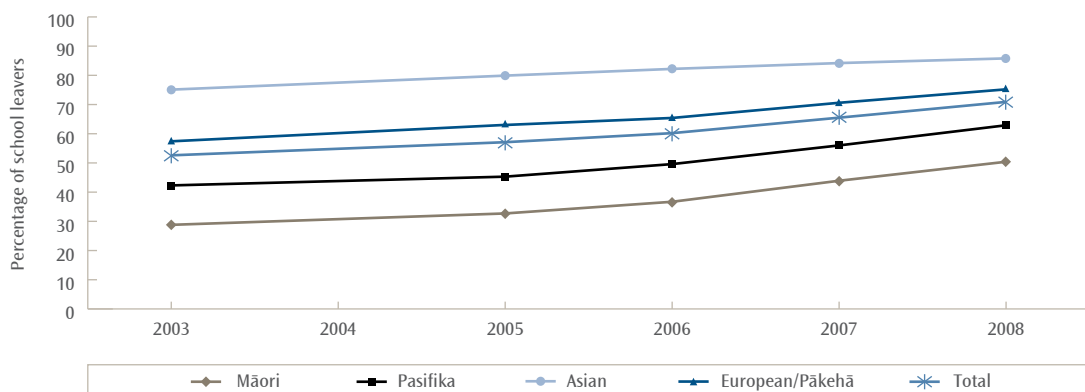
See technical notes for detailed notes relating to this data.

GSE District	Total Pasifika	Pacific Island Group	National Value	
Northland Region	50.0	Tokelauan	53.2	
Auckland Region	64.9	Fijian	63.8	
Waikato Region	53.6	Niuean	55.8	
Bay of Plenty Region	57.1	Tongan	61.0	
Gisborne Region	70.0	Cook Island Maori	58.5	
Hawkes Bay Region	48.4	Samoan	66.3	
Taranaki Region	61.9	Other Pacific peoples	61.6	
Manawatu-Wanganui Region	60.6	Total Pasifika	62.9	
Wellington Region	65.0			
Tasman Region	75.0	Pacific Island Group	Female	Male
Nelson Region	63.6	Tokelauan	64.9	40.4
Marlborough Region	23.1	Fijian	71.1	56.0
West Coast Region	25.0	Niuean	60.9	50.5
Canterbury Region	51.2	Tongan	67.0	55.0
Otago Region	70.4	Cook Island Maori	63.0	53.2
Southland Region	44.4	Samoan	73.5	58.6
Not Applicable	18.2	Other Pacific peoples	65.5	57.5
New Zealand Total	62.9	Total Pasifika	69.3	56.1

Year	Total Pasifika
2003	42.3
2004	na
2005	45.3
2006	49.6
2007	56.0
2008	62.9

Quintile	Total Pasifika
Quintile 1	61.7
Quintile 2	59.3
Quintile 3	66.1
Quintile 4	62.4
Quintile 5	76.6

Figure A.6: Percentage of school leavers with NCEA level 2 qualification or above, by ethnic group (2003 to 2008)



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 are not comparable with other years, and has been omitted.

Map A.6: Percentage of school leavers with NCEA level 2 or above (2008)

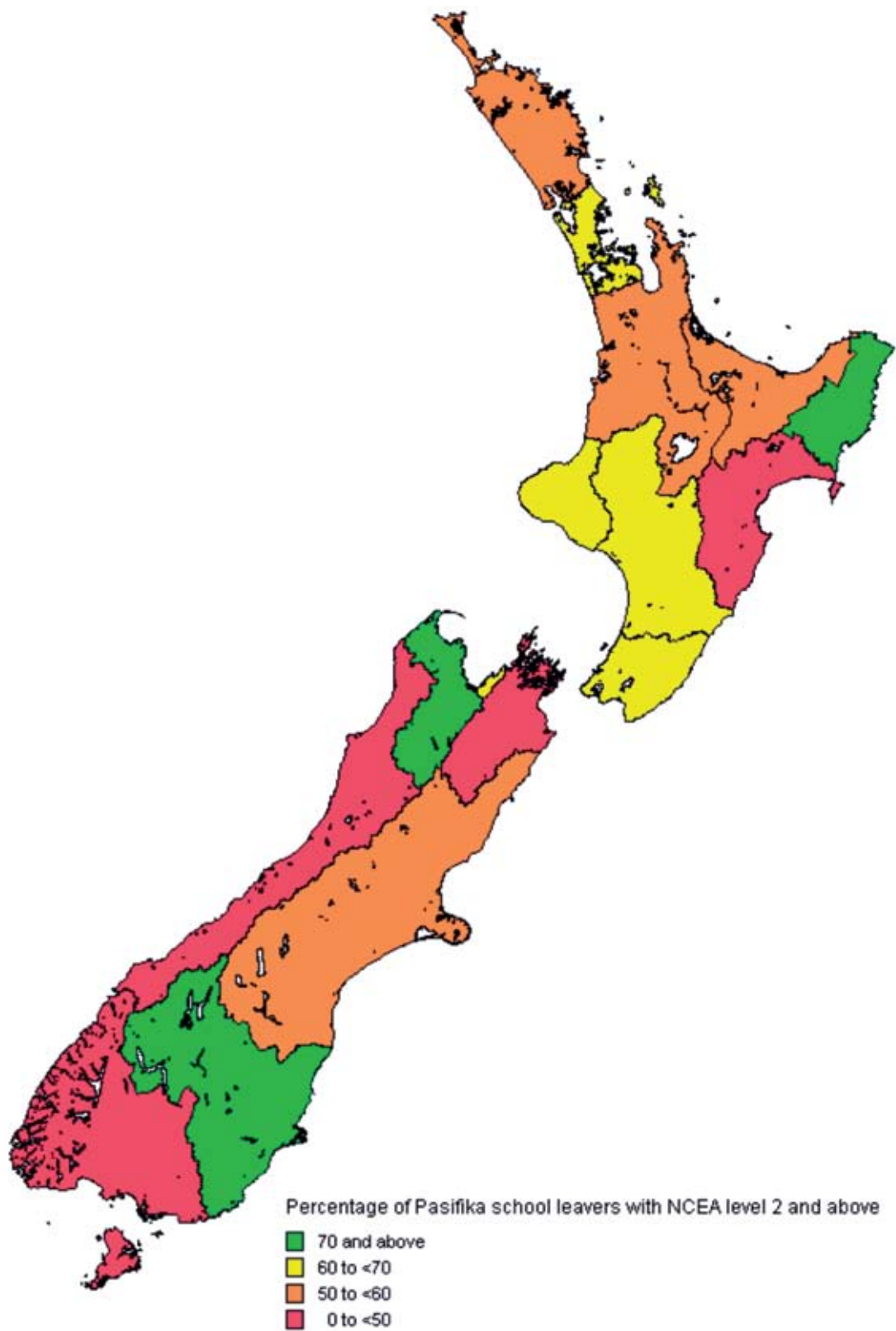




Table A.7: Percentage of school leavers with a university entrance standard (2008)

See technical notes for detailed notes relating to this data.

GSE District	Total Pasifika
Northland Region	21.9
Auckland Region	24.1
Waikato Region	17.6
Bay of Plenty Region	18.2
Gisborne Region	30.0
Hawkes Bay Region	16.5
Taranaki Region	19.0
Manawatu-Wanganui Region	26.3
Wellington Region	20.8
Tasman Region	0.0
Nelson Region	18.2
Marlborough Region	15.4
West Coast Region	0.0
Canterbury Region	19.7
Otago Region	31.5
Southland Region	22.2
Not Applicable	0.0
New Zealand Total	23.0

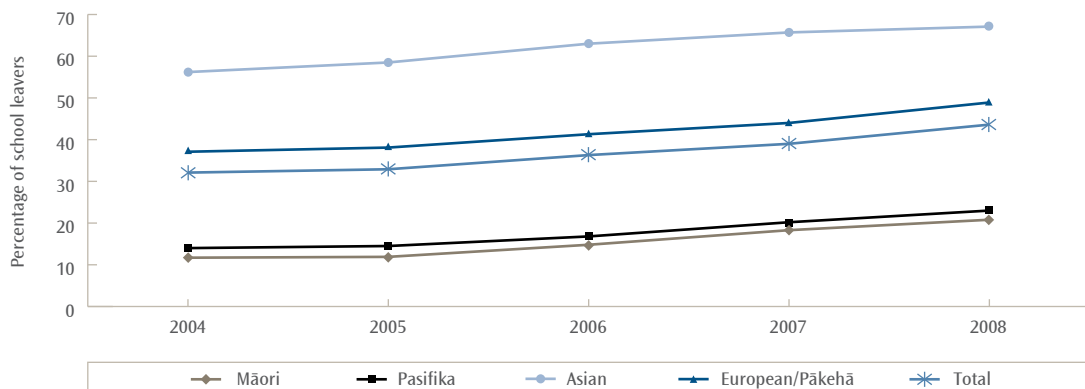
Pacific Island Group	National Value
Tokelauan	11.0
Fijian	28.3
Niuean	19.9
Tongan	21.8
Cook Island Maori	16.5
Samoan	25.4
Other Pacific peoples	23.6
Total Pasifika	23.0

Pacific Island Group	Female	Male
Tokelauan	15.8	5.8
Fijian	33.6	22.7
Niuean	26.1	13.5
Tongan	26.2	17.4
Cook Island Maori	19.6	12.8
Samoan	30.6	20.0
Other Pacific peoples	28.2	18.9
Total Pasifika	27.6	18.0

Year	Total Pasifika
2004	14.0
2005	14.5
2006	16.8
2007	20.2
2008	23.0
2008	62.9

Quintile	Total Pasifika
Quintile 1	22.1
Quintile 2	16.7
Quintile 3	26.3
Quintile 4	25.8
Quintile 5	37.6

Figure A.7: Percentage of school leavers achieving a university entrance standard, by ethnic group (2004 to 2008)



Map A.7: Percentage of school leavers with a university entrance standard (2008)

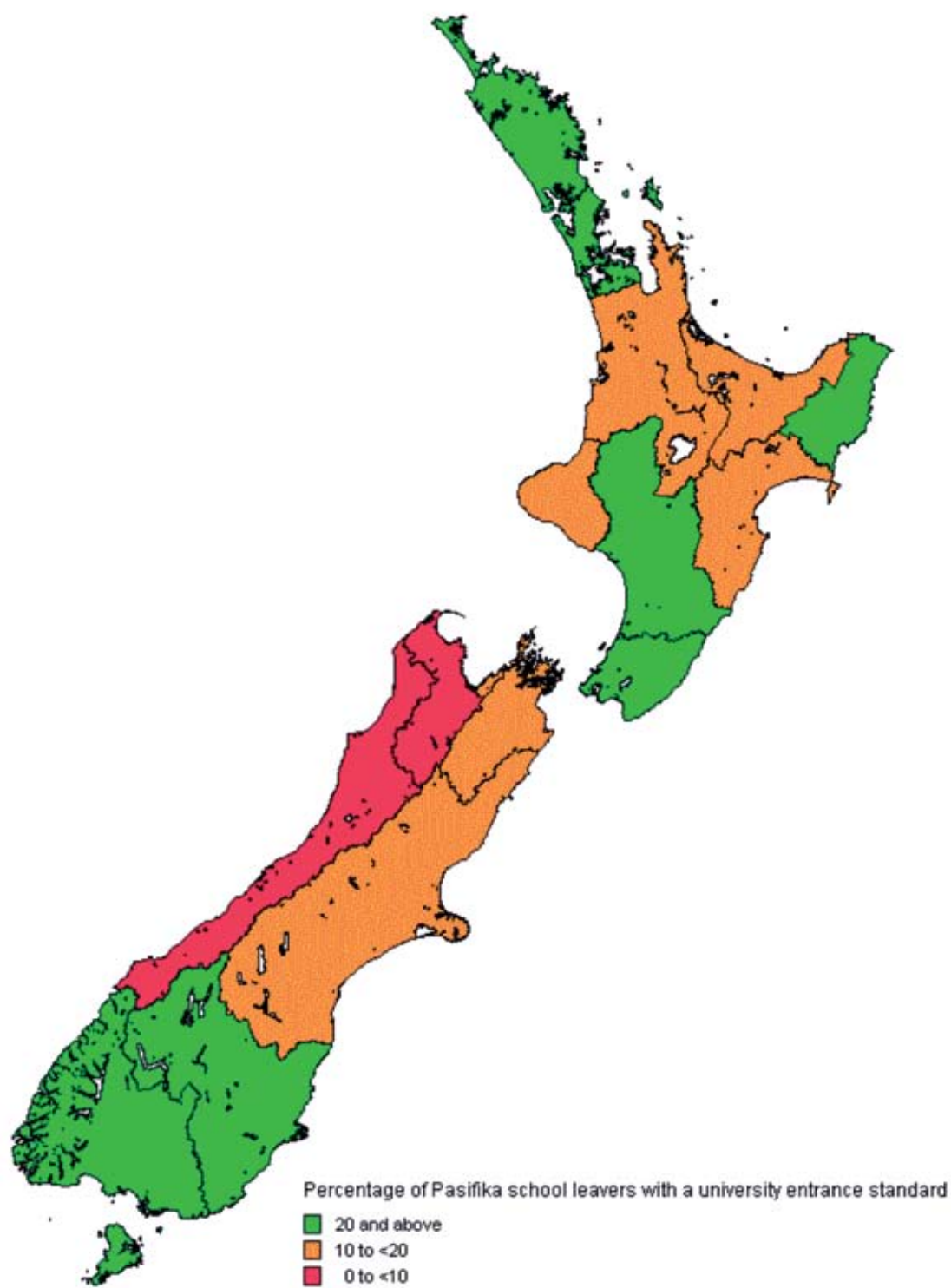


Table A.8: Number of Pasifika teachers in state schools, as at early April (2008)

See technical notes for detailed notes relating to this data.

Regional Council	Total Pasifika
Northland Region	26
Auckland Region	866
Waikato Region	63
Bay of Plenty Region	30
Gisborne Region	6
Hawkes Bay Region	13
Taranaki Region	9
Manawatu-Wanganui Region	28
Wellington Region	149
Tasman Region	0
Nelson Region	1
Marlborough Region	4
West Coast Region	2
Canterbury Region	41
Otago Region	13
Southland Region	13
Not Applicable	3
New Zealand Total	1,267

Pacific Island Group	National Value
Tokelauan	17
Fijian	111
Niuean	86
Tongan	157
Cook Island Maori	168
Samoan	663
Other Pacific peoples	65
Total Pasifika	1,267

Year	Total Pasifika
2002	870
2003	969
2004	999
2005	1,082
2006	1,131
2007	1,206
2008	1,267

Quintile	Total Pasifika
Quintile 1	704
Quintile 2	244
Quintile 3	147
Quintile 4	104
Quintile 5	65



Map A.8: Number of Pasifika teachers in state schools, as at early April (2008)

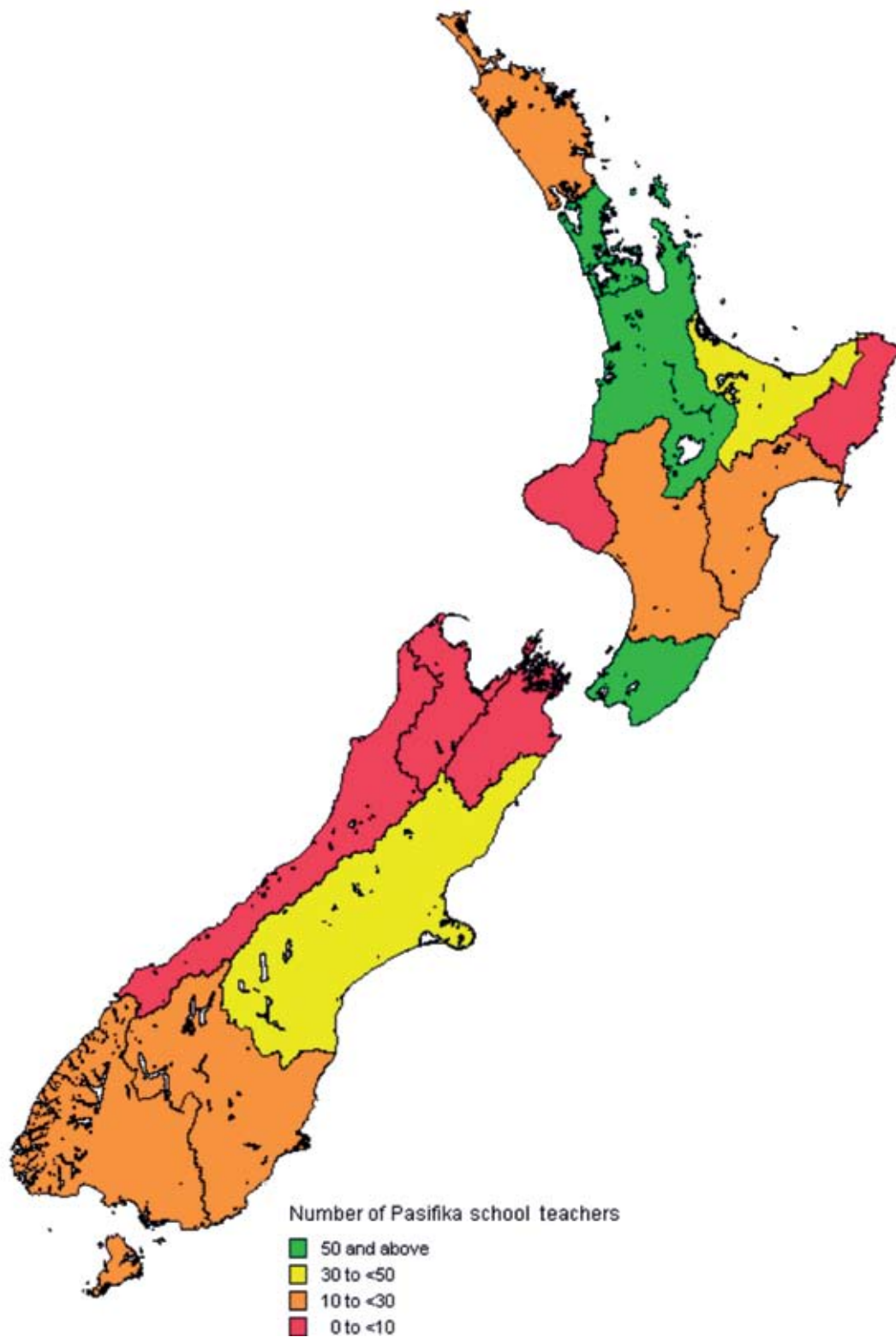


Table A.9: Age-standardised suspension rates per 1,000 students (2008)

See technical notes for detailed notes relating to this data.

Regional Council	Total Pasifika
Northland Region	10.4
Auckland Region	7.0
Waikato Region	5.7
Bay of Plenty Region	7.8
Gisborne Region	0.0
Hawkes Bay Region	8.0
Taranaki Region	3.2
Manawatu-Wanganui Region	13.9
Wellington Region	7.5
Tasman Region	0.0
Nelson Region	0.0
Marlborough Region	54.9
West Coast Region	0.0
Canterbury Region	6.4
Otago Region	5.3
Southland Region	0.0
Chatham Islands County	0.0
New Zealand Total	7.2

Regional Council	Total Pasifika
Northland Region	10.4
Auckland Region	7.0
Waikato Region	5.7
Bay of Plenty Region	7.8
Gisborne Region	0.0
Hawkes Bay Region	8.0
Taranaki Region	3.2
Manawatu-Wanganui Region	13.9
Wellington Region	7.5
Tasman Region	0.0
Nelson Region	0.0
Marlborough Region	54.9
West Coast Region	0.0
Canterbury Region	6.4
Otago Region	5.3
Southland Region	0.0
Chatham Islands County	0.0
New Zealand Total	7.2

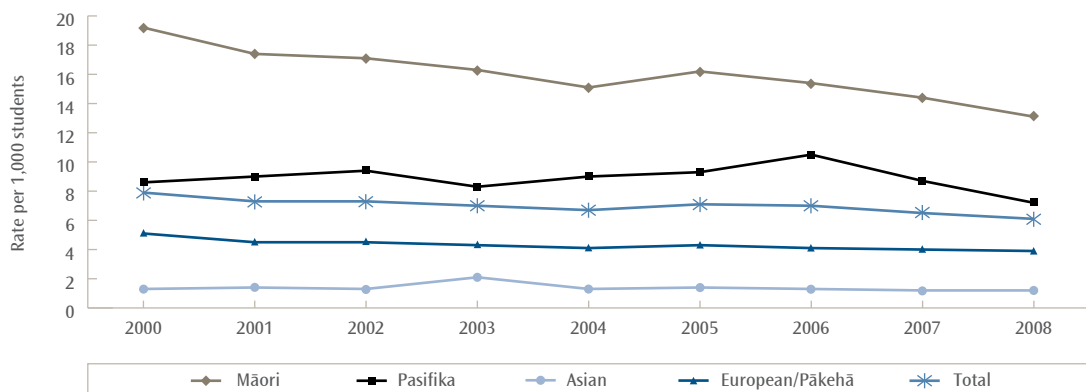
Pacific Island Group	National Value
Tokelauan	5.2
Fijian	2.9
Niuean	4.8
Tongan	8.2
Cook Island Maori	8.1
Samoan	7.5
Other Pacific peoples	7.8
Total Pasifika	7.2

Pacific Island Group	Female	Male
Tokelauan	2.6	7.9
Fijian	2.3	3.5
Niuean	1.6	7.8
Tongan	4.6	11.7
Cook Island Maori	4.3	11.7
Samoan	4.6	10.3
Other Pacific peoples	2.9	12.6
Total Pasifika	4.1	10.2

Year	Total Pasifika
2000	8.6
2001	9.0
2002	9.4
2003	8.3
2004	9.0
2005	9.3
2006	10.5
2007	8.7
2008	7.2

Quintile	Total Pasifika
Quintile 1	5.8
Quintile 2	9.7
Quintile 3	6.6
Quintile 4	7.6
Quintile 5	7.0

Figure A.9: Age-standardised suspension rates per 1,000 students, by ethnic group (2000 to 2008)



Map A.9: Age-standardised suspension rates per 1,000 students (2008)

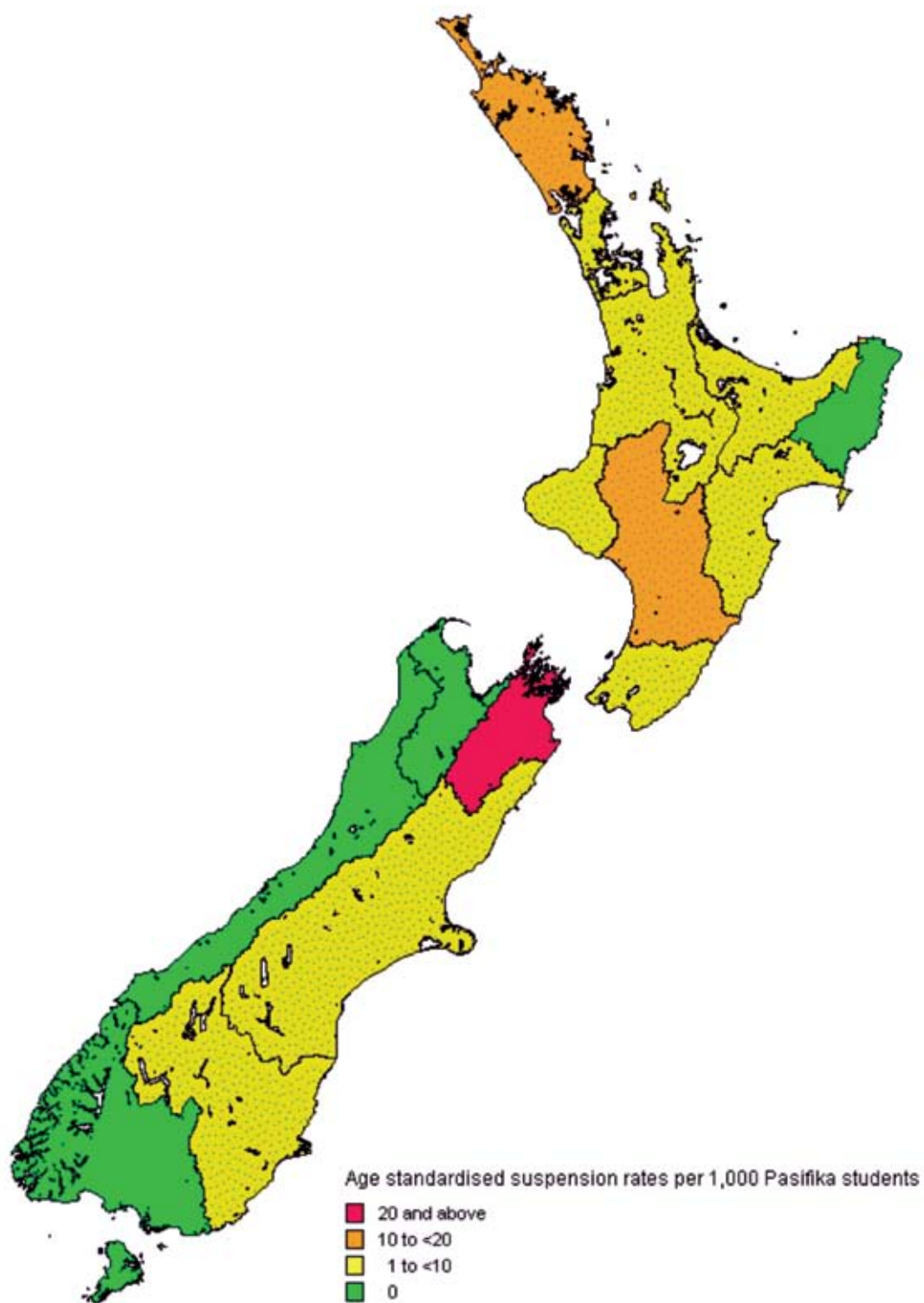


Table A.10: Age-standardised expulsion rates per 1,000 students (2008)

See technical notes for detailed notes relating to this data.

Regional Council	Total Pasifika
Northland Region	0.0
Auckland Region	6.1
Waikato Region	7.3
Bay of Plenty Region	0.0
Gisborne Region	0.0
Hawkes Bay Region	7.2
Taranaki Region	0.0
Manawatu-Wanganui Region	0.0
Wellington Region	1.9
Tasman Region	0.0
Nelson Region	0.0
Marlborough Region	0.0
West Coast Region	0.0
Canterbury Region	2.8
Otago Region	0.0
Southland Region	0.0
Chatham Islands County	0.0
New Zealand Total	5.1

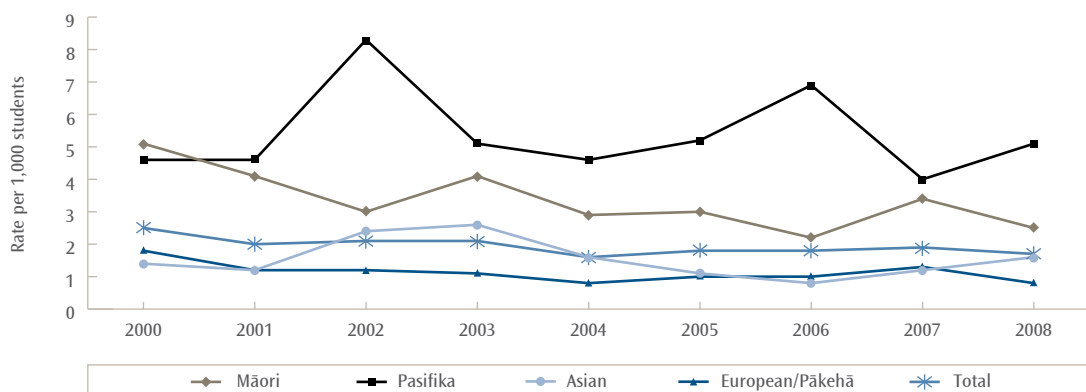
Pacific Island Group	National Value
Tokelauan	0.0
Fijian	1.5
Niuean	4.5
Tongan	6.1
Cook Island Maori	6.1
Samoan	5.8
Other Pacific peoples	0.0
Total Pasifika	5.1

Pacific Island Group	Female	Male
Tokelauan	0.0	0.0
Fijian	0.0	3.1
Niuean	0.0	9.2
Tongan	3.6	8.6
Cook Island Maori	4.0	8.3
Samoan	2.8	9.0
Other Pacific peoples	0.0	0.0
Total Pasifika	2.5	7.8

Year	Total Pasifika
2000	4.6
2001	4.6
2002	8.3
2003	5.1
2004	4.6
2005	5.2
2006	6.9
2007	4.0
2008	5.1

Quintile	Total Pasifika
Quintile 1	6.1
Quintile 2	6.3
Quintile 3	0.8
Quintile 4	4.6
Quintile 5	4.7

Figure A.10: Age-standardised expulsion rates per 1,000 students, by ethnic group (2000 to 2008)



Map A.10: Age-standardised expulsion rates per 1,000 students (2008)

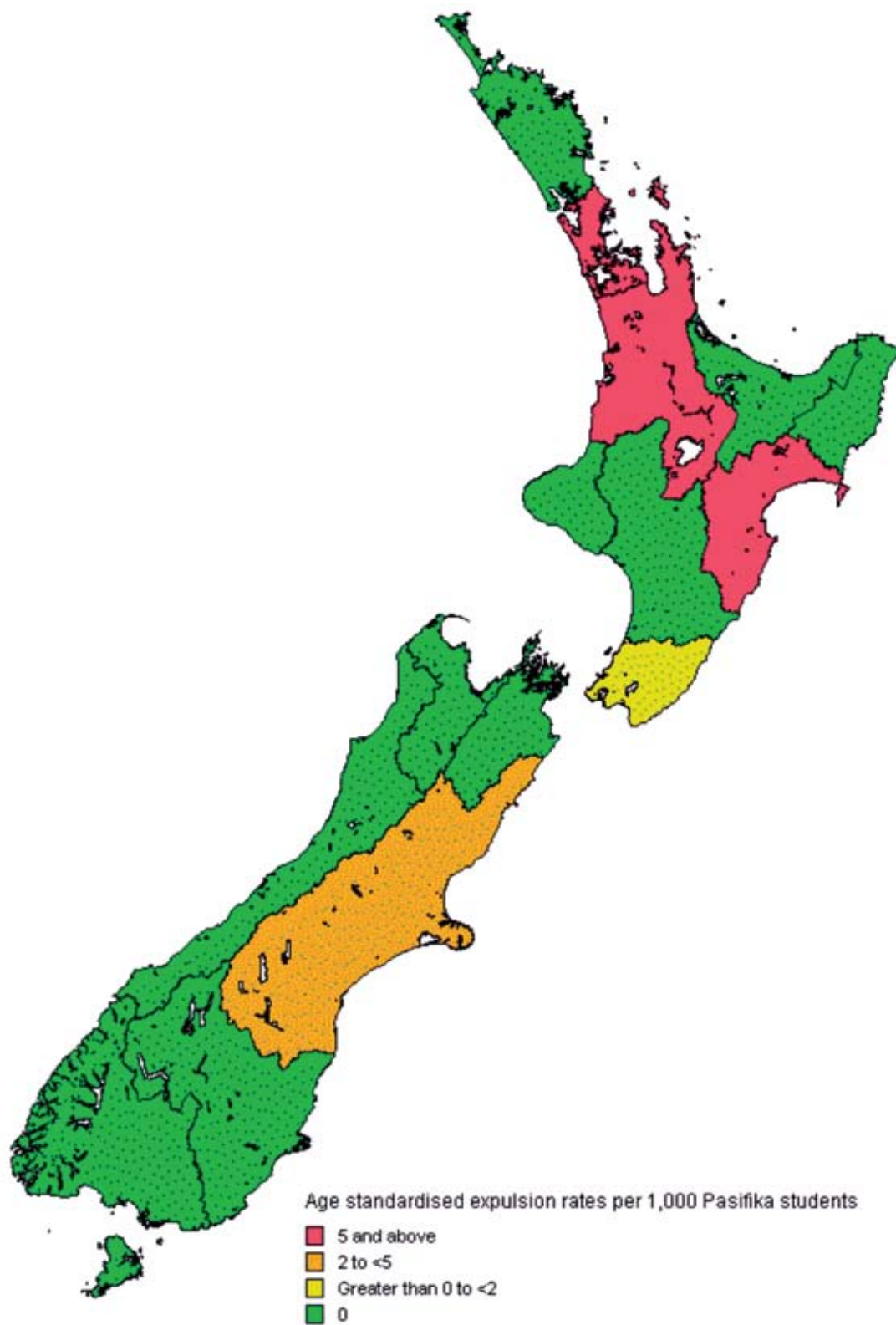


Table A.11: Proportion of all boards of trustees' members – percentage (2008)

See technical notes for detailed notes relating to this data.

Regional Council	Total Pasifika	Year	Total Pasifika
Northland Region	0.0	2000	24.5
Auckland Region	28.4	2001	28.7
Waikato Region	43.8	2002	27.1
Bay of Plenty Region	50.0	2003	27.7
Gisborne Region	n/a	2004	29.4
Hawkes Bay Region	42.9	2005	30.7
Taranaki Region	n/a	2006	32.7
Manawatu-Wanganui Region	13.3	2007	32.0
Wellington Region	34.5	2008	29.3
Tasman Region	n/a		
Nelson Region	n/a		
Marlborough Region	n/a		
West Coast Region	n/a		
Canterbury Region	22.6		
Otago Region	15.4		
Southland Region	33.3		
Not applicable	n/a		
New Zealand Total	29.3		

Quintile	Total Pasifika
Quintile 1	35.1
Quintile 2	29.8
Quintile 3	20.0
Quintile 4	25.5
Quintile 5	10.0



Map A.11: Proportion of all boards of trustees' members (2008)

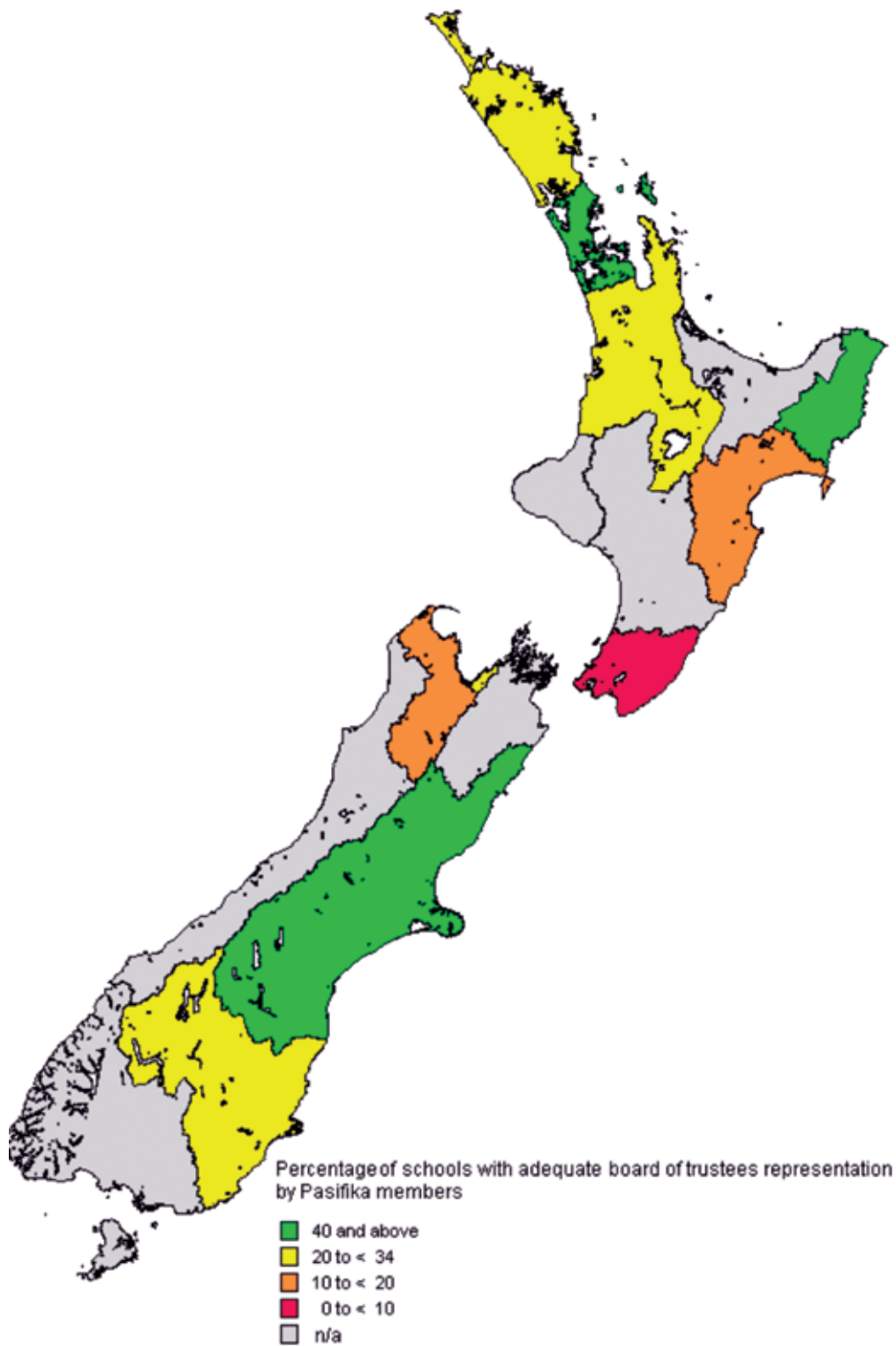




Table A.12: Participation rate at levels four or above – percentage (2008)

See technical notes for detailed notes relating to this data.

Provider Type	Total Pasifika
Universities	12.37
Institutes of technology and polytechnics	4.63
Wānanga	0.28
Public providers	17.15
Private training establishments	4.12
Total	21.11

Level of Study	Total Pasifika
Level 4 certificate	5.79
Level 5 to 7 diploma	4.66
Level 7 bachelors	11.31
Level 8 honours/postgrad cert/dip	0.53
Level 9 masters	0.11
Level 10 doctorates	0.01
Total	21.11

Pacific Island Group	National Value
Tokelauan	169
Fijian	1,286
Niuean	551
Tongan	1,569
Cook Island Maori	1,171
Samoan	4,077
Other Pacific peoples	327
Total Pasifika	8,460

Year	Total Pasifika
2001	15.38
2002	16.84
2003	18.81
2004	19.17
2005	20.17
2006	20.05
2007	20.83
2008	21.11

Gender	Total Pasifika
Female	25.14
Male	17.03
Total	21.11

Pacific Island Group	Female	Male
Tokelauan	109	60
Fijian	733	553
Niuean	338	213
Tongan	973	596
Cook Island Maori	710	461
Samoan	2,456	1,621
Other Pacific peoples	192	135
Total Pasifika	5,064	3,396

Figure A.12: Participation rates for students aged 18-24 in qualifications at level 4 or above, by ethnic group (2001 to 2008)

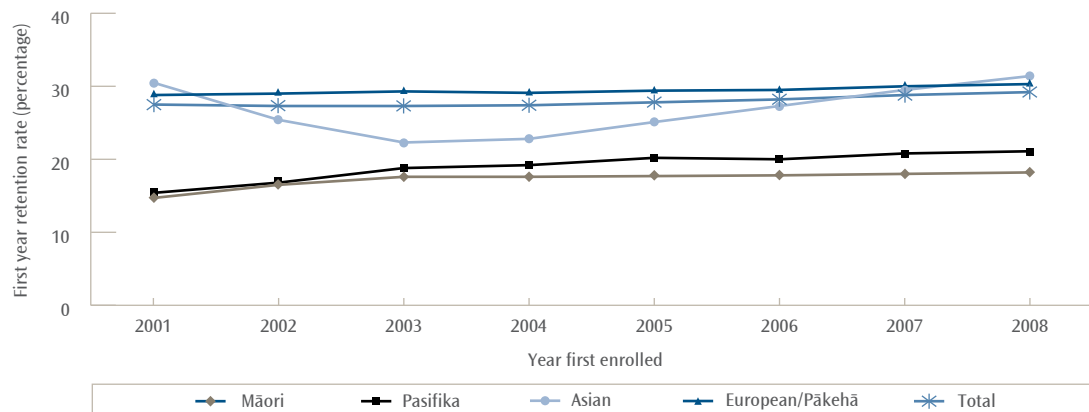


Table A.13: First-year retention rate at levels four and above – percentage (2008)

See technical notes for detailed notes relating to this data.

Provider Type	Total Pasifika	Year first enrolled	Total Pasifika	
Universities	73.3	2000	68.4	
Institutes of technology and polytechnics	57.7	2001	71.1	
Wānanga	71.4	2002	71.2	
Private training establishments	75.6	2003	71.8	
Total	69.7	2004	70.7	
		2005	70.2	
		2006	71.2	
		2007	69.7	
Level of Study	Total Pasifika	Gender	Total Pasifika	
Level 4 certificate	65.4	Female	70.6	
Level 5 to 7 diploma	62.3	Male	68.3	
Level 7 bachelors	78.6	Total	69.7	
Level 8 honours/postgrad cert/dip	76.5			
Level 9 masters	84.6	Pacific Island Group	Female	Male
Level 10 doctorates	100	Tokelauan	57.1	59.5
Total	69.7	Fijian	82.3	76.6
		Niuean	68.3	65.9
		Tongan	70.7	69.7
		Cook Island Maori	64.8	65.4
		Samoan	70.5	65.9
		Other Pacific peoples	77.3	77.8
		Total Pasifika	70.6	68.3
Pacific Island Group	National Value			
Tokelauan	58.1			
Fijian	79.8			
Niuean	67.5			
Tongan	70.3			
Cook Island Maori	65.0			
Samoan	68.7			
Other Pacific peoples	77.5			
Total Pasifika	69.7			

Figure A.13: First-year retention for students aged 18-24 in qualifications at level 4 and above, by ethnic group (2000 to 2007)

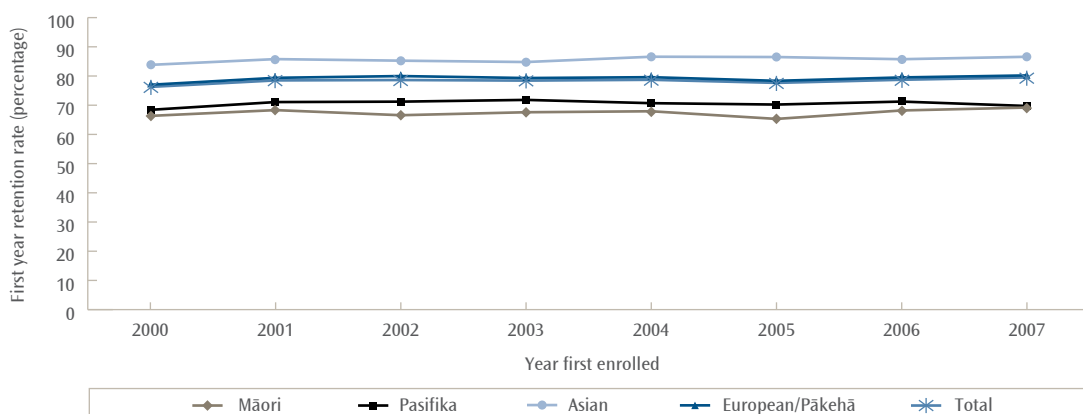




Table A.14: Five-year completion rate at levels four or above – percentage (2008)

See technical notes for detailed notes relating to this data.

Provider Type	Total Pasifika
Universities	39.3
Institutes of technology and polytechnics	32.5
Wānanga	33.6
Private training establishments	38.9
Total	37.0

Year first enrolled	Total Pasifika
2000	35.6
2001	37.8
2002	38.2
2003	36.9
2004	37.0

Level of Study	Total Pasifika
Level 4 certificate	36.6
Level 5-7 diploma	36.4
Level 7 bachelors	35.3
Level 8 honours/postgrad cert/dip	64.6
Level 9 masters	63.6
Level 10 doctorates	50.0
Total	37.0

Gender	Total Pasifika
Female	38.3
Male	35.1
Total	37.0

Pacific Island Group	Female	Male
Tokelauan	27.1	40.0
Fijian	48.6	41.8
Niuean	42.6	44.3
Tongan	38.7	36.8
Cook Island Maori	33.0	30.5
Samoan	37.2	31.5
Other Pacific peoples	40.0	52.5
Total Pasifika	38.3	35.1

Pacific Island Group	National Value
Tokelauan	31.5
Fijian	45.8
Niuean	43.3
Tongan	38.0
Cook Island Maori	32.1
Samoan	35.0
Other Pacific peoples	45.6
Total Pasifika	37.0

Figure A.14: Five-year completion rates for students aged 18-24 in qualifications at level 4 and above, by ethnic group (2000 to 2004)

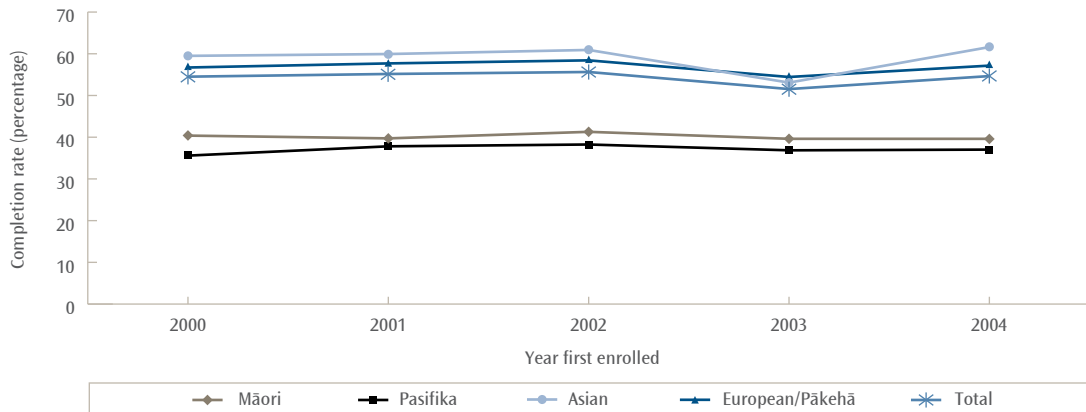


Table A.15: Postgraduate participation rate – percentage (2008)

See technical notes for detailed notes relating to this data.

Provider Type	Total Pasifika
Universities	0.54
Institutes of technology and polytechnics	0.03
Wānanga	0.00
Private training establishments	0.02
Total	0.58

Level of Study	Total Pasifika
Level 8 honours/postgrad cert/dip	0.35
Level 9 masters	0.18
Level 10 doctorates	0.06
Total	0.58

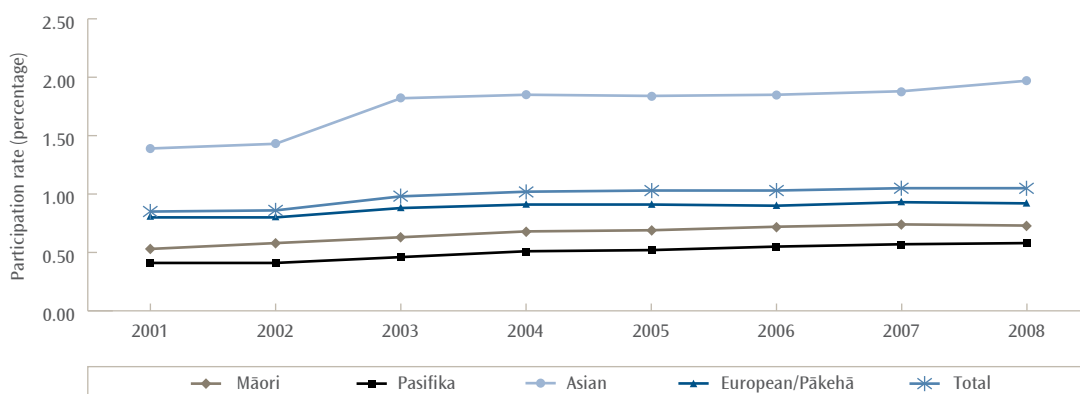
Pacific Island Group	National Value
Tokelauan	22
Fijian	244
Niuean	63
Tongan	198
Cook Island Maori	145
Samoan	513
Other Pacific peoples	100
Total Pasifika	1,180

Year	Total Pasifika
2001	0.41
2002	0.41
2003	0.46
2004	0.51
2005	0.52
2006	0.55
2007	0.57
2008	0.58

Gender	Total Pasifika
Female	0.49
Male	0.67
Total	0.58

Pacific Island Group	Female	Male
Tokelauan	13	9
Fijian	130	114
Niuean	43	20
Tongan	116	82
Cook Island Maori	75	70
Samoan	325	188
Other Pacific peoples	62	38
Total Pasifika	708	492

Figure A.15: Participation rates in postgraduate level study, by ethnic group (2001 to 2008)





Appendix 2: Technical Notes

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1 Early childhood education

General notes

All early childhood data for ethnicity is prioritised in the order of Māori, Pasifika, Asian, other groups except European/Pākehā, and European. 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

Table A.2

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 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

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Board of trustees

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

Degree

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

Domestic student

Persons who are:

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

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

ECE

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

Early childhood education service type

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

Education and care services

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

Ethnicity

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

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

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

See **Ethnicity** under technical notes for more information.

Exclusion

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

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

Expulsion

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

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

Foreign fee-paying student

See **International fee-paying student**.

International fee-paying student

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

International student

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

ISCED

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

ISCED-1997 levels of education are:

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

NCEA

National Certificate of Education Achievement. NCEA is 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**).

