



13

New Zealand Schools

Ngā Kura o Aotearoa

A report on the compulsory schools sector in New Zealand 2013





This Government has a vision for a country where all our young people have access to effective education and the ability to achieve at a high standard, academically and otherwise.

2013 New Zealand Schools/Ngā Kura o Aotearoa

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Contents

Foreword	5
Overview	6
Highlights of 2013	7
Chapter 1: Introduction	8
Schools in 2013	9
Expectations of schools in 2013	10
Strategies to improve Māori and Pasifika achievement	12
Māori language in education	12
Chapter 2: Resourcing	14
Government funding to schools	15
Financial performance of New Zealand schools	17
The Canterbury earthquakes	21
Digital technologies	21
Chapter 3: Foundation skills	22
Reading literacy in primary schooling	23
Reading literacy in secondary schooling	26
Mathematics literacy in primary schooling	29
Mathematics literacy in secondary schooling	30
Science literacy in secondary schooling	32
Chapter 4: Student outcomes	34
Proportion of 18-year-olds with NCEA Level 2 or equivalent qualification	35
School-leaver qualifications	36
Chapter 5: Student participation and engagement with learning	39
Student transience	40
Retention of students in secondary schooling	41
Early leaving exemptions	42
Attendance at school	44
Stand-downs and suspensions from school	46
Positive Behaviour for Learning	48
Success for All: Every School, Every Child	49
Youth Guarantee	50
Social Sector Trials	50
Chapter 6: Quality teaching and education providers	51
Teacher numbers	52
Professional learning and development	53
School leadership	54
Community representation by school trustees	55
Appendix 1	57
Plans to address pressures on school capacity	57
Appendix 2	78
Statement of Results	78
Non-departmental other expenses	78
References	89

Figures

Figure 1:	Schooling options for young people of compulsory school attendance age	9
Figure 2:	Nominal and real operational grants to schools, 2003–2013.....	16
Figure 3:	Teacher salary funding to state and state-integrated schools, 2003–2013	16
Figure 4:	Direct property funding to schools, 2003–2013	17
Figure 5:	Proportion of students meeting the National Standard for reading, 2012–2013	24
Figure 6:	Proportion of students meeting the National Standard for writing, 2012–2013	24
Figure 7:	Proportion of students meeting Ngā Whanaketanga Reo, 2012–2013.....	25
Figure 8:	Proportion of 15-year-old students who met the literacy and	26
	numeracy requirements for NCEA Level 1, 2008–2013	
Figure 9:	Proportion of 15-year-old students meeting NCEA Level 1 literacy and.....	27
	numeracy requirements, by ethnicity, 2009–2013	
Figure 10:	Proportion of students meeting the National Standard for mathematics, 2011–2013.....	29
Figure 11:	Percentage of students meeting Ngā Whanaketanga Pāngarau,	30
	2012–2013	
Figure 12:	Proportion of 15-year-old students participating in at least.....	33
	one science subject, 2008–2013	
Figure 13:	Better Public Services target: previously predicted, required and	35
	actual attainment rates of 18-year-olds with at least a Level 2	
	qualification, by ethnicity, 2011–2017	
Figure 14:	Proportion of school leavers with NCEA Level 1 or above,	36
	by total response ethnicity, 2009–2013	
Figure 15:	Proportion of school leavers with NCEA Level 2 or above,	37
	by total response ethnicity, 2009–2013	
Figure 16:	Proportion of school leavers with University Entrance standard,.....	38
	by total response ethnicity, 2009–2013	
Figure 17:	Transients per 1,000 enrolled students, 2009 to 2013.....	41
Figure 18:	Retention rate: proportion of school leavers aged 17 or above,	41
	by ethnicity, 2009–2013	
Figure 19:	Early leaving exemption application approval and decline rates, 2000–2013.....	43
Figure 20:	Early leaver exemption rates per 1,000, by ethnicity, 2000–2013.....	43
Figure 21:	Absence rates, by gender and current year level, 2013	45
Figure 22:	Age-standardised stand-down rates, by ethnicity, 2000–2013.....	46
Figure 23:	Age-standardised stand-down rates, by ethnicity and school quintile, 2013.....	47
Figure 24:	Number of schools expected to have at least one Māori board	56
	member versus proportion of schools with fair Māori representation, 1998–2013	
Figure 25:	Number of schools expected to have at least one Pasifika board member	56
	versus proportion of schools with fair Pasifika representation, 1998–2013	

Tables

Table 1:	All students involved in Levels 1–4a of Māori-language education, 2003–2013.....	13
Table 2:	School revenue, 2010–2013.....	18
Table 3:	Expenditure of state and state-integrated schools,	18
	by main expenditure category, 2010–2013	
Table 4:	Percentage of schools with an operating surplus, 2011–2013.....	19
Table 5:	Percentage of schools in different working capital ratio bands, 2013	20
Table 6:	Public equity trends, 2011–2013	20
Table 7:	Percentage of schools with an increase in public equity, 2013	21
Table 8:	Teacher loss rates, by school type, May 2007/08 to May 2012/13	53
Table A1.1:	Schools with enrolment schemes in place for part of or all of 2013	60

Foreword

This Government has a vision for a country where all our young people have access to effective education and the ability to achieve at a high standard. We are ambitious for our students and have set a key target that 85% of 18-year-olds will have achieved NCEA¹ Level 2 (or an equivalent qualification) by 2017. In 2013, 78.6% of 18-year-olds met this target, continuing the progress seen in previous years and exceeding our forecasts. In the past two years alone nearly 1,600 more of our young people have achieved NCEA 2 by age 18. That is 1,600 young people with a much more positive educational springboard into adult life.

Maintaining high expectations for our students and providing all students with high-quality education and modern learning environments will ensure our young people will be better prepared for further education and employment.

Schools are performing well for many of our students, and progress is being made towards a number of goals set in recent years, but this report shows that there is room for improvement. The spread of achievement of our students is wide. Too many pupils do not reach their full potential because we do not engage and support them in their learning. We have over 760,000 students in education in New Zealand, and we need to ensure that we get it right for every single one.

Our work with schools is supported by public achievement information about students and schools, which identifies gaps and areas of greatest need. We want to ensure that communities and schools have the information required to meet our educational challenges. In 2013 more than 400,000 primary-aged children had their progress assessed against National Standards. This helps identify the children who are not yet doing as well as we want.

The Government's emphasis will continue to be on lifting educational standards so that the students of today will become the talented adults of tomorrow, contributing to New Zealand's society and economy in a meaningful way.

I am pleased to present to Parliament New Zealand Schools Ngā Kura o Aotearoa – 2013.



Hon. Hekia Parata
Minister of Education

1 National Certificate of Educational Achievement.

Overview



By international standards New Zealand has good returns from its investment in schooling in terms of levels of literacy and qualifications, and there is evidence of improved efficiency/effectiveness as indicated by an increase in the number of qualifications. The introduction of NCEA has achieved its aim of more young people leaving school with a meaningful level of qualification.

Where fundamental changes in the framework for education have been made, the system has responded positively in the ways expected. These changes over the last decade have included (alongside the impact of NCEA):

- ✔ a reduction in the number of early leavers from school due to the introduction of more rigorous assessment for exemption from schooling
- ✔ the Better Public Services (BPS) targets successfully encouraging improvements beyond those forecast from previous trends.

However, our schooling system continues to under-perform for some of our students. These students are proportionately more likely to be Māori or Pasifika, or to be from low socio-economic communities. At present Māori and Pasifika learners are on average:

- ✔ less likely to achieve foundation literacy and numeracy skills
- ✔ more likely to disengage from education, to be frequent truants, or to be suspended, excluded or expelled
- ✔ less likely to leave school with useful levels of qualification.

As in other countries – but more so than in most – on average boys are lagging behind girls in achievement.

There is no clear evidence that levels of literacy in our school-aged population are improving, and, particularly in mathematics, we lag behind the top-performing countries. More young people are achieving qualifications, but that cannot be taken to imply that they are learning more. School retention has been improving only slowly, and student disengagement measured by truancy levels shows no evidence of improvement at all. The introduction of National Standards and the growth in participation in early childhood education may ultimately lead to improved literacy in our primary school children and less subsequent disengagement from education, but as of 2013 it is too early to measure any effects.



Those students who have poor skills and knowledge are experiencing education in qualitatively and quantitatively different ways to those students who are reaching their potential. Adolescent students who skip school and classes are much more likely to achieve only basic skills and knowledge compared with those who do not. We need to ensure early literacy, and we need to ensure ongoing engagement in learning. International and local evidence shows the importance of having teachers who are well qualified for the role they are playing, who have positive expectations of their students, and who expose their students to the curriculum in ways they can engage with.

Highlights of 2013

- Implementation of the National Standards continued in 2013. The proportions of students achieving at or above the standards for reading (77.9%), writing (70.6%) and mathematics (74.6%) have increased in each of the last two years since the introduction of National Standards.
- The Government has set a target of increasing the proportion of 18-year-olds with an NCEA Level 2 or equivalent qualification to 85% by 2017, attained either through school or through tertiary study. In 2013, 78.6% of 18-year-olds had attained this level, an increase from 77.2% in 2012 and 74.3% in 2011. This suggests that we are on track to reach the 2017 target.
- Rates of stand-downs and suspensions continued to fall and were at their lowest levels in many years.
- Retention rates have been gradually increasing. In 2013, 82.6% of students remained in school until at least their 17th birthday, an increase from 79.1% in 2009.

CHAPTER 1:

01



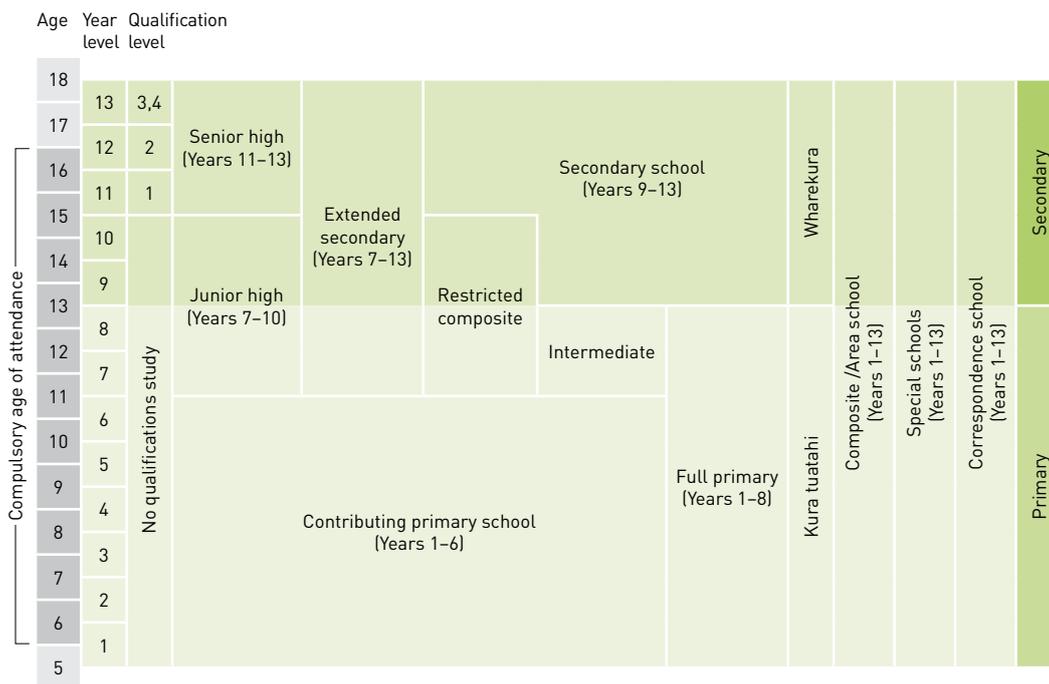
Introduction

Schools in 2013

In July 2013 there were 2,539 schools in New Zealand (including 21 Teen Parent Units), with 762,400 students. A further 5,521 students were home-schooled.

The schooling system is loosely divided into two parts: primary education for students aged 5–12 (Years 1–8) and secondary education for students aged 13–18 (Years 9–13). The schooling options are displayed below. Figure 1 also includes the year level of students and, in senior secondary school, the qualification level that most students study towards.

FIGURE 1: Schooling options for young people of compulsory school attendance age



The New Zealand education system does not make distinctions between academic and vocational/technical programmes. The design of The New Zealand Curriculum (Ministry of Education, 2007), Te Marautanga o Aotearoa (Ministry of Education, 2008b) and the National Certificate of Educational Achievement (NCEA) qualifications enables students to select from a range of courses (including industry-based qualifications) in the senior years of secondary school (Years 11–13).

New Zealand provides a free education system through state-owned and -operated schools. However, both state-integrated and private options exist. State-integrated schools are part of the state system but retain their special character. In 2012 the Government announced the introduction of a third alternative. Partnership Schools / Kura Hourua are publicly funded schools run by private interests, with more flexibility to set hours, governance and curriculum, in return for stronger accountability for improving educational outcomes. The first schools were announced in 2013, to be open for students in 2014.

Expectations of schools in 2013

The Minister of Education is required under Section 87B of the Education Act 1989 to report to Parliament each year on the performance of the state schools sector. Through this New Zealand Schools report the public of New Zealand are kept informed about state schools' operation and performance. The Government sets the policy framework for the operation of schools in New Zealand and monitors the standard of education delivered within the school network.

Boards of trustees are responsible for the running of schools. A school's operation and success depend on the co-operation and interaction of parents, teachers, principal and board. As Crown entities, schools manage their finances in accordance with the New Zealand equivalent of International Financial Reporting Standards and report annually on their financial position.

Schools have specific requirements set in the National Education Guidelines:

- ✔ National Education Goals (NEGs)
- ✔ national curriculum documents
- ✔ specific curriculum statements
- ✔ National Standards
- ✔ National Administration Guidelines (NAGs).

The NEGs set out the teaching and learning responsibilities of schools (see below). The NAGs set out the principles of administration for school managers and boards of trustees in achieving the NEGs.

National Education Goals (NEGs)

NEG 1	The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
NEG 2	Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
NEG 3	Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
NEG 4	A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
NEG 5	A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
NEG 6	Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
NEG 7	Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8	Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
NEG 9	Increased participation and success by Māori through the advancement of Māori education initiatives, including education in te reo Māori, consistent with the principles of the Treaty of Waitangi.
NEG 10	Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Evidence of the success of the schooling sector in meeting these requirements is gathered from a range of sources, including:

- ✔ national-level monitoring
- ✔ nationally standardised assessments
- ✔ Education Review Office (ERO) reports and national evaluations
- ✔ research and development initiatives
- ✔ international assessments.

Strategies to improve Māori and Pasifika achievement

The Government develops strategies to focus the education sector on priority areas. Although these are not mandatory, schools are expected to take account of them in their practice. Two of the key strategies in place in 2013 were Ka Hikitia – Managing for Success: The Māori Education Strategy and the Pasifika Education Plan.

Ka Hikitia: The Māori Education Strategy

Ka Hikitia sets the direction for improving outcomes for and with Māori students. An updated strategy was released in 2013 (Ka Hikitia – Accelerating Success: The Māori Education Strategy 2013–2017) (Ministry of Education, 2013a). The vision is for Māori to enjoy and achieve educational success as Māori. This means ensuring Māori students' identity, language and culture are valued and meaningfully integrated into their teaching and learning experiences.

Building on the Māori language educational elements of Ka Hikitia, and also released during 2013, is Tau Mai Te Reo – The Māori Language in Education Strategy 2013–2017 (Ministry of Education, 2013b). Tau Mai Te Reo expresses the education sector's responsibilities relating to Māori language in terms of the Treaty of Waitangi, legislation and Te Rautaki Reo Māori (the Government's Māori Language Strategy).

Pasifika Education Plan

In 2009 the Government released the Pasifika Education Plan 2009–2012 (Ministry of Education, 2009) to focus activity on what will make the most difference to improving educational outcomes for Pasifika students. A revised version of the plan, the Pasifika Education Plan 2013–2017, was released in late 2012. This presents the focus for initiatives relating to Pasifika education from 2013 onwards, as well as setting new targets for improving the educational outcomes for Pasifika students.

Māori language in education

Students learn te reo Māori by participating either in Māori-language classes in English-medium schools, or in Māori-medium education, where they learn te reo Māori in immersion settings.

Enrolments in Māori-medium education

Students can be taught at varying levels of the curriculum in te reo Māori. For the purposes of this analysis, Māori-medium education is defined as students taught in Māori between 51% and 100% of the time. Two levels of Māori-language learning are included in this definition (Levels 1 and 2, see Table 1). The number of students in each level of learning in Māori-medium education has fluctuated over the last decade, with the number of students involved in Māori-medium education in 2013 increasing by 551 compared to 2012. Of the students engaged in Māori-medium education in 2013, 97% identified as Māori. As at 1 July 2013, 283 schools offered Māori-medium education.

TABLE 1: All students involved in Levels 1–4a of Māori-language education, 2003–2013

Level of learning	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Level 1: 81–100%	12,209	12,580	12,755	12,235	11,991	11,774	11,634	11,738	11,818	11,816	12,028
Level 2: 51–80%	4,658	5,360	5,119	5,187	5,424	5,157	5,161	4,587	4,729	4,976	5,315
Sub-total	16,867	17,940	17,874	17,422	17,415	16,931	16,795	16,325	16,547	16,792	17,343
Level 3: 31–50%	6,024	5,345	5,761	5,450	5,154	4,795	4,649	4,904	4,807	4,936	4,843
Level 4(a): up to 30%	6,191	6,294	5,279	6,469	5,926	7,007	6,727	6,303	5,640	5,357	5,718

Definitions

<p>➤ Kura kaupapa Māori</p>	<p>A kura established under Section 155 of the Education Act 1989 as a kura supported by Te Rūnanganui o Ngā Kura Kaupapa Māori o Aotearoa, with the learning programmes based on te aho matua – Māori philosophies.</p>
<p>➤ Kura Māori</p>	<p>A kura established under Section 156 of the Education Act 1989 as a special character school delivering Māori-medium education.</p>
<p>➤ Kura teina</p>	<p>Not a fully independent school established under Section 155 of the Education Act 1989, development/establishment stage, aligned to a kura tuakana (a kura kaupapa Māori that acts as a mentor with primary responsibility for the kura teina).</p>
<p>➤ Māori-language education</p>	<p>All education that teaches Māori language skills and delivers education in and through te reo Māori.</p>
<p>➤ Māori-medium</p>	<p>Teaching that includes the use of te reo Māori. Students are taught curriculum subjects in both te reo Māori and English or in te reo Māori only. Māori medium includes all Level 1 and 2 schools and classes. Level 1 and 2 classes teach through the medium of Māori from 51 to 100% of the time.</p>
<p>➤ Wharekura</p>	<p>Secondary level kura.</p>

Where to find out more

Visit: www.educationcounts.govt.nz

Statistics

Schooling

July school roll returns

Māori medium education

Topics

Māori

CHAPTER 2:

02



Resourcing



The majority of government funding in the schooling sector is delivered to educational institutions in the form of operational grants and teacher salaries.

Aside from a few exceptions, where schools have raised funds and contributed financially themselves, the Crown owns all state non-integrated school buildings and land. Direct property funding for building new classrooms and funding major capital works on school property is provided to state non-integrated schools or third parties on behalf of the Crown. Schools can also receive government funding by participating in various educational programmes or initiatives funded by the Government.

The Government also gives various kinds of in-kind resourcing, including software licensing, laptops for principals and teachers, other ICT support, and professional development.

Government funding is not the only source of revenue. Schools raise funds locally from parents and communities. They also organise fairs, operate hostels and generate funds through enrolling international students.

The following section focuses on the government resources provided to schools for delivering educational services.

Government funding to schools

The three main components of Government funding are:

- ✔ operational funding, including property maintenance (on which the Government spent \$1,413 million in 2013)
- ✔ staffing (\$3,096 million in 2013)
- ✔ property capital works (\$443 million in 2013).²

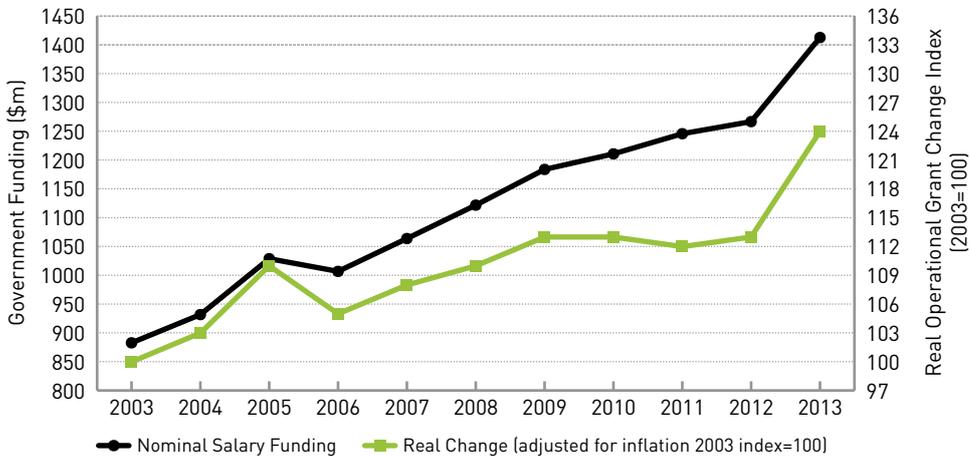
Operational funding to schools

Operational funding has several components, each with its own formulas and drivers. Detailed descriptions of each component, its drivers and formulas can be found in the *Funding, Staffing and Allowance Handbook*.³ Figure 2 shows that total operational funding has increased over the last 10 years, in both nominal and real (2013) terms. Between 2003 and 2013 operational funding provided to schools increased by 24.2 % in real terms.

² All government funding components are exclusive of GST. The base year for real funding is 2003. The figure for property capital works is an estimate from cash payments made during 2013 and includes both capital and operating expenditure.

³ This handbook is available electronically from the Ministry of Education website: www.minedu.govt.nz.

FIGURE 2: Nominal and real operational grants to schools, 2003–2013



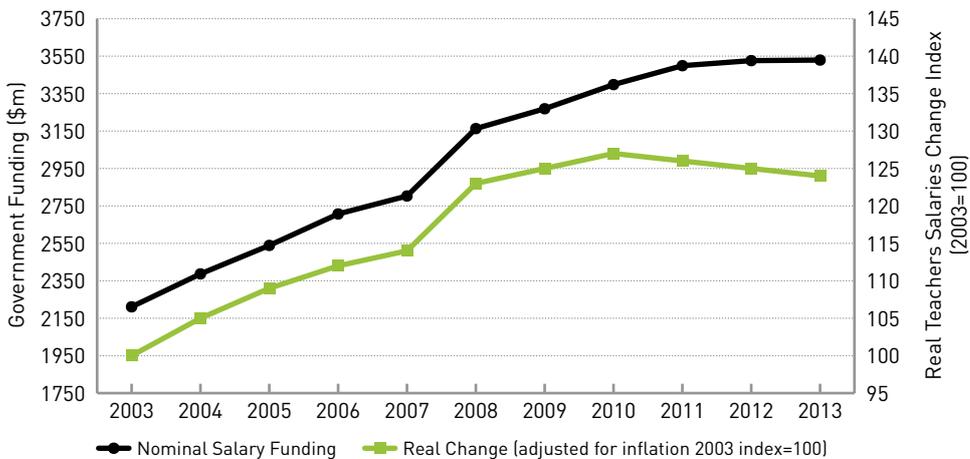
A 10% increase in real terms was observed in 2013 due to \$68m for relief teachers being transferred from teacher salary funding to operational grants.

Funding for teacher salaries

Teacher salaries are centrally funded, which means the Ministry of Education pays teachers on behalf of schools. Teacher salary funding is based on entitlement staffing, which is derived from the year-level rolls of the school. Detailed descriptions and the calculation process for teacher staffing entitlements can be found in the *Funding, Staffing and Allowance Handbook*.

Government funding for teacher salaries increased by 59.6% in nominal terms, or by 23.9% in real terms, between 2003 and 2013.

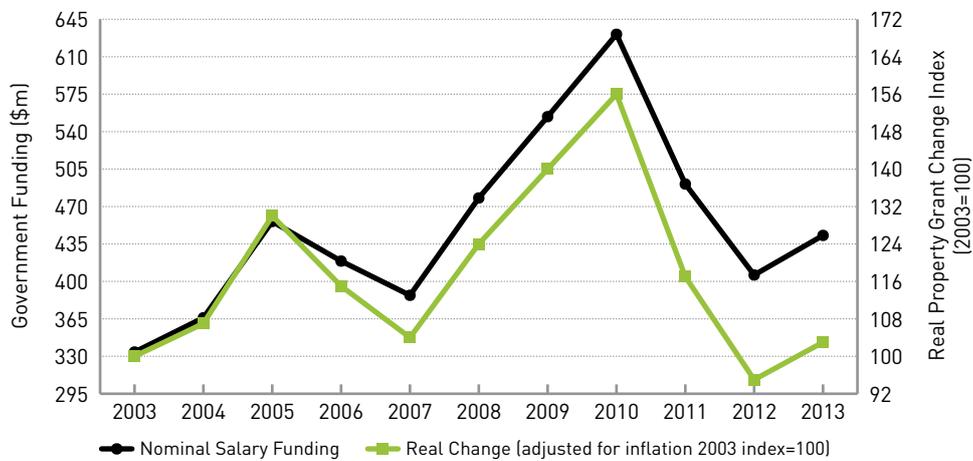
FIGURE 3: Teacher salary funding to state and state-integrated schools, 2003–2013



Direct property funding to schools

The Crown owns the buildings and land of state schools, and the proprietors own the buildings and land of state-integrated schools. Both Crown and proprietors must make sure that school property can accommodate current and future enrolments and meet health and safety requirements, and hence facilitate learning. To help ensure this, the Ministry of Education and state schools agree on a five-year school property plan that allocates an amount of funding available to the school over this period. Schools can draw funding for property works each year in accordance with this plan. Figure 4 shows nominal and real direct property funding from 2003 to 2013.

► **FIGURE 4: Direct property funding to schools, 2003–2013**



Financial performance of New Zealand schools

Introduction

A school’s board of trustees is responsible for the management, organisation and administration of a school under Section 75 of the Education Act 1989. State and state-integrated schools provide their end-of-year financial statements to the Ministry of Education after the annual audit.

Revenue

The Government provides the large majority of schools’ income, but schools supplement this income in various ways. The total revenue for state and integrated schools between 2010 and 2013, broken down by the main source categories, is presented in Table 2.

TABLE 2: School revenue, 2010–2013

Source of Revenue	2010 (\$)	2011 (\$)	2012 (\$)	2013 (\$ est.)
Government grants	5,562,573,955	5,840,535,288	5,930,648,391	5,988,081,965
Local funds	473,484,523	477,479,852	493,439,564	495,443,850
International students	105,124,751	110,770,012	106,628,534	110,743,863
Investments	39,167,717	39,596,027	38,500,285	38,945,354
Hostels	30,260,735	32,540,125	34,098,973	33,101,776
Other revenue	104,838,522	112,852,119	105,962,760	108,156,107
Total revenue	6,315,450,203	6,613,773,423	6,709,278,507	6,774,472,915
Proportion of government funding (%)	88.1	88.3	88.4	88.4

Notes:

Figures are GST exclusive.

The figures in this table for 2013 are estimates based on 1,705 (70%) schools at the time of writing and estimates based on previous accounts for the 733 remaining schools.

Local funds revenue generated by schools includes donations from parents, and community and fundraising activities, not excluding the cost of generating this revenue. In 2013 these sources represented 7% of all revenue. A further 2% of revenue is attributed to income from international students.

Expenditure

Operating a school incurs expenditure in a number of different areas. In 2013 total school expenditure was \$6.7 billion, a 0.8% nominal increase from the previous year. Table 3 shows the breakdown of school expenditure by main expenditure categories.

TABLE 3: Expenditure of state and state-integrated schools, by main expenditure category, 2010–2013

Expenses	2010 (\$)	2011 (\$)	2012 (\$)	2013 (\$ est.)
Learning resources	4,149,082,116	4,304,196,197	4,335,859,882	4,363,899,437
Administration	391,247,174	397,613,022	407,934,244	416,768,722
Property	1,271,565,981	1,371,018,467	1,423,674,477	1,434,615,198
Local funds	219,622,018	216,427,304	226,699,298	230,009,805
Depreciation	162,066,799	167,096,287	169,686,328	172,222,814
International students	46,031,970	51,025,868	52,068,023	53,909,326
Hostel	26,875,620	27,826,563	31,398,917	30,298,487
Loss on asset disposal	6,751,735	7,746,848	6,827,209	6,282,205
Amortisation of equitable leasehold interest	628,772	648,116	1,155,634	667,752
Amortisation of software	304,064	381,562	349,153	317,228
Finance costs	1,448,096	1,377,824	1,499,369	1,462,237
Impairment	1,346,918	2,423,292	1,008,713	1,615,107
Other expenses	24,297,004	27,184,743	18,499,565	16,970,696

Notes:

Figures are GST exclusive.

Learning resources include teachers' salaries, expenses for teachers' aides, purchase of materials and equipment for learning and applying the curriculum, and expenses related to extracurricular activities. In 2013 learning resources comprised 64.9% of all school expenditure.

The majority of administration expenses are the salaries of principals and other administrators. Administrative expenses also include the expenses of boards of trustees and all communication- and audit-related expenses. Administration expenses comprised 6.2% of total school expenditure in 2013.

Depreciation includes the depreciation on furniture, equipment and physical assets of schools, and comprised 2.6% of total school expenses in 2013.

Expenses to raise funds from local sources include expenses for trading and fundraising activities. In 2013 these comprised 3.4% of total school expenditure. Administration of international students comprised 0.8% of the total.

Property expenditure includes the salaries of cleaners and caretakers, heating, light and water requirements, expenses related to the upkeep of school grounds, and repairs and maintenance of school sites. In 2013 the property expenditure comprised 21.3% (when use of land and buildings are included) of the total expenditure of schools.

Indicators of sound financial management

A range of financial indicators give some insight into the financial management and performance of schools, including whether they have an operating surplus, sufficient working capital for operations or increasing public equity. The overall performance of schools based on these indicators is discussed below.

Operating surplus

The operating surplus is calculated as the difference between total revenue and total expenditure (including depreciation on assets). In general, schools should have an operating surplus or sufficient reserves available to provide for any unexpected expenditure. Schools achieved an estimated combined operating surplus of 0.7% of total revenue in 2013 compared with 0.5% in 2012.

Schools can record an operating deficit in one year due to unexpected or unforeseen expenditure. An operating surplus for multiple consecutive years is an indicator of sound financial management. Table 4 presents the proportion of schools that have reported one, two or three years of operating surplus during the last three years (2011–2013).

TABLE 4: Percentage of schools with an operating surplus, 2011–2013

Surplus	All schools (%)	Primary schools (%)	Secondary schools (%)	Other schools (%)
One year of operating surplus	26.0	27.2	21.9	13.2
Two years of operating surplus	27.5	27.4	28.1	23.7
Three years of operating surplus	28.8	27.7	31.5	52.6
Operating surplus in 2010	56.3	55.2	59.6	71.1
Operating surplus in 2011	55.7	55.2	57.0	67.5
Operating surplus in 2012	55.2	54.4	57.1	73.7

Around half of schools have operated in surplus in each of the last three years. Secondary schools were more likely to have a surplus than primary schools.

Working capital

The level of working capital is an indicator of a school's ability to operate financially and meet debts in the short term. Working capital is normally measured in one of two ways: as a dollar value or as a ratio between current assets and current liabilities.

Table 5 presents the working capital ratios of schools in 2013. Having a working capital ratio of at least 1:1 means that a school is able to pay its short-term debts and operate with some flexibility. For example, if the working capital ratio is 1:35, this means that for every dollar of current liabilities a school owes, they have \$1.35 worth of current assets to meet their short-term financial obligations.

TABLE 5: Percentage of schools in different working capital ratio bands, 2013

Working capital ratio	All schools (%)	Primary schools (%)	Secondary schools (%)	Other schools (%)
< 1.0	6.0	5.0	11.1	0.0
< 2.0	42.0	39.0	57.6	16.2
< 3.0	28.4	30.8	18.4	21.6
3.0 +	23.6	25.2	12.9	62.2

Table 5 shows that 94% of all state and state-integrated schools have at least enough current assets to cover their short-term debts.

Public equity

Public equity represents the net worth of schools and is calculated as the difference between total assets and total liabilities. Schools in a healthy financial position generally show increasing levels of public equity over time.

Across all state and state-integrated schools public equity has increased each year for the past six years. Public equity was \$1,832 million in 2013, which is a 3.2% increase from the previous year. Table 6 shows the trends in total public equity of state and state-integrated schools over the last three years. Table 7 shows the proportion of schools that have contributed to this increase in public equity.

TABLE 6: Public equity trends, 2011–2013

Year	All schools (\$)	Primary schools (\$)	Secondary schools (\$)	Other schools (\$)
2011	1,723,981,251	920,329,466	747,626,949	56,024,836
2012	1,775,103,435	943,000,832	772,725,941	59,376,662
2013 (est.)	1,832,267,330	964,914,402	805,433,122	61,919,806

TABLE 7: Percentage of schools with an increase in public equity, 2013

	All schools (%)	Primary schools (%)	Secondary schools (%)	Other schools (%)
Equity increase in 2012	60.0	59.0	63.8	79.2
Equity increase in 2013	59.3	58.1	63.8	87.5
Equity increase in 2012 and 2013	40.2	38.9	44.2	75.0
No increase in equity for 2012/13	20.9	21.8	16.7	8.3

The Canterbury earthquakes

The earthquakes of September 2010 and February, June and December 2011 changed the educational landscape in greater Christchurch, with most schools being affected by earthquake damage as well as the ensuing migration of people. Following the February earthquake over 12,000 students left the school they had been attending and enrolled elsewhere – often at a school outside the region. Many later returned, but as of March 2013 over 4,100 fewer students were enrolled in greater Christchurch schools compared to March 2010.

Following consultation with the education sector and the general community, the Ministry released the Educational Renewal Recovery Programme in late 2012. This plan outlined the future shape of education provision in greater Christchurch, as well as informing decisions regarding the restructuring of the greater Christchurch school network. The Education Renewal proposals involved 38 schools – some 20% of the 215 schools in greater Christchurch.

The Greater Christchurch Schools Rebuild Programme, announced in November 2013, signalled the Government's intention to rebuild and renew 155 schools in Christchurch over the next decade.

Digital technologies

The education sector is undergoing rapid and significant change in response to the development of new technologies and access to the Internet. In order to ensure that New Zealand's students are prepared with 21st-century skills, a number of initiatives have been developed and implemented that address digital literacy.

School Network Upgrade Project (SNUP)

The Ministry's School Network Upgrade Project (SNUP) is progressively upgrading electrical and data cabling infrastructure in kura and schools in readiness for fibre. SNUP will optimise internal network performance in kura and schools and enable more staff and students to simultaneously access the Network for Learning (N4L).

Connecting schools to ultra-fast broadband

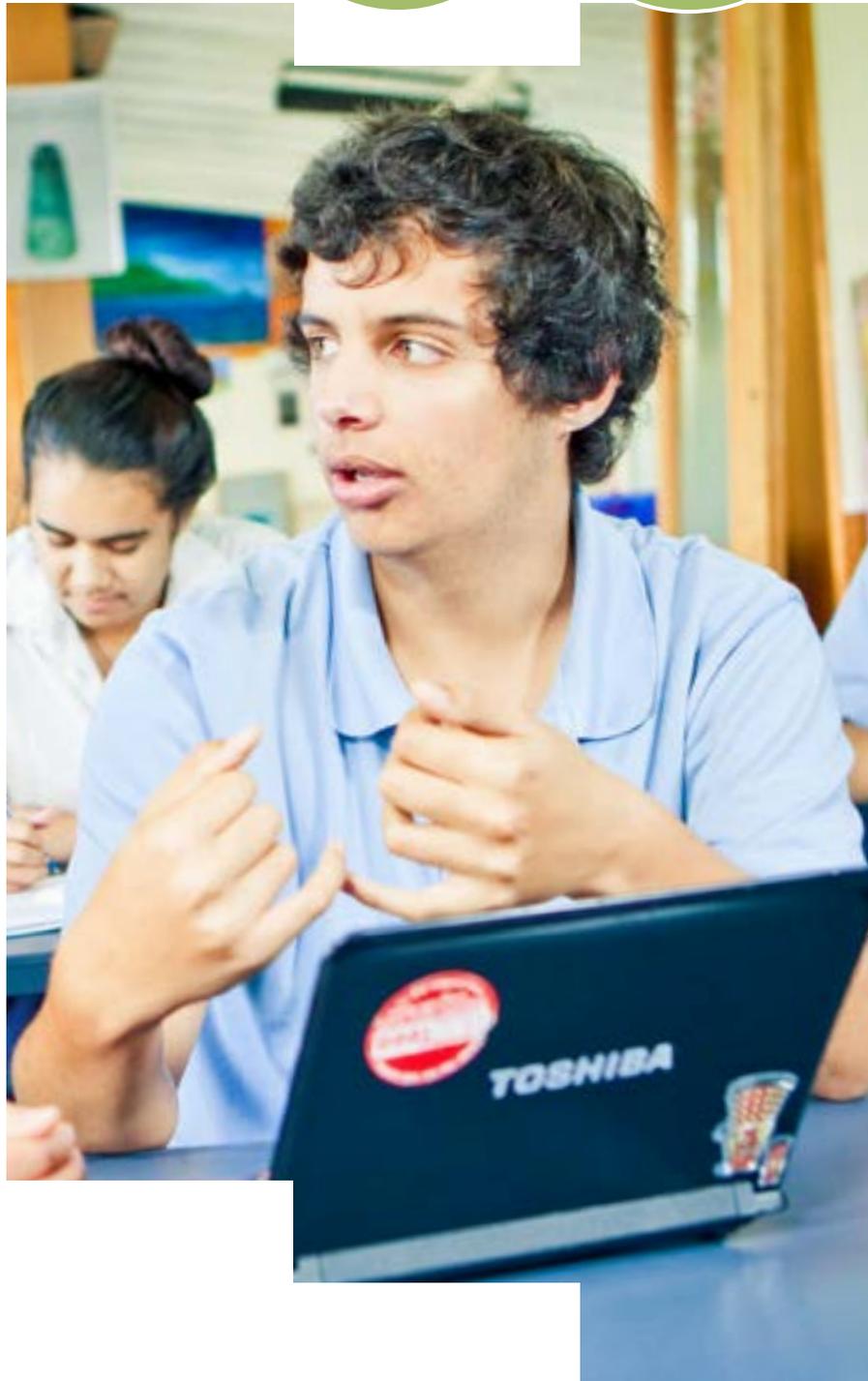
By 2016, 97.7% of schools will receive ultra-fast broadband (UFB) connections, enabling speeds of 100 Mbps plus, through the Government's \$1.5 billion investment in broadband. The remaining 2.3% of schools, which are in the most remote locations, will receive improved broadband services through terrestrial wireless or fast satellite connection.

N4L managed network

The Ministry of Education is working with the Crown-owned company Network for Learning (N4L) to develop and operate a managed network for schools and to provide a range of educational content and services to ensure that all students can benefit from the opportunities provided by digital technologies. The N4L managed network connects schools together via a secure data network. The first school was connected to the network in November 2013.

CHAPTER 3:

03



Foundation skills



Literacy and numeracy knowledge and skills are vital to ensure students are well equipped to access curriculum content and achieve in all learning areas.

Reading literacy in primary schooling

Key policies

Policies aimed to ensure high levels of reading and writing achievement at primary schools include:

- ✔ *The New Zealand Curriculum*, which outlines the use of English to develop reading and communication skills in this language, as well as learning other languages (such as te reo Māori) to extend linguistic understanding
- ✔ *Te Marautanga o Aotearoa* (the national curriculum for Māori medium), which outlines the use of te reo Māori to strengthen kōrero (oral language), pānui (reading) and tuhituhi (writing)
- ✔ the National Standards, which focus on creating a clear picture of what students should be achieving in reading and writing, and at what stage, to support learning across the curriculum
- ✔ *Ngā Whanaketanga Rumaki Māori*, which describe the kōrero, pānui, tuhituhi and pāngarau (mathematics) skills and knowledge students need in all learning areas across Te Marautanga o Aotearoa at different points of their Year 1 to 8 schooling.

Reading Recovery

Reading Recovery is an early literacy intervention that aims to reduce reading and writing difficulties by providing intensive, daily, one-to-one literacy instruction to children who are falling behind in reading and writing after one year at school. Reading Recovery also identifies children who need longer-term literacy support.

In 2013 Reading Recovery supported 11,057 students. Reading Recovery was offered in around two-thirds (65%) of state and state-integrated schools with six-year-old students. Fourteen per cent (8,137) of six-year-old students enrolled in state and state-integrated schools entered Reading Recovery for the first time in 2013.

Most students (79%) who exited the intervention in 2013 were able to work effectively with their cohort without additional support and were “successfully discontinued”. Thirteen per cent of students were referred on for further specialist or long-term literacy support. Higher proportions of girls, New Zealand Pākehā/European students, Asian students and students from higher decile schools (8 to 10) were successfully discontinued compared to boys, Māori students, Pasifika students, or students from decile 1–3 schools.

Resource Teachers of Literacy

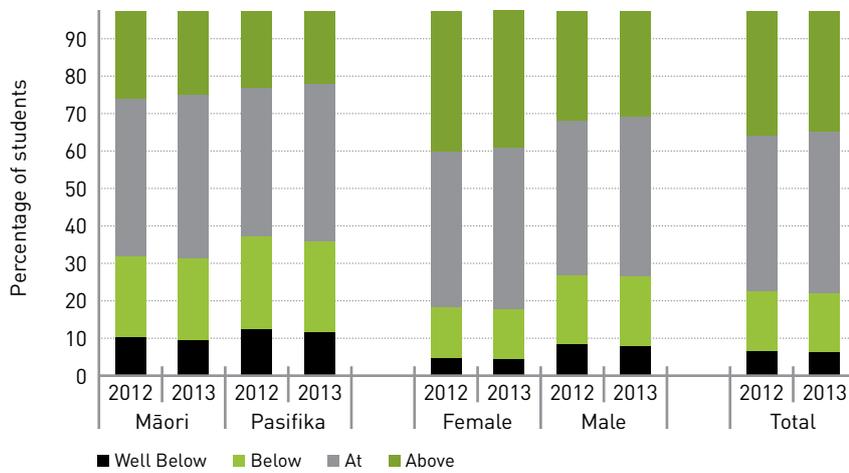
Resource Teachers of Literacy (RTLit) are specialist teachers who support staff in schools to meet the needs of students in Years 1 to 8 experiencing difficulties with literacy learning. A total of 4,826 students were on the RTLit roll in 2013. RTLit supported students either by indirect support only (39%), where RTLit provide modelling, advice and guidance to classroom teachers; direct support only (25%), involving individual or small-group tutoring; or a combination of both indirect and direct support (36%).

Nearly half (45%) of students were successfully discontinued from the RTLit roll at the end of 2013, 16% were referred on for alternative specialist assistance, 14% were withdrawn, and 25% were rolled over to continue their support in 2014.

National Standards – reading

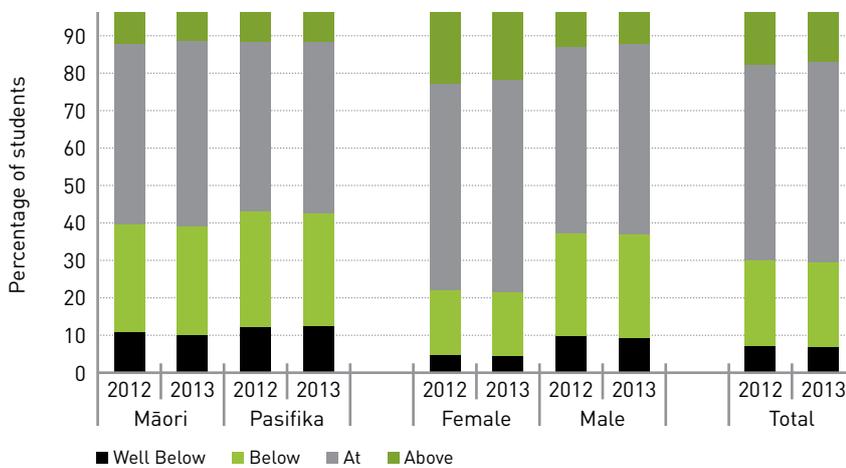
In 2013, 77.9% of Year 1–8 students were at or above the National Standard for reading for their year level. This was an increase of 0.4 percentage points on the proportion of Year 1–8 students meeting the National Standard for reading in 2012 (77.5%).

FIGURE 5: Proportion of students meeting the National Standard for reading, 2012 – 2013



In 2013, 70.6% of Year 1–8 students were at or above the National Standard for writing. This was an increase of 0.4 percentage point compared to 2012. As in previous years, in 2013 the writing standards had the lowest proportion of students at or above the standard for their year level out of the reading, writing and mathematics standards.

FIGURE 6: Proportion of students meeting the National Standard for writing, 2012-2013

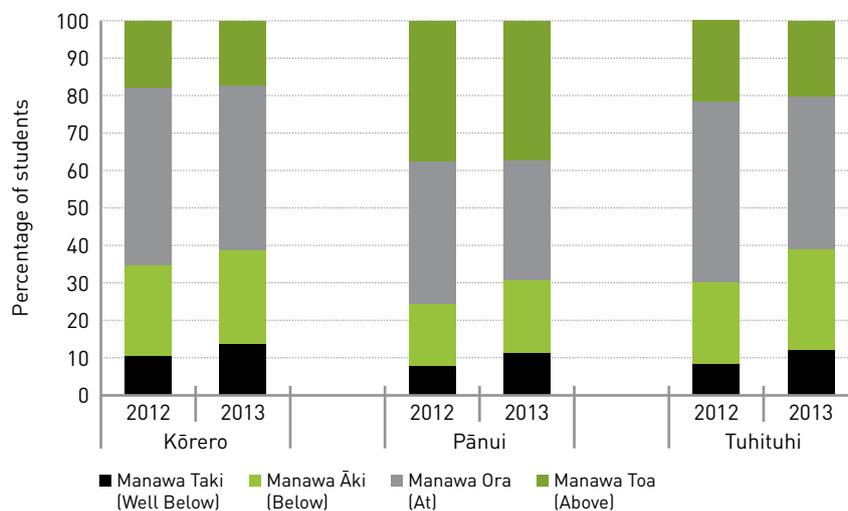


Ngā Whanaketanga Rumaki Māori – Ngā Whanaketanga Reo

In 2013 students in kura and schools using Ngā Whanaketanga Rumaki Māori were generally achieving at the expected level for kōrero (speaking), pānui (reading) and tuhituhi (writing). Overall achievement was the strongest against the expected outcomes set for pānui, with 69.5% of students manawa ora (at) or manawa toa (above). For tuhituhi, 61.1% of students were manawa ora or manawa toa, while 61.2% of students achieved at these levels for kōrero.

All areas of Ngā Whanaketanga Reo showed a decrease in the percentage of students achieving at the expected level since 2012. The largest decrease was for tuhituhi (8.9 percentage points), followed by pānui (6.3 percentage points) and kōrero (4.1 percentage points).

▼ **FIGURE 7: Proportion of students meeting Ngā Whanaketanga Reo, 2012 – 2013**



Ethnic group differences

National Standards

The proportions of Māori (68.7%) and Pasifika (64.1%) students at or above the reading standard for their year level were both significantly lower than the overall proportion of students at or above the reading standard. The proportion of Pasifika students meeting the reading standard increased by 5.1 percentage points between 2011 and 2013, while the proportion of Māori students increased by 2.2 percentage points over the same time period.

Gender differences

National Standards

Girls were more likely to be at or above the reading standards for their year level than boys, with 82.3% of girls at or above and 73.7% of boys at or above the standard in 2013. While the proportions of both genders meeting the reading standard rose between 2011 and 2013, the size of the gender difference also increased slightly between 2011 (8.5 percentage points) and 2013 (8.7 percentage points).

Ngā Whanaketanga Reo

Girls (kōtiro) were more likely to be manawa ora or manawa toa for kōrero, pānui and tuhituhi than boys (tama). The largest disparity in achievement was reported for tuhituhi, with a difference of 13.2 percentage points.

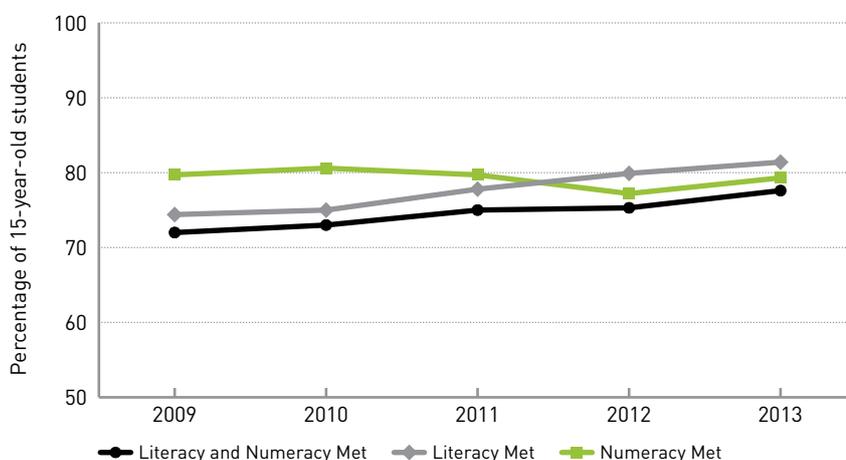
Reading literacy in secondary schooling

NCEA

To achieve the National Certificate of Educational Achievement (NCEA) Level 1 qualification, all students must fulfil specific literacy and numeracy requirements.⁴ NCEA achievement is reported by student age as at 1 May; the typical assessment level for 15-year-old students is NCEA Level 1.

In 2013, 81.4% of 15-year-old students met the literacy requirements for NCEA Level 1, an improvement on 79.9% in 2012.

▀ **FIGURE 8: Proportion of 15-year-old students who met the literacy and numeracy requirements for NCEA Level 1, 2009–2013**



International

Every three years since 2000 the Programme for International Student Assessment (PISA) has assessed 15-year-old students' reading, mathematics and science. The results from the 2012 study were released in 2013.

The reading scores from PISA 2000, 2003, 2006, 2009 and 2012 can be summarised on a combined reading literacy scale. This enables a comparison to be made between the reading literacy achievements of 15-year-old students in each of these years. New Zealand continues to perform well in reading literacy at the senior secondary level, as measured by the PISA reading tasks, but there has been a decline in performance over recent years.

In PISA 2012 New Zealand 15-year-old students had a mean reading literacy score significantly above the Organisation for Economic Co-operation and Development (OECD) mean across 34 countries. Five OECD countries achieved significantly higher mean scores than New Zealand, as did four non-OECD countries.

Between 2000 and 2012 there was a significant drop in New Zealand's average 15-year-old student performance in reading literacy. Most of this decline happened between 2009 and 2012. Several countries that achieved above the OECD average in 2000 have had larger declines than New Zealand

⁴ The Ministry of Education and NZQA have changed the literacy requirement for NCEA Level 1 from 8 credits to 10 credits and the numeracy requirement for NCEA Level 1 from 8 credits to 10 credits. The changed requirements were in full effect from 2012. NCEA Level 1 literacy and numeracy requirements also need to be met in order to achieve NCEA Level 2 from 2013 and NCEA Level 3 from 2014.

between 2000 and 2012, including Finland, Iceland and Sweden. In contrast, the increase in scores for Poland and Germany mean that both of these countries, which were below New Zealand in 2000, are now at the same level.

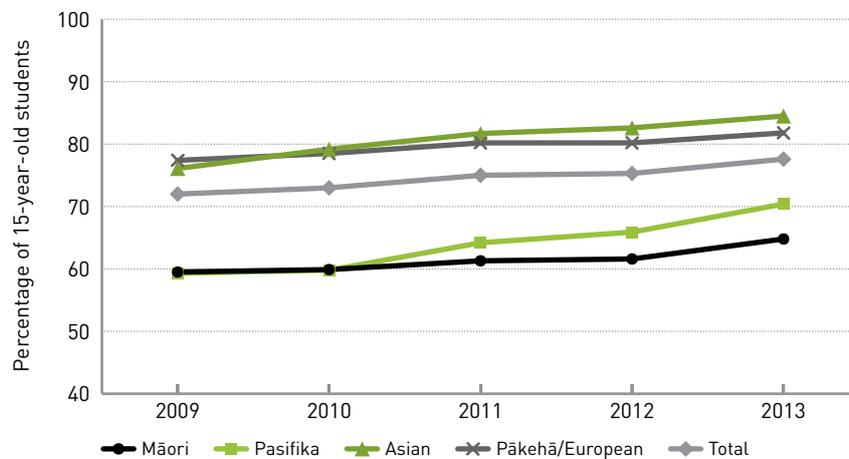
New Zealand's proportion of poor readers (below Level 2) increased from 14% in 2000 to 16% in 2012. The proportion of advanced readers (Level 5 and above) declined from 19% to 14%. The proportion of very advanced readers (Level 6) stayed constant at around 3% since 2009 (when this level was introduced).

Ethnic group differences

NCEA

In 2013, 71.2% of 15-year-old Māori and 77.1% of Pasifika 15-year-old students met the literacy requirements for NCEA Level 1. In comparison, 86.3% of Asian and 84.7% of Pākehā/European 15-year-old students reached this level. Pasifika students made the largest improvement in literacy attainment, with the proportion of Pasifika 15-year-old students meeting requirements for NCEA Level 1 literacy increasing by 2.5 percentage points compared with 2012 (74.6% in 2012).

► **FIGURE 9: Proportion of 15-year-old students meeting NCEA Level 1 literacy and numeracy requirements, by ethnicity, 2009–2013**



PISA

In PISA 2012 the mean scores for New Zealand's 15-year-old students were significantly higher than the OECD average, while Māori and Pasifika mean scores were significantly lower than the OECD average. Lower proportions of Māori and Pasifika students achieved at the highest levels of proficiency in reading, and they were over-represented at the lower levels when compared with New Zealand as a whole.

Pasifika Education Plan 2013–2017

For the schooling sector, the Pasifika Education Plan 2013–2017 focuses on increasing Pasifika achievement levels in literacy and numeracy and gaining secondary school qualifications. It sets a target of increasing the percentage of school leavers achieving NCEA Level 1 numeracy and literacy from 80% in 2010 to 95% in 2017. Results from 2013 indicate that progress has been made towards reaching this target, with the figure at 83.7%.

Ka Hikitia – Accelerating Success: The Māori Education Strategy 2013–2017

Ka Hikitia – Accelerating Success: The Māori Education Strategy 2013–2017 focuses on raising Māori achievement in all areas of education. One of the expected outcomes for primary and secondary education is that all Māori students will have strong literacy, numeracy and language skills by 2017.

The results from 2013 indicate that progress has been made towards this goal, with the proportion of 15-year-old Māori students meeting requirements for NCEA Level 1 literacy and numeracy standing at 64.8%. This is an increase of 3.2 percentage points compared with 2012 (61.6%).

Gender differences

In 2013, 78.4% of 15-year-old male students and 84.4% of 15-year-old female students achieved the literacy requirements for NCEA Level 1.

As with NCEA results, 15-year-old New Zealand girls achieved a significantly higher mean reading literacy score than boys in PISA 2012. This gender difference has been the general pattern for all cycles of PISA to date, although the difference in mean reading scores has decreased since PISA 2009.

Socio-economic differences

The gap in NCEA Level 1 literacy attainment between schools from the highest and lowest deciles has reduced since 2009. In 2013, however, there remained a large (22.5 percentage point) difference between the NCEA Level 1 literacy attainment percentages of those schools in the lowest two deciles compared to schools from the top two deciles.

Where to find out more

Visit: www.educationcounts.govt.nz

education
COUNTS

Indicators

Education and learning outcomes

Schooling

Reading literacy achievement: primary schooling
Reading literacy achievement: senior secondary schooling

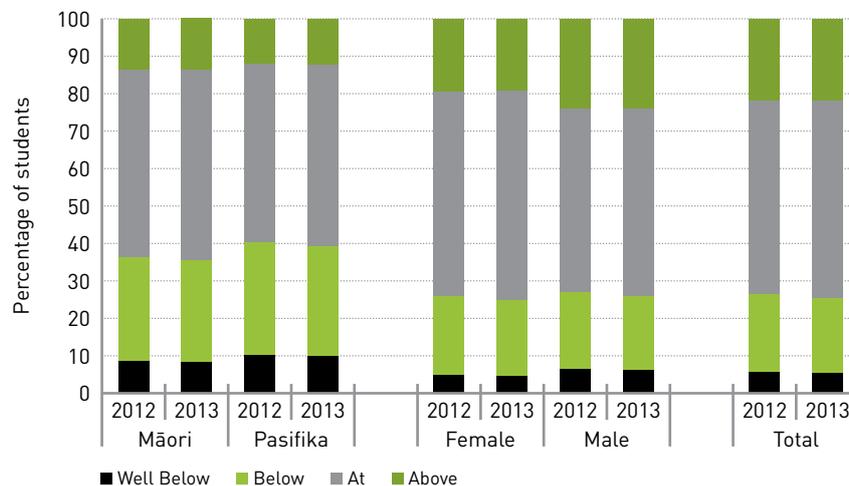
Mathematics literacy in primary schooling

The revised mathematics curriculum documents for English medium (Ministry of Education, 2007) and Māori medium (Ministry of Education, 2008a) are based on research evidence about progressions in students' thinking and emphasise conceptual development and understanding.

National Standards – mathematics

In 2013, 74.6% of Year 1–8 students were at or above the National Standard for mathematics for their year level. This is an increase of 1.0 percentage points on the proportion of students meeting the mathematics standard for their year level in 2012 (73.6%). The gains in mathematics standards were larger than those seen in reading and writing standards.

► **FIGURE 10: Proportion of students meeting the National Standard for mathematics, 2012-2013**



Ngā Whanaketanga Pāngarau

In 2013, 62.2% of students in kura and schools using Ngā Whanaketanga Rumaki Māori achieved manawa ora or manawa toa for pāngarau (grouped).⁵ Of the strands that comprise pāngarau (grouped), achievement was highest for te tauanga me te tūponotanga (66.2% manawa ora or manawa toa), followed by te ine me te āhuahanga (62.7%) and te tau me te taurangi (60.7%).

Ethnic group differences

National Standards

The proportions of Māori (64.6%) and Pasifika (60.8%) students at or above the mathematics standard for their year level were both significantly lower than the overall proportion of students at or above the mathematics standard. The proportion of Pasifika students meeting the mathematics standard increased by 1.2 percentage points between 2012 and 2013, while the proportion of Māori students increased by 1.0 percentage points over the same time period.

⁵ Pāngarau (grouped) is an aggregate of the multiple ways kura and schools have submitted their pāngarau information. The grouping is an average of achievement in the different pāngarau strands: pāngarau (by itself), te tau me te taurangi (number/algebra), te ine me te āhuahanga (measurement/geometry) and te tauanga me te tūponotanga (statistics/probability).

Gender differences

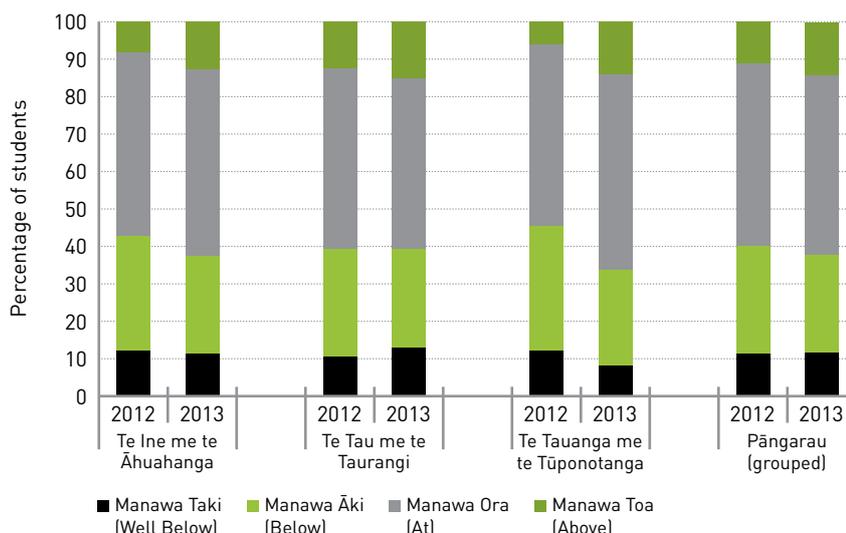
National Standards

There was little difference between girls (75.3%) and boys (74.0%) in the proportions achieving at or above their year level’s mathematics standard. The difference in achievement between boys and girls increased slightly, however, from 1.1 percentage points in 2012 to 1.3 percentage points in 2013.

Ngā Whanaketanga Pāngarau

In 2013 kōtiro (64.9%) were more likely to be manawa ora or manawa toa in pāngarau (grouped) than tama (59.4%). This is primarily due to the large difference in achievement in te tauanga me te tūponotanga, with the percentage of kōtiro manawa ora or manawa toa (69.2%) 6.1 percentage points greater than the proportion of tama (63.1%). The proportion of kōtiro manawa ora or manawa toa was also higher than the proportion of tama for te ine me te āhuahanga (5.5 percentage point difference) and te tau me te taurangi (a 5.3 percentage point difference).

▼FIGURE 11: Percentage of students meeting Ngā Whanaketanga Pāngarau, 2012–2013



Mathematics literacy in secondary schooling

Mathematics and statistics are compulsory in Years 9 and 10. From Year 11 it is not compulsory, but participation⁶ rates for 16- and 17-year-old students remain high

International

The mathematics scores from the Programme for International Student Assessment (PISA) 2003, 2006, 2009 and 2012 study years can be summarised on a combined mathematical literacy scale. This enables a comparison to be made between the mathematics literacy achievements of 15-year-old students in each of these years. However, because the mathematical literacy domain underwent considerable expansion and change between 2000 and 2003, mathematical outcomes from PISA 2003 onwards are not comparable with results from PISA 2000.

⁶ Participation, in this context, is the number of learners attaining a minimum of one credit, as a proportion of the total number of learners.

In 2012, 65 countries participated in PISA, including the 34 OECD member countries. New Zealand 15-year-old students performed above the OECD average in PISA 2012. New Zealand's average score was significantly below 17 other countries (including 10 of the OECD members), similar to 8 nations (all OECD members), and significantly above 39 countries (including 15 OECD members).

Between 2003 and 2012 New Zealand's average 15-year-old student performance in mathematical literacy declined noticeably, from 523 to 500 (23 points). Other countries that declined over the same period include Australia (20 points), Finland (26 points) and Sweden (31 points). Most of the New Zealand decline occurred between 2009 and 2012.

A number of countries showed significant improvements over the 2003–2012 period, including Hong Kong–China, Korea and Macao–China. Germany and Poland were lower scoring than New Zealand in 2003 but are now performing higher than New Zealand because of the combined effect of increases in their mathematics performance and the recent drop in the mathematics performance of New Zealand students.

Fifteen percent of New Zealand 15-year-old students achieved at the top proficiency levels (Level 5 or above) in mathematical literacy compared to the OECD average in PISA 2012 of 13%. Level 2 reflects the basic level of mathematic literacy considered necessary to use mathematics effectively in real-life situations. Twenty-three percent of New Zealand students did not reach Level 2 in 2012. The proportion of New Zealand students below Level 2 was the same as the OECD average.

Ethnic grouping differences

PISA

In PISA 2012 the mean scores for New Zealand's 15-year-old students were significantly higher than the OECD average, while Māori and Pasifika mean scores were significantly lower than the OECD average. Lower proportions of Māori and Pasifika students achieved at the highest levels of proficiency in mathematics, and they were over-represented at the lower levels when compared with New Zealand as a whole.

NCEA⁷

In 2013, 85.7% of Asian 15-year-old students and 83.1% of 15-year-old Pākehā/European students met the requirements for NCEA Level 1 numeracy. Proportionally fewer 15-year-old Māori students (67.5%) and 15-year-old Pasifika students (73.1%) met the requirements for NCEA Level 1 numeracy.

⁷ For this analysis, total response ethnic group was used.

Gender differences

NCEA

In 2013 more 15-year-old females (81.9%) met the requirements for NCEA Level 1 numeracy compared to 15-year-old males (76.7%). The higher level of achievement among females mirrors findings from previous years, but the breadth of the disparity in achievement has been increasing: the size of the difference was 3.6 percentage points in 2009, which increased to a difference of 5.3 percentage points in 2013.

Socio-economic differences

PISA 2012

In New Zealand 18% of variance in mathematics performance in 15-year-old students was explained by students' socio-economic status. This was significantly higher than the OECD average of 15%, and up from the 2003 figure of 17%.

Where to find out more



Science literacy in secondary schooling

International

In PISA 2012 New Zealand performed above the OECD average in science (516 compared to 501). New Zealand scored significantly below 15 countries, eight of which are OECD members. Five countries (all of which are OECD members) had similar average scores to New Zealand, and 44 countries (including 20 OECD members) had lower average scores than New Zealand.

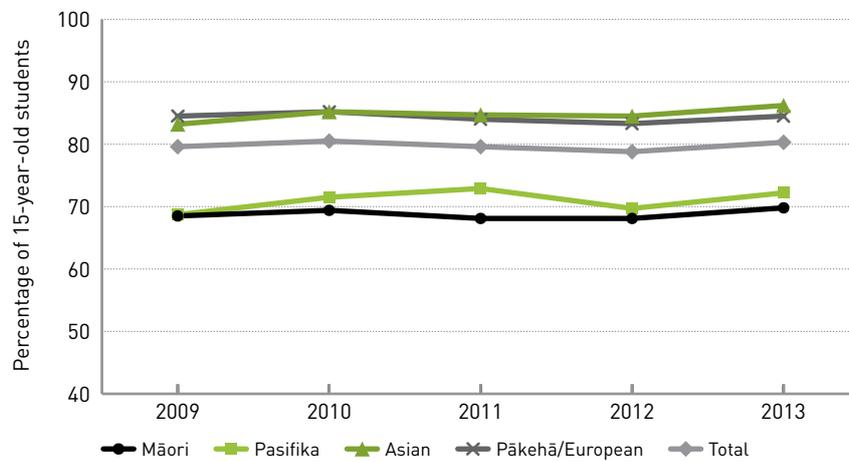
Proficiency levels describe the types of science tasks that students can do. Students performing at Level 6 are adept at using their scientific knowledge in a variety of complex situations. Students performing below Level 2 have limited scientific knowledge that can only be applied in a few familiar situations. New Zealand has a larger proportion of students performing at the highest levels of scientific literacy than the OECD average, with 13% reaching Level 5 or above compared to 8%. Fifteen percent of New Zealand 15 year-old students did not reach beyond the lowest level of scientific literacy (Level 1), a lower proportion than the average across the OECD countries (17%).

Ethnic group differences

NCEA

In 2013, 30.9% of Māori and 31.1% of Pasifika 15-year-old students achieved 14 or more credits in NCEA Level 1 science or above, compared to 57.1% of Pākehā/European and 66.0% of Asian students. Participation in science has decreased slightly for Māori students since 2009, but there was an increase in participation rates for Pasifika students over the same period. For Māori, 68.9% of 15-year-old students participated in science, up from 68.5% in 2009. In 2013, 72.2% of Pasifika students participated in science compared to a 68.7% participation rate in 2009 and 69.7% in 2012. In 2013, 85.8% of Pākehā/European students participated in science compared to 84.5% in 2009 and 84.2% in 2012. The total participation rate for 15-year-old students was 80.2% in 2013, up from 79.8% in 2009 and 79.5% in 2012.

FIGURE 12: Proportion of 15-year-old students participating in at least one science subject, 2009–2013



Gender differences

NCEA

In 2013, 54.4% of female 15-year-old students achieved 14 or more credits in NCEA Level 1 science or above, compared to 46.5% of male students. Participation by both genders in science had decreased since 2009. For females, 75.4% of 15-year-old students participated in science, down slightly from 75.6% in 2009. In 2013, 70.2% of male students participated in science compared to a 70.8% participation rate in 2009 and 69.2% in 2012.

Where to find out more

Visit: www.educationcounts.govt.nz

education COUNTS

Indicators

Education and learning outcomes

Schooling

Science achievement: primary schooling
Science literacy achievement: senior secondary schooling

CHAPTER 4:

04



Student outcomes

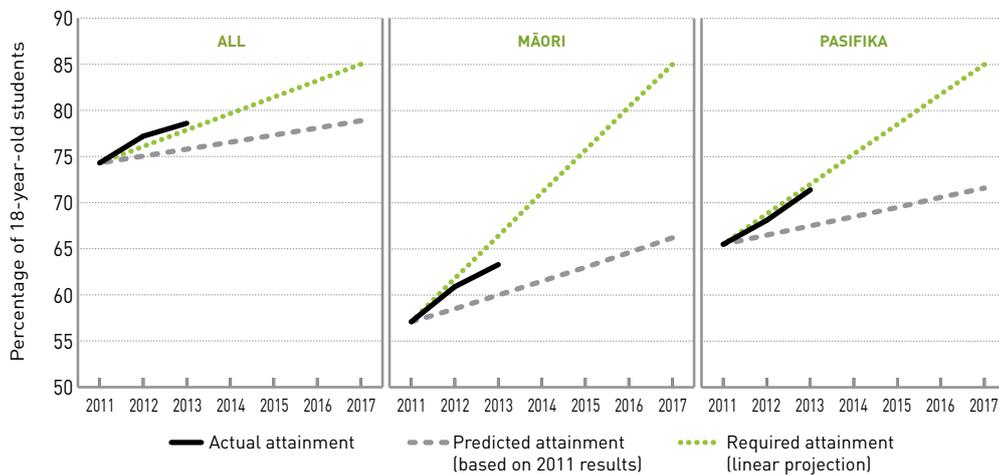
The attainment of an upper secondary school qualification is linked to labour-force status and incomes. There are also a range of social outcomes linked with different levels of educational attainment (OECD, 2014).

Proportion of 18-year-olds with NCEA Level 2 or equivalent qualification

The Better Public Services programme is an initiative to increase the efficiency and productivity of the public services. As part of the programme the Government has set a target of increasing the proportion of 18-year-olds with an NCEA Level 2 or equivalent qualification to 85% by 2017, attained either through school or through tertiary study.

Figure 13 shows actual 2011–2013 Level 2 attainment rates, 2011 forecasted attainment rates, and the 2011 calculations of the extra percentage of the total 18-year-old projected population that would need to achieve Level 2 to hit the 85% target in 2017.

FIGURE 13: Better Public Services target: previously predicted, required and actual attainment rates of 18-year-olds with at least a Level 2 qualification, by ethnicity, 2011–2017



Note: For this analysis, total response ethnic group has been used.

In 2013, 78.6% of all 18-year-olds attained the equivalent of NCEA Level 2 or above, up 1.4 percentage points from 2012 (77.2%). The proportions of Pasifika and Māori 18-year-olds attaining NCEA Level 2 or above in 2013 were below the proportions required to reach the 85% target in 2017.

In mid-2012 a taskforce was set up by the Ministry to assist with the acceleration of student achievement towards the target of 85% of 18-year-olds achieving NCEA Level 2 or above by 2017. This pilot was extended in 2013, focusing on the 30% of schools that had over 70% of the 16- and 17-year-old Māori and Pasifika students who did not achieve NCEA Level 2 in 2012.

School-leaver qualifications

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

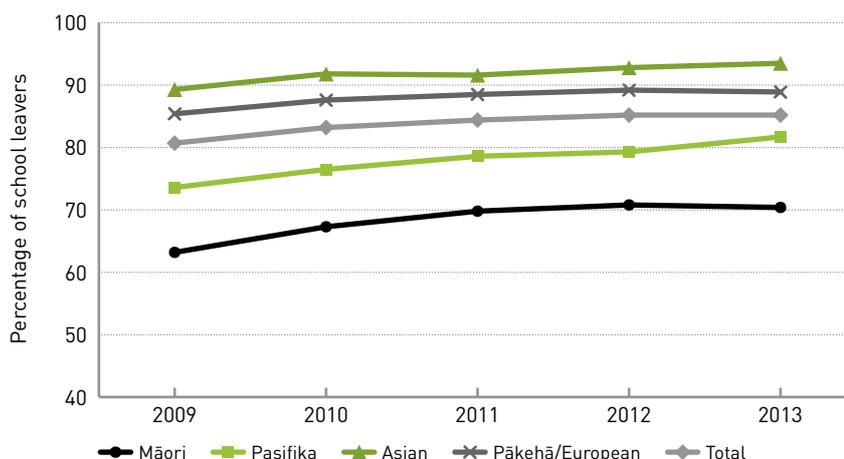
School leavers with NCEA Level 1 or above

In 2013, 85.2% of all school leavers attained at least NCEA Level 1. Since 2009 (80.7%) there has been an increase of 4.5 percentage points in school leavers who attain at least NCEA Level 1. Continuing a previous pattern, female school leavers (86.8%) achieved at a higher rate than their male counterparts (83.7%).

Ethnic group differences

When looking at total responses for ethnic group, in 2013, as for previous years, Asian students had the highest proportion of school leavers attaining at least NCEA Level 1 (93.5%), which was 4.6 percentage points higher than the percentage of Pākehā/European (88.9%) students. Pasifika (81.7%) and Māori (70.4%) students had lower rates of achievement.

FIGURE 14: Proportion of school leavers with NCEA Level 1 or above, by total response ethnicity, 2009–2013



Note:

For this indicator, students who identified in more than one ethnic group have been counted in each ethnic group.

Socio-economic differences

There is a positive correlation between the socio-economic mix of the school and the percentage of school leavers attaining at least an NCEA Level 1 qualification. Schools in the lowest deciles (1 and 2) draw their students from communities with the highest degree of socio-economic disadvantage. In 2013, 96.3% of students from schools in the highest deciles (deciles 9 and 10) left school with at least an NCEA Level 1 qualification, compared to 79.2% in the lowest two deciles.

NCEA Level 1 literacy and numeracy

In 2013, 86.7% of all school leavers achieved NCEA Level 1 literacy and numeracy. Consistent with previous years, female school leavers (88.2%) achieved at a higher rate than their male counterparts (85.3%).

Asian students had the highest proportion of school leavers achieving NCEA Level 1 literacy and numeracy, with 94.4% in 2013, which was 4.2 percentage points higher than the proportion of European/Pākehā (90.2%) school leavers. Pasifika (83.7%) and Māori (72.9%) students had the lowest proportions achieving, but the gap in achievement rates has been decreasing slightly over time for both groups.

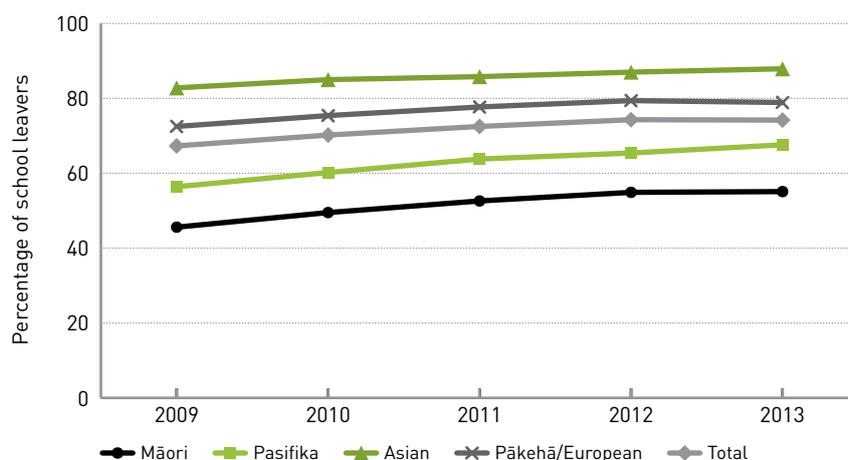
School leavers with NCEA Level 2 or a higher qualification⁸

A formal school qualification at Level 2 or above is a benchmark that young adults need to achieve to have a basic prerequisite for further education and training and for many entry-level jobs. In 2013, 74.2% of school leavers attained at least NCEA Level 2.

Ethnic group differences

Asian students had the highest proportion of school leavers attaining at least NCEA Level 2 in 2013 (87.9%), which was nine percentage points higher than the European/Pākehā (78.9%) rate. There is a substantial gap between these and the proportion of Pasifika (67.6%) and Māori (55.1%) school leavers attaining at least NCEA Level 2.

► **FIGURE 15: Proportion of school leavers with NCEA Level 2 or above, by total response ethnicity, 2009–2013**



Note:

For this indicator, students who identified in more than one ethnic group have been counted in each ethnic group.

Gender differences

Female school leavers (77.2%) achieved at a higher rate than their male counterparts (77.1%).

Socio-economic differences

In 2013, 90.8% of students from schools in the highest deciles (deciles 9 and 10) left school with at least NCEA Level 2. This was 40% higher than the lowest two deciles (64.3%). This difference is a slight decrease from 2009, when there was a difference of 70% between the two highest and two lowest deciles.

⁸ This outcome should not be confused with the Better Public Service target. The target relates to 18-year-old achievement rather than achievement at the end of schooling.

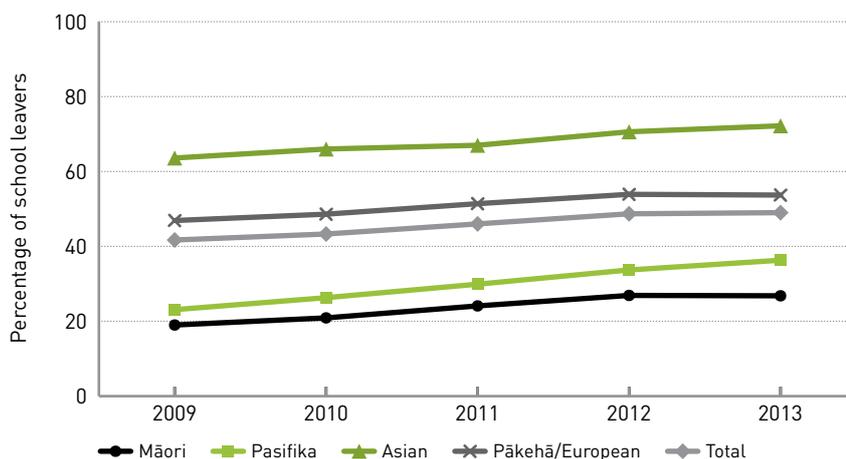
School leavers achieving Level 3 University Entrance standard

Students leaving school having achieved University Entrance requirements and/or having attained NCEA Level 3 or above can be considered to have successfully completed their final year of schooling. In 2013, 49% of school leavers achieved at least a University Entrance standard, a small increase from 48.7% in 2012.

Ethnic group differences

In 2013, using total response ethnicity, Asian students had by far the highest proportion of school leavers achieving a University Entrance standard (72.2%), which was 18.5% higher than that of Pākehā/European students (53.7%). Pasifika (36.3%) and Māori (26.8%) students had much lower proportions achieving the standard.

▼ **FIGURE 16: Proportion of school leavers with University Entrance standard, by total response ethnicity, 2009–2013**



Note:

For this indicator, students who identified in more than one ethnic group have been counted in each ethnic group.

Gender differences

A higher proportion of female school leavers gained a University Entrance standard in 2013 than male school leavers: 55.4% of females compared to 42.7% of males.

Socio-economic differences

In 2013 students from schools in the highest deciles (9 and 10) were much more likely to leave school having achieved a University Entrance standard compared with students from schools in the lowest decile schools. Their achievement rates were 73.2% and 32.1%, respectively.

Where to find out more

Visit: www.educationcounts.govt.nz

education counts

Statistics → Schooling → School leavers

CHAPTER 5:

05



Student participation and engagement with learning

Schools must effectively involve students in learning to ensure their educational success. The Competent Learners @ 16 project (Wylie & Hodgen, 2007) found that although both high- and low-achieving students had the same average attitudinal scores at age five, subsequent experiences of school and learning often had a significant impact on how positive different students felt about their schooling and future prospects.

Students who become disengaged from school often begin to do so before the age of 12 (Wylie, Cameron, Twist, McDowell, & Fisher, 2009). Disengagement accelerates at secondary school, particularly for Māori and Pasifika boys (Gibbs & Poskitt, 2010), and lower engagement in learning and positivity about subjects is often reflected in lower rates of achievement.

The Education Act 1989, the Attendance Regulations 1951 and the National Administration Guidelines require children between the ages of 6 and 16 to be enrolled at school. Parents must ensure children attend school whenever it is open for instruction unless there is a good reason for them to be absent. Parents/caregivers can be prosecuted if their child is away from school without good reason.

At the end of 2012 the Ministry finalised contracts with 11 providers to implement a new integrated Attendance Service nationwide.

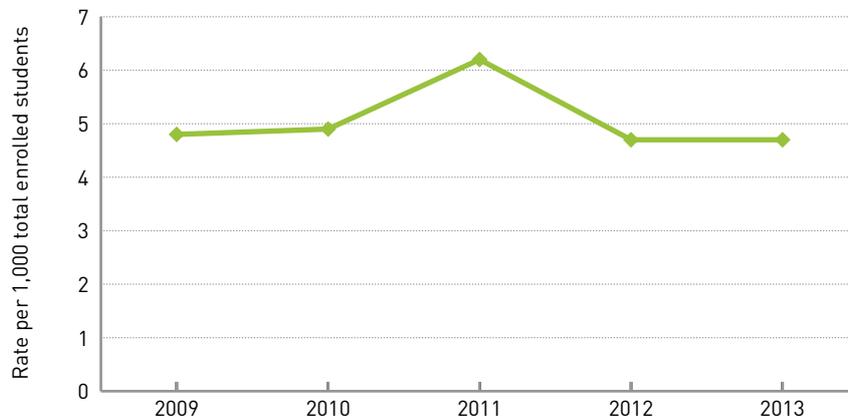
Student transience

Students need stability in their schooling in order to experience continuity, belonging and support so that they stay interested and engaged in learning. All schools face the constant challenge of ensuring that students feel they belong and are encouraged to participate at school. When students arrive at a school partway through a term or school year, having been at another school with different routines, this challenge may become greater.

Students have better outcomes if they do not move school regularly. There is good evidence that student transience has a negative impact on student outcomes, both in New Zealand and overseas. In 2013, 3,744 students were identified as transferring school twice or more between 1 March and 1 November. These students are considered transient. Of these transient students, 87% transferred school twice, 11% transferred three times, and 2% transferred four times or more.

The rate of transient students per 1,000 over the 2013 measurement period was the same as for 2012, and there has been a very slight overall decline since 2009, from 4.8 to 4.7 per 1,000. The spike in transience in 2011 was due to the impact of the Canterbury earthquake, which raised the rate to 6.2 per 1,000 for that year.

► **FIGURE 17: Transients per 1,000 enrolled students, 2009 to 2013**

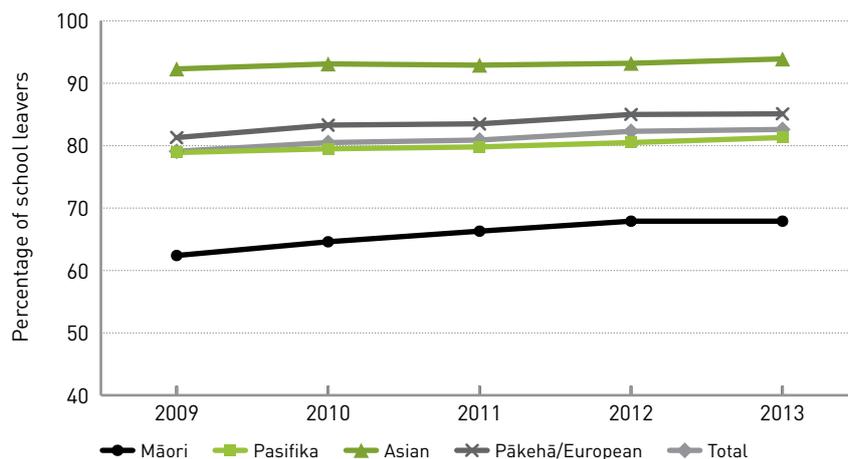


Retention of students in secondary schooling

Completion of upper secondary education is associated with a range of economic and social benefits, both in New Zealand and across the OECD. Retention in senior secondary schooling is linked to the higher levels of skills and knowledge required for participation in our increasingly knowledge-based society (OECD, 2014).

In 2009, 79.1% of students stayed at school until their 17th birthday. In 2013 this rate had improved by 3.4 percentage points to 82.6%. There has been a 0.3 percentage point increase since 2012 (82.3%).

► **FIGURE 18: Retention rate: proportion of school leavers aged 17 or above, by ethnicity, 2009–2013**



Note:

For this indicator, school leavers who identified with more than one ethnic group have been counted in each ethnic group, aside from the total, for which each individual was counted once only.

Ethnic group differences

In 2013 Māori had the lowest proportion of students remaining at school to age 17 (67.9%). In comparison, the retention rate was 81.3% for Pasifika students and 85.1% for Pākehā/European students. Asian students had the highest retention rate (93.9%).

While Māori students have displayed an increase in the proportion of 17-year-old students remaining at school since 2009, the gap between Māori and non-Māori students has not shown any clear signs of closing.

Gender differences

In 2013 girls were more likely to stay at school until 17 than boys (85.1% compared to 80.1%). The size of this gender gap decreased slightly from 5.5 percentage points in 2012 to 5 percentage points in 2013.

Socio-economic differences

There is a clear relationship between decile and the percentage of school leavers aged 17 or above. Schools in the highest quintile (deciles 9 and 10) draw their students from communities with the lowest degree of socio-economic disadvantage. In 2013, on average 91.9% of students from these schools remained at school until the age of 17, compared to 71.7% of students from the lowest quintile (deciles 1 and 2). There is, however, a large variation across schools in retention rates even within a single decile.

Early leaving exemptions

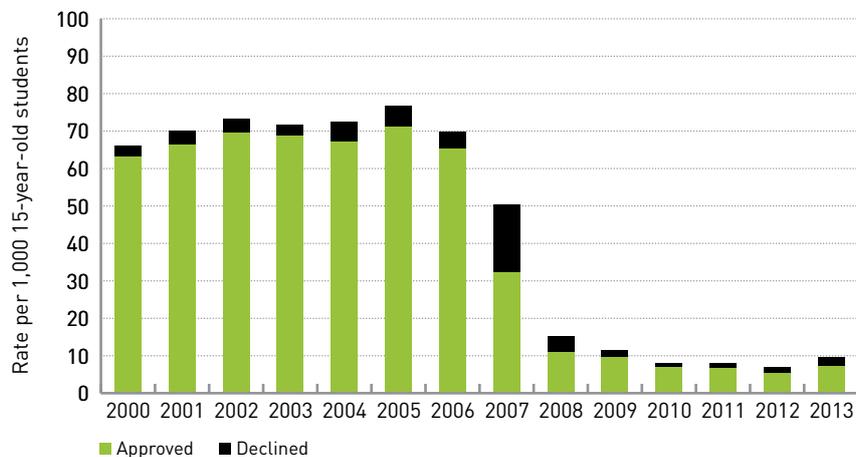
Enrolment in school is compulsory for all students aged between 6 and 16 years. However, parents of 15-year-old students may apply to the Ministry of Education for an exemption from schooling because of educational problems, conduct, or the unlikelihood of the student benefiting from attending available schools. Parents are required to give details about training programmes or employment the student would move on to in the event of an early leaving exemption being granted.

There is a strong correlation between early school leavers and unemployment and/or lower incomes. In May 2007 the Ministry of Education strengthened its early leaving application and approval process in order to reduce the number of early leaving exemptions.

There was an increase to 422 early leavers in 2013, from 313 in 2012, following a sharp drop from nearly 4,000 early leavers in 2006. This increase was due, in part, to the Youth Guarantee initiative, which provides foundation education to achieve NCEA Level 2 or equivalent outside of school.

A training provider course was the most popular destination for a 15-year-old student who received an early leaving exemption, with the majority (79%) of early leavers taking up this option in 2013. A further 9% of all 2013 early leavers went into full-time employment, with 12% intending to enrol in a polytechnic course.

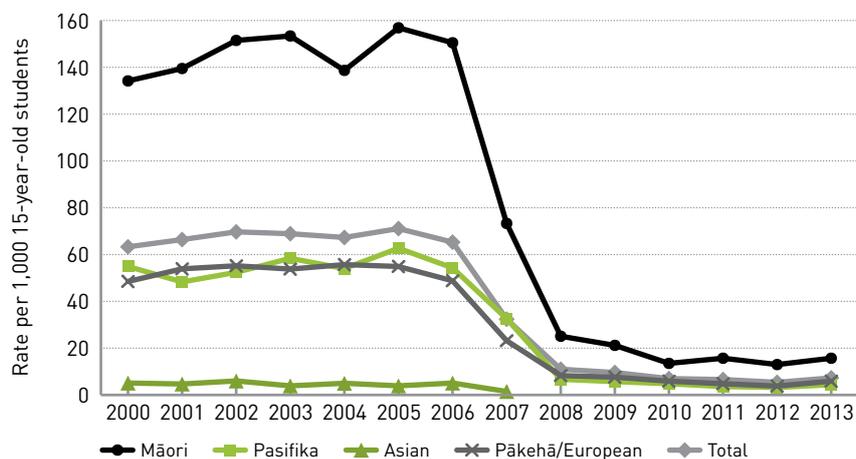
FIGURE 19: Early leaving exemption application approval and decline rates, 2000–2013



Ethnic group differences⁹

The decline in rates of early leaving exemptions between 2006 and 2013 occurred for all ethnic groups. Māori students have higher rates of early leaving exemptions compared with students from other ethnic groups.

FIGURE 20: Early leaver exemption rates per 1,000, by ethnicity, 2000–2013



Gender differences

The female rate in 2013 was 4.7 per 1,000 15-year-old students, and the male rate was 9.8 per 1,000 15-year-old students.

⁹ Ethnic differences analysis for early leaving exemption uses prioritised ethnicity.

Socio-economic differences

There is a correlation between the socio-economic mix of the school that students attend and early leaving exemption rates. Schools in the lowest quintile (deciles 1 and 2) draw their students from communities with the highest degree of socio-economic disadvantage. In 2013 the early leaving exemption rate for students from these schools was 10 times higher than the rate for students in the highest quintile (ie, deciles 9 and 10).

Where to find out more



Attendance at school

Attendance at school is critical to students' learning and achievement. The PISA 2012¹⁰ survey asked students how often they skipped classes in the two weeks leading up to an assessment. It found that truancy was negatively associated with student performance. Specifically, the survey found that, among New Zealand students:

- students who reported they did not once skip class scored on average 91 points more than those who reported they skipped class five times or more; this is equivalent to up to 2.6 years' learning
- students who reported they did not once skip a day scored on average 114 points more than those who reported they skipped a day five times or more; this is equivalent to up to 3.3 years' learning.

The difference in achievement between those who skipped classes and those who did not skip classes was greater in New Zealand than in the OECD overall. New Zealand students were less likely to skip class compared with the OECD average (15% compared to 17%).

The most recent survey of attendance was undertaken in Term 2, 2013. All state and state-integrated schools were invited to participate, with attendance data being received from 1,950 schools (a response rate of 80%). National absence rates were estimated based on one week of Term 2, 10–14 June.

Frequent truants

A student was classified as a frequent truant in the attendance survey if they had three or more unjustified absences during the survey week. The national rate of frequent truants was 1.0%, unchanged from 2012 and 2011. This means that in 2013, 1.0% of all students were unjustifiably absent from school at least three times during the survey week. There was no difference between genders in the frequent truant rate in 2013 (1.0% for both).

As in previous years, the rates for Māori and Pasifika students were higher than the rates for non-Māori and non-Pasifika students.

National absence rates

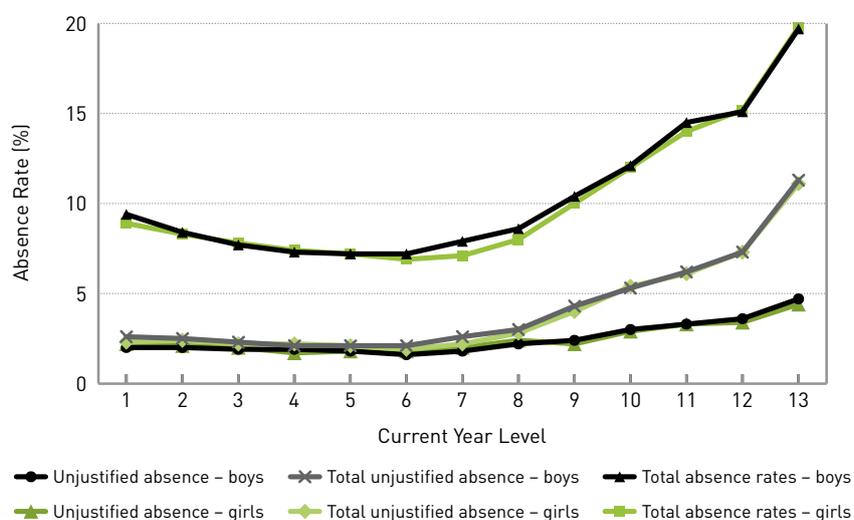
In 2013 the estimated national absence rate was 10.1%. This was similar to previous surveys but higher than in 2012 (9.6%). The total unjustified absence, or truancy, rate was 3.9%, compared to 3.8% in 2012, 4.0% in 2011 and 4.2% in 2009.

¹⁰ See OECD, 2014.

Age (current year level) and gender

Absence rates change dramatically by year level. Both the total absence rate and the total unjustified absence rate increase rapidly during secondary school. The rate of total unjustified absence for students in Years 1–8 was low, ranging between 1.9% and 2.6% for females and between 2.1% and 2.8% for males. In Years 9–13, however, the total unjustified absence rates increased from 4.0% in Year 9 to 10.9% in Year 13 for females, and from 4.2% to 11.1% for males. These findings are similar to the absence rates in previous years.

FIGURE 21: Absence rates, by gender and current year level, 2013



Ethnic group differences¹¹

Māori and Pasifika students have higher unjustified absence rates than Pākehā/European and Asian students. In 2013 total unjustified absence rates were 6.2% for Māori students and 5.7% for Pasifika students, compared to 2.8% for Pākehā/European and 2.6% for Asian students.

Socio-economic differences

Low decile schools draw their students from communities with the fewest socio-economic resources. In 2013 justified absences were similar across all deciles, except for decile 7, which had a higher rate of 9%. Decile 1 and 2 schools both had a total unjustified absence rate of 6.6% compared to only 2.2% in both decile 9 and 10 schools.

Where to find out more

Visit: www.educationcounts.govt.nz

education COUNTS

Publications Series Attendance and absence in New Zealand schools

¹¹ Ethnic differences analysis of absence rates uses prioritised ethnicity.

Stand-downs and suspensions from school¹²

Stand-downs and suspensions affect a student’s opportunity to learn and interrupt the continuity of learning. Suspensions may lead to students:

- accessing correspondence schooling, where there may be fewer direct learning supports
- entering alternative education provisions, where there may not be access to highly trained teaching staff
- dropping out of the education system.

Stand-downs and suspensions are associated with a wide range of concerning youth behaviours, including drug and alcohol abuse and violence, which disrupt the learning of the individuals concerned and are disruptive and unsafe for peers in the school community.

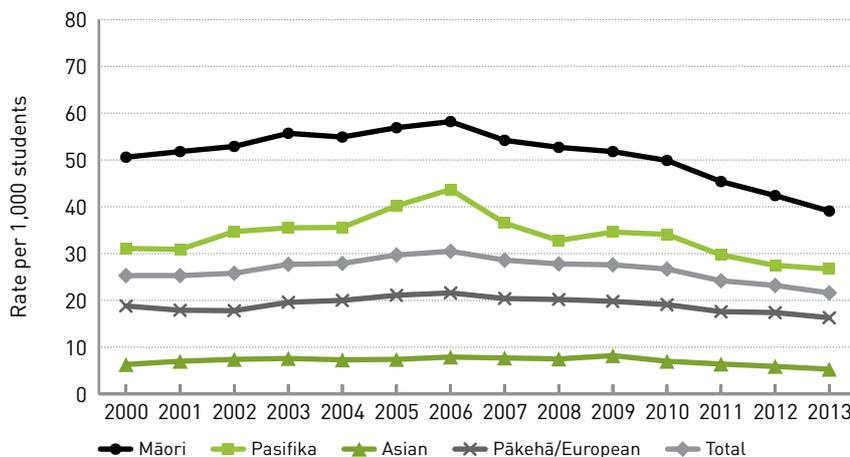
Stand-downs

The age-standardised stand-down rate increased from 25.6 stand-downs per 1,000 students in 2000 to 30.8 per 1,000 in 2006, but decreased since then to 21.6 per 1,000 in 2013. There were 15,509 stand-down cases in 2013, which were received by 11,904 different students. This equates to 1.7% of the student population in state and state-integrated schools receiving stand-downs. Of those students stood down, 77.7% were stood down only once. In 2013, 69.1% of stand-downs took place in secondary schools. Only 5.9% of secondary schools did not use stand-downs, compared to 58.6% of primary schools.

Ethnic group differences¹³

Schools are standing down more Māori students than students from any other ethnic group. In 2013 the age-standardised stand-down rate for Māori students (39.1 per 1,000) was 1.5 times higher than for Pasifika students (26.7 per 1,000) and 2.4 times higher than for Pākehā/European students (16.3 per 1,000). The stand-down rate for Asian students was the lowest of all ethnic groups (5.3 per 1,000).

➤ **FIGURE 22: Age-standardised stand-down rates, by ethnicity, 2000–2013**



12 As a consequence of a serious breach of school rules, a school principal can order a student to stand down from school for a period of up to five school days. A stand-down, for any student, can total no more than five school days in any term, or 10 days in a school year. Students return automatically to school following a stand-down.

For very serious breaches of school rules, a principal can suspend a student from attending school until the school board of trustees decides on the consequence for the student. The board may decide to lift the suspension with or without conditions, to extend the suspension, or, in the most serious cases, to exclude or expel the student.

13 Ethnic differences analysis for stand-downs and suspensions uses prioritised ethnicity.

Gender differences

Over time male students have consistently received stand-downs far more frequently than female students. In 2013 the age-standardised stand-down rate for males (31.4 per 1,000 students) was 2.7 times the female rate (11.4 per 1,000).

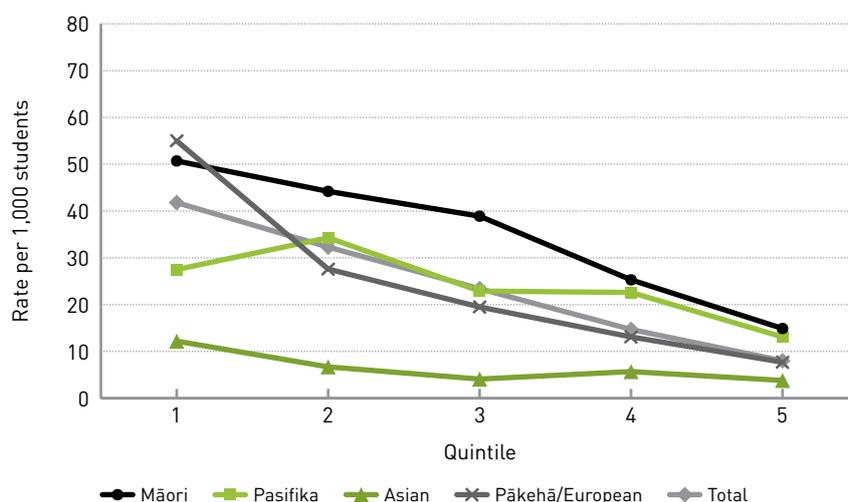
Age differences

The majority of stand-downs occurred for students aged 13 to 15, accounting for 59.2% of all stand-downs. The rate was highest for age 14 (61.8 stand-downs per 1,000 students).

Socio-economic differences

Students in schools in the lowest quintile (deciles 1 and 2) are over five times more likely to be stood down from school than students in the highest quintile (deciles 9 and 10).

FIGURE 23: Age-standardised stand-down rates per 1,000 students, by ethnic group and school quintile (2013)



Suspensions

The incidence of suspensions has decreased by 44.4% over the last 14 years, from an age-standardised rate of 7.7 suspensions per 1,000 students in 2000 to 4.3 per 1,000 in 2013. This is the lowest suspension rate in the 14 years of recorded data. There were 3,082 suspension cases in 2013, which were received by 2,780 different students. This equates to 0.4% of the total student population receiving suspensions; 90.1% of these students were suspended only once in 2013.

In 2013, 16.1% of all state and state-integrated secondary schools did not use suspensions, compared to 84.9% of all primary schools.

Ethnic group differences

Schools are suspending more Māori students than students from any other ethnic group. In 2013 the age-standardised suspension rate for Māori students (9.1 suspensions per 1,000) was over twice as high as for Pasifika students (4.3 per 1,000) and over three times as high as for Pākehā/European students (2.9 per 1,000). However, the suspension rate for Māori is decreasing (from 18.8 per 1,000 in 2000, to 9.1 in 2013). The suspension rate for Asian students (0.7 per 1,000) remains the lowest in New Zealand.

Gender differences

Males receive suspensions far more frequently than females. In 2013 the male age-standardised suspension rate (6.2 per 1,000) was nearly three times that of females (2.3 per 1,000). This pattern is similar to the relationship seen for stand-downs.

Age differences

The majority of suspensions occurred for students aged 13 to 15, accounting for 66.3% of all suspensions. The rate was highest for students aged 15 (14.0 suspensions per 1,000 in 2013).

Socio-economic differences

Students from schools in quintile 1 (deciles 1 and 2) are five times more likely to be suspended from school than students in the highest quintile (deciles 9 and 10). Age-standardised suspension rates are highest for Māori and Pasifika students in each quintile, except in quintile 1 schools, where the Pākehā/European rate is higher than that of Pasifika students (3.9 per 1,000).

Where to find out more



Positive Behaviour for Learning

The Positive Behaviour for Learning (PB4L) programmes and initiatives aim to improve the behaviour and well-being of children and young people.

PB4L School-Wide

The framework

PB4L School-Wide is a long-term approach to improve the culture, learning and teaching environment across the whole school. School-Wide facilitators help schools put in place practices and organisational systems to support positive behaviour.

Students are taught in very specific terms what behaviours are expected of them, and there is a consistent response to these behaviours across the whole school. The approach means moving away from seeing individual students as the problem, and towards changing the environment around them to support positive behaviour. The focus is on:

- ✔ preventing problem behaviour
- ✔ developing students' social skills
- ✔ reinforcing desired behaviours
- ✔ consistently addressing and reducing inappropriate behaviours
- ✔ using evidence-based assessment and problem solving to address concerns.

The statistics

During 2013, 408 schools were participating in School-Wide. Through the Prime Minister's Youth Mental Health project the Government has boosted funding for PB4L School-Wide to make it available to all secondary schools over the next three years. This will bring the total number of schools participating in PB4L School-Wide to 628 by 30 June 2016.

PB4L Incredible Years Teacher

The programme

The Incredible Years Teacher programme is for teachers of children aged three to eight years. It helps teachers:

- ✔ manage their classrooms
- ✔ reduce classroom aggression
- ✔ motivate students to learn social skills and co-operate with their peers.

In addition, the programme focuses on ways teachers can collaborate with parents to support their school involvement and promote consistency between home and school.

The statistics

A total of 6,260 teachers participated in this professional development programme in 2012/2013.

PB4L Incredible Years Parent

The programme

The Incredible Years Parent programme is a 14–18 session programme for parents of children aged three to eight years that helps parents manage problem behaviour and create a home environment conducive to positive educational outcomes.

The programme teaches parents to:

- ✔ make time to play and spend time with their children and let their children lead the play
- ✔ encourage the behaviours they would like to see, through setting clear rules and boundaries and using praise and encouragement
- ✔ selectively use consequences such as ignoring, loss of privileges and time out.

The statistics

In 2012/13, 9,672 parents/caregivers participated in the programme. Since the introduction of the programme in 2010, 5,824 parents have completed the course.

Success for All: Every School, Every Child

New Zealand has a focus on fully inclusive education and the Government has set a target that by 2014 80% of schools will be demonstrating highly inclusive practice for students with special education needs, with the remaining 20% demonstrating good practice.

The programme of activities continued in 2013, focused on developing tools and resources that build schools' capability to be better able to support children and young people with a range of education needs.

Intensive Wraparound Service

The Intensive Wraparound Service supports children and young people in Years 3 to 10 who have highly complex and challenging behaviour, social or educational needs. During 2013, 253 students achieved this service, an increase from 114 in 2012.

Inclusion Taskforce

The Inclusion Taskforce was established in mid-2012 for the purpose of accelerating the achievement of the Government target of 100% of schools demonstrating inclusive practices by 2014. The percentage of schools assessed as having highly effective special education plans rose from 5.4% in 2012 to 11% in 2013. A further 56% were assessed as being at the consolidating effectiveness stage (an increase from 28%), and the percentage of schools assessed as being at the developing effectiveness stage dropped from 67% in 2012 to 33% in 2013.

Youth Guarantee

The Youth Guarantee is the Government's flagship programme for improving educational opportunities and achievement for 16- and 17 year-olds. It provides new opportunities and choices for students about how and where they study, along with a clear framework of learning pathways.

Youth Guarantee comprises several initiatives that are being progressively implemented throughout the secondary and tertiary sectors. This is taking place with the support of regionally based networks of training providers, local government, iwi and community organisations to connect and co-ordinate the secondary-tertiary-work interface across communities. These initiatives include the ongoing implementation of secondary-tertiary programmes such as trades academies and service academies.

Trades academies

Trades academies are a form of secondary partnership that lets young people combine school and tertiary study to achieve NCEA Level 2. In 2013, 2,431 trades academy students achieved NCEA Level 2. Of these students, 915 were Māori and 282 were Pasifika.

Social Sector Trials

As of 2013 there were 16 Social Sector Trials in operation. These trials are a cross-agency initiative to improve the outcomes for young people within a defined geographical area. A key focus of many of the trials is to prevent truancy and associated problems, such as youth offending.

Excel Rotorua is a social sector trial that is specifically aimed at improving educational outcomes. It was launched in Rotorua during 2013. The initiative is supported by government agencies and led by Te Taumata Whakaue Iho Ake Trust, the education arm of Ngati Whakaue.

CHAPTER 6:

06



Quality teaching and education providers



Quality teaching results from a combination of the effectiveness of study for teaching qualifications, the school culture around effective teaching and student achievement, inquiry and ongoing learning, and in-service professional learning and development (PLD).

Teachers' influence on students' learning success is moderated by a number of factors, such as students' prior learning, but it is clear that within schools teaching has the greatest influence on achievement (Alton-Lee, 2003; Benseman, Sutton, & Lander, 2005; May, Hill, & Tiakiwai, 2004; Wylie, Thompson, & Lythe, 2004).

During 2013 the Education Review Office (ERO) explored how well 193 schools with Year 1 to 8 students were undertaking deliberate actions that led to an increase in the number of students achieving 'at' or 'above' the national standards for their year group (ERO, 2014a). ERO was particularly interested in schools' responses to raising achievement for Māori and Pacific students.

When compared to earlier ERO evaluations, this evaluation provided evidence of considerable improvement in teachers' and leaders' capability to use assessment data to respond to students achieving below expectations. ERO found an increasing number of schools with Year 1 to 8 students adapting their responses for students achieving below the National Standards.

Half the schools investigated had used deliberate actions to support students to accelerate progress and sustain achievement equivalent to their year group. In particular, Māori and Pasifika students, and English-language learners that needed support to accelerate their progress, were targeted and experienced success.

In contrast, the other half of schools responded to underachievement with more of the same, but for some students it was not working. The schools were utilising time, effort and resources to provide additional support for students but did not have specific implementation plans or evaluation processes.

In the most effective schools, leadership promoted teamwork and high-quality relationships with students, their parents and whānau to support acceleration of progress. Teachers and leaders in effective schools were able to explain how others could help them, while also being very clear that they were responsible for student achievement. They understood the rationale for targeting resources to accelerate progress for particular groups of students.

Teacher numbers

Funding for teacher places in state and state-integrated schools is largely determined by the number of students and the year level of those students. In 2013 there were 47,891 full time teacher equivalents (FTTEs) in state and state-integrated schools. Just over half of these positions (53%; 25,162) were in primary schools, 40% (18,961) in secondary, with 6% (2,788) in composite schools and 2% (981) in special schools. Since 2006 the growth in secondary schools (3%; from 18,471 to 18,961) has been lower than in primary schools (6%; from 23,738 to 25,162) and composite schools (24%; from 2,253 to 2,788).

The majority of the teaching workforce are women. In 2013, 72% (34,258 of 47,891) of teachers were women (up from 31,891 or 70% in 2006). In primary schools the percentage of female teachers has grown since 2006, from 81% to 82% (20,599 of 25,162), and in secondary schools the percentage of female teachers has grown since 2006 from 56% to 58% (10,942 of 18,961).

Teacher losses

Teacher losses, for statistical purposes, refer to all permanent teachers who have left the teaching profession, or who are on leave without pay. For the purposes of this report, a teacher is considered 'lost' if they were teaching in May of one year but are not teaching in May the following year. Of the 42,043 permanent teachers in May 2011 in state and state-integrated schools, 3,840 were not teaching in May 2012, giving a loss rate of 9%.

TABLE 8: Teacher loss rates, by school type, May 2007/08 to May 2012/13

	Primary	Secondary	Total
2007/08	11.3%	10.2%	10.8%
2008/09	9.3%	9.8%	9.5%
2009/10	8.6%	8.2%	8.4%
2010/11	9.6%	8.9%	9.2%
2011/12	9.3%	8.5%	9.1%
2012/13	8.2%	7.9%	8.2%

Note:

Composite, special, and correspondence schools are included in the total but are not included under primary or secondary.

Beginning teachers

The number of new teachers in schools depends on the demand for teachers, the number of teacher education graduates available, and a school's preference for, or need for, more experienced teachers.

At the start of the 2013 school year, 1,939 first-year beginning teachers were in state and state-integrated schools. This is a slight increase on the number of first-year teachers in 2012 (1,839). Numbers of beginning teachers make up a smaller proportion of teachers in primary schools (4.3%) when compared to 2008 figures (5.0%) but are unchanged in secondary schools (4.1%).

Professional learning and development

High-quality teaching is dependent on good initial training and ongoing in-service professional development.

During 2013, Ministry-funded PLD programmes were targeted at schools with the highest needs. They focused on generating equity and raising achievement for Māori students, Pasifika students and students with special education needs.

In November 2013, the Government announced new funding for a Building on Success programme to accelerate Māori secondary school achievement. Some of the key PLD programmes underway during 2013 are described below.

Te Kotahitanga

Te Kotahitanga is a professional development programme that has a focus on raising Māori achievement. The purpose of Te Kotahitanga is to improve classroom and school practices in order to build culturally responsive contexts for learning, based on relationships of mutual trust and respect.

Ako Panuku

Ako Panuku is a professional development programme that responds to Māori secondary teacher workload. Ako Panuku courses help teachers to improve their classroom practice, increase their Māori language proficiency and improve their working knowledge of new curricula. There are currently 1,300 teachers identified in the client group, which includes all Māori teachers in secondary schools and wharekura across all learning areas; in December 2013 there were 1,214 teachers registered with Ako Panuku.

Teachers' Refresher Course Committee

The Teachers' Refresher Course Committee delivers courses nationally 'for teachers by teachers', with the purpose of empowering teachers to reflect on and improve their teaching practice in order to enhance learning.

Student Achievement Function

The Student Achievement Function (SAF) is a team of experienced education practitioners within the Ministry who work directly with schools and kura to help them accelerate student achievement, particularly for priority groups, and build school capability to continue doing so after the SAF engagement has finished. Each engagement lasts approximately 26 weeks.

School leadership

School leadership (including principals, senior and middle managers, teacher leaders and school trustees) is one of the most frequently identified indicators and drivers of effective teaching practice and student achievement. Recent reports by ERO (2014a, 2014b) underline the importance of leadership in those schools that are being effective in raising student achievement.

Professional development

School leaders are supported through a range of national programmes.

- The First-time Principals Programme is an induction programme for developing the professional and personal skills and capabilities of new school leaders. It aims to help principals work effectively with their colleagues and communities to further improve teaching and learning in New Zealand's schools.
- He Kākano aims to build the capability of principals and other school leaders to provide culturally responsive pedagogical and relational leadership that lifts the performance of the school for and with Māori students and whānau.
- The National Aspiring Principals Programme prepares middle and senior leaders for principalship, with the aim of building a quality pool of applicants for school leadership.
- Leadership and Assessment facilitators employed by the University of Auckland and the University of Waikato support the middle and senior leaders of schools across New Zealand through PLD in reading, writing and mathematics.
- The Linking Minds alumni programme provides four scholarships nationally that support emerging leaders from the early childhood and compulsory schooling sectors in their first five years of teaching.

Where to find out more

Visit: www.educationalleaders.govt.nz

**Community representation by school trustees**

Boards of trustees of state and state-integrated schools must hold elections for parent and staff representatives every three years. Triennial elections were held in 1998, 2001, 2004, 2007, 2010 and 2013. Membership fluctuates in the intervening years due to casual vacancies, by-elections, mid-term elections and annual student representative elections (for Year 9 and above). School leadership and governance should reflect the nature of the school community if decisions are to be appropriate and effective for students' educational success.

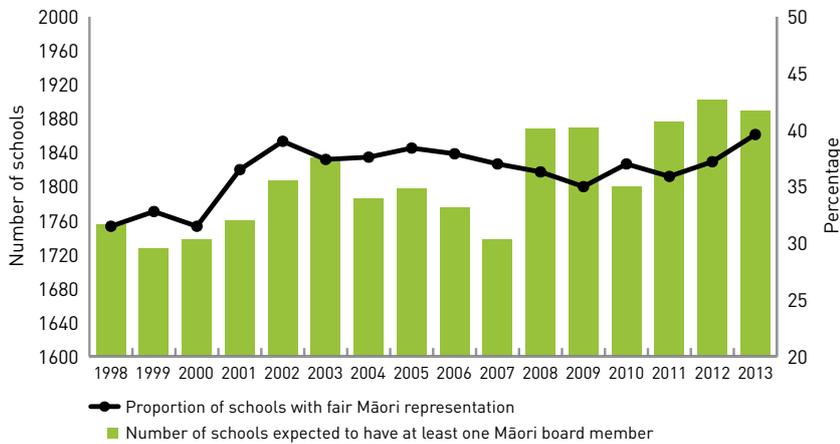
In 2013 there were 1,889 schools with sufficient numbers of Māori students such that, for the students to be fairly represented, we would expect to have at least one Māori parent on the school board of trustees. This expectation is based both on the number of Māori students and the number of positions on the board.

The proportion of schools with fair Māori representation increased from 31% in 1998 to 40% in 2013. The number of Māori parent representatives in the remaining 60% (1,141 schools) does not reflect the number of Māori students in these schools.

Demographics such as family size may contribute to this under-representation. Based on the 2013 population census, for every 10 school-aged Māori children (5–19 years old) there are only 9 Māori adults aged 25 to 49. In comparison there are 18 non-Māori adults for every 10 non-Māori children.

Fair Māori representation on the board was more common in composite schools (57%) than in secondary schools (46%) or primary schools (38%). Fair representation was also more common in kura schools (74%) than non-kura schools (38%). Kura schools are schools set up either through Section 155 or Section 156 of the Education Act 1990.

▼ **FIGURE 24: Number of schools expected to have at least one Māori board member versus proportion of schools with fair Māori representation, 1998–2013**

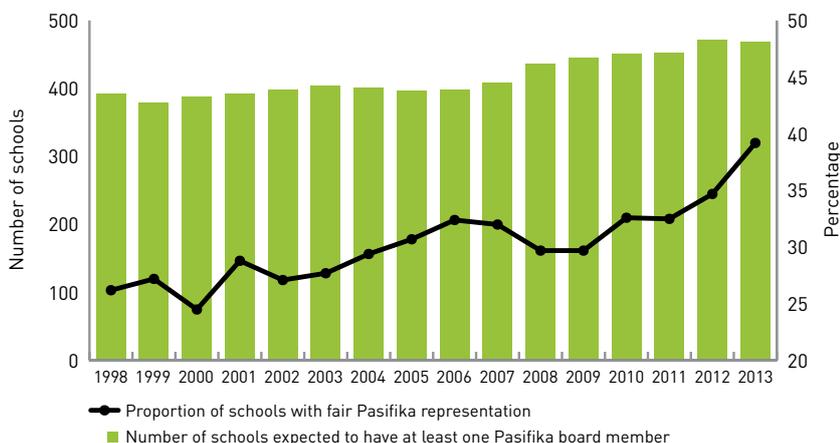


In 2013 there were 472 schools with a sufficient number of Pasifika students such that we would expect these students to be represented by at least one Pasifika parent on the school board of trustees. This expectation is based on both the number of Pasifika students and the number of positions on the board.

One of the targets included in the *Pasifika Education Plan 2013–2017* is to increase Pasifika participation on school boards of trustees to be proportionate to the number of Pasifika students at the school. In 2013 there were 469 schools with sufficient numbers of Pasifika students such that, for the students to be fairly represented, we would expect to have at least one Pasifika parent on the school board of trustees. This expectation is based on both the number of Pasifika students and the number of positions on the board.

The proportion of schools with fair Pasifika representation increased from 26% in 1998 to 39% (184 schools) in 2013. The trend shows a gradual increase in the last decade. The number of Pasifika parent representatives in the remaining 285 schools (61%) does not reflect the number of Pasifika students in these schools. As with Māori, demographics such as family size are a possible contributor to this under-representation.

▼ **FIGURE 25: Number of schools expected to have at least one Pasifika board member versus proportion of schools with fair Pasifika representation, 1998–2013**



Appendix 1

Plans to address pressures on school capacity

Under Section 11Q of the Education Act 1989, the Ministry of Education is required to report on its plans to manage pressures on school capacity and to list the schools that have enrolment schemes in place.

The Ministry provides three main responses to school roll growth that places pressure on school capacity. Where growth has resulted from an influx of students from areas served by other schools, a school is usually required to implement an enrolment scheme to ensure it is able to meet its commitment to local students. Roll trends and demographics are monitored, and schools are alerted when an enrolment scheme may need to be considered. Where there is genuine local growth from the natural catchment area of the school, particularly in an area where enrolment schemes already exist, additional classrooms are usually provided. In areas of major population growth, demographic information guides the planning for new schools, with sites purchased well in advance of projected need.

Northern Region

Many areas in Auckland are experiencing significant population growth in line with the Auckland Regional Growth Strategy, with which the Ministry's new schools programme is closely aligned.

The programme of construction of new schools in Auckland continues. A primary and a secondary school have been built at Hobsonville, using a Public Private Partnership (PPP) model. Hobsonville Point Primary School opened at the beginning of 2013 and Hobsonville Point Secondary School opened at the beginning of 2014. Five new partnership schools opened at the beginning of 2014: Vanguard Military School, The Rise Up Academy and South Auckland Middle School in Auckland, with Te Kura Hourua o Whangarei Terenga Parao in Whangarei and Te Kura Hourua ki Whangaruru in Whangaruru in Northland. An additional primary school and junior high school are under way at Ormiston and these are planned to open in 2015 and 2017 respectively. A new primary school at Takanini is planned to open in 2017 and primary school at south east Flat Bush is planned for 2018/2019.

The recently announced Special Housing Areas in Auckland add significant growth which accelerates the need for schools in some areas. Two new primary schools at Kumeu and Scott's Point are planned to open in 2017 with land currently being sought. Other critical primary school site acquisitions are Massey North, Arran Heights/Orewa and Favona, which are planned for opening in 2019, 2019/2020 and 2020/2021 respectively.

Increased demand is also being managed through the use of enrolment schemes and the provision of additional classrooms. During 2013, 116 schemes were reviewed, four were amended and none were abandoned. Eight new schemes were implemented. For the 2013 calendar year, roll growth reports recommended that a total of 112 new roll-growth classrooms be provided to schools.

Central North Region

There are no areas of significant growth in the Hawke's Bay and most demographic change relates to areas of decline and the need to consider how schooling should be reorganised. Changes will occur through the Ministry's response to schools affected by the Portable Modular Classrooms (PMC) earthquake-prone buildings reinstatement work that will be staged over the next few years. This will also trigger the need to review the catchments of some school enrolment scheme 'home-zones'.

The main focus areas of growth in the Bay of Plenty are in Pyes Pa ('The Lakes') and Papamoa East. Demographic reports for these areas have been recently updated and the Ministry is now looking to determine the timing for new primary schooling that will be required in the medium-term. The Kawerau and Murupara schooling reorganisations of schooling are well advanced and the Ministry continues to support the respective school Boards of Trustees through this process.

The Minister announced new primary and secondary schooling proposals for the north-east of Hamilton on 8 March 2013 - consultation was completed during August to October 2013. The new Endeavour Avenue Primary School is on-track to open for Term 1, 2015 and the new Rototuna Junior High School is scheduled to open for Term 1, 2016. The Ministry is supporting the respective school Establishment Boards of Trustees through the process.

Demographic changes across the Local Authority Districts in the Central North Region continue to be monitored through the regional planning process and responded to accordingly. Particular interest is being taken of Local Authority proposals in relation to the identification and development of Housing Accord Special Housing Areas (HASHA), to ensure the schooling network is positioned to meet any subsequent increases in student demand.

Across the region, at the end of the year, enrolment schemes were operated at 156 schools.

Central South Region

The region continued to operate with reasonably stable rolls. There were just a few areas of growth in the primary school aged population that were of a concern in causing roll pressure on some schools in the region. Additional (roll growth) accommodation and/or an enrolment scheme were implemented as appropriate.

Across the region, at the end of the year, enrolment schemes were operated at 131 schools. The Ministry engaged with each Board in the annual review of their scheme. From the reviews, schemes were abandoned at the two secondary schools, being Paraparaumu College and Wairarapa College. At the primary level, schemes were abandoned at Arakura, Boulcott, Coley Street, Maidstone Intermediate, Mangorei, Wainuiomata and Windley Schools. There were six new enrolment schemes introduced at schools during 2013, at Douglas Park, Fitzroy, Muritai, Newlands and Woodleigh Schools and at Wanganui Collegiate. Also during 2013 there were four enrolment schemes amended, of a minor nature. Enrolment schemes have generally been effective in assisting schools manage their rolls.

In December 2013 the Minister approved an application from the Proprietor of St Patrick's School (Kilbirnie) to recapitate and become a full primary school. The Minister was asked to consider other applications from Boards, but declined other proposed re-organisations in this region. As a result, the schooling networks were largely unchanged.

Two schools were closed, Akitio and Rangiwahia.

Southern Region

Following the commencement of consultation in 2012, the Minister announced decisions on the closure or merger of schools across greater Christchurch in 2013 in response to the changes resulting from the Canterbury earthquakes in 2010 and 2011.

Reflecting the changes in settlement patterns around greater Christchurch, community consultation was undertaken in Rolleston on how best to meet the growing demand for primary and secondary schooling. Decisions were announced in early 2014. Construction was commenced on a new primary school facility at Pegasus Town for the relocation of Waikuku School.

The Minister announced the establishment of Shotover School in Wakatipu Basin, opening in January 2015. A site was acquired in Wakatipu Basin for the future relocation of Wakatipu High School to a larger site to ensure it could accommodate demand for schooling in the long term.

Six new enrolment schemes were implemented during 2013 due to continued localised roll growth across the region. Three schools abandoned enrolment schemes.

Table A1.1: Schools with enrolment schemes in place for part of or all of 2013

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
3700	Abbotsford School	23/08/2005	Yes
1680	Aberdeen School	20/12/1999	Yes
1195	Adventure School	23/06/2008	No
82	Aidanfield Christian School	8/09/2005	No
6948	Albany Junior High School	30/10/2004	Yes
1202	Albany School	24/10/2000	Yes
563	Albany Senior High School	22/07/2008	Yes
6929	Alfriston College	5/05/2003	Yes
1203	Alfriston School	30/09/1999	Yes
1681	Allandale School	10/11/2010	No
3274	Allenton School	31/05/2002	No
3276	Amberley School	24/01/2007	No
614	Amesbury School	7/03/2011	No
96	Aorere College	4/09/2009	Yes
253	Aotea College	30/07/2001	Yes
1684	Apanui School	7/12/2012	Yes
2802	Arakura School	12/12/2005	No
1208	Ardmore School	23/09/1999	Yes
3930	Arrowtown School	7/01/2002	Yes
2543	Arthur Miller School	27/02/2004	Yes
3284	Ashgrove School	24/01/2003	Yes
3285	Ashley School	7/03/2008	No
53	Auckland Girls' Grammar School	25/08/1999	Yes
54	Auckland Grammar	1/12/1999	Yes
1211	Auckland Normal Intermediate	13/10/1999	Yes
2152	Auroa School	1/10/2008	No
78	Avondale College	3/08/1999	Yes
1212	Avondale Intermediate	31/10/2002	Yes
1213	Avondale Primary School (Auckland)	28/09/1999	Yes
3287	Avonhead School	22/10/1999	Yes
324	Avonside Girls' High School	3/05/1999	Yes
1691	Awakeri School	20/12/1999	Yes
2544	Awapuni School (Gisborne)	19/11/2004	No
3709	Balaclava School	19/03/2009	No
3711	Balmacewen Intermediate	16/08/2010	No
1219	Balmoral School (Auckland)	29/11/1999	Yes
3289	Banks Avenue School	26/05/2004	Yes
2112	Barton Rural School	31/08/2004	No
6960	Baverstock Oaks School	25/08/2004	Yes
1220	Bayfield School	7/09/1999	Yes
3291	Beckenham School	22/10/1999	Yes
3292	Belfast School	29/01/2008	No
2157	Bell Block School	21/12/2011	No
1225	Belmont Intermediate	3/10/2011	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
1226	Belmont School (Auckland)	29/08/2013	No
1695	Berkley Normal Middle School	20/09/2007	Yes
1697	Bethlehem School	13/12/2002	Yes
1231	Birkenhead School	23/09/1999	Yes
3295	Blaketown School	2/11/2007	No
2546	Bledisloe School	14/11/2008	Yes
1232	Blockhouse Bay Intermediate	29/08/2008	Yes
1233	Blockhouse Bay School	8/09/1999	Yes
1234	Bombay School	14/08/2002	Yes
1235	Botany Downs School	12/03/2004	Yes
6930	Botany Downs Secondary College	20/12/2002	Yes
2813	Boulcott School	30/06/2000	Yes
20	Bream Bay College	14/12/2007	Yes
2547	Bridge Pa School	29/06/2004	Yes
3183	Brightwater School	26/07/2010	No
1236	Brookby School	30/11/1999	Yes
3185	Brooklyn School (Motueka)	12/07/2011	Yes
2816	Brooklyn School (Wellington)	6/09/1999	Yes
3303	Broomfield School	16/11/2005	No
1237	Browns Bay School	7/10/1999	Yes
1239	Buckland School	29/10/1999	Yes
1240	Bucklands Beach Intermediate	9/08/1999	Yes
1241	Bucklands Beach Primary School	12/02/2010	Yes
319	Burnside High School	4/06/1999	Yes
3306	Burwood School	5/11/1999	Yes
1700	Cambridge East School	15/03/2005	Yes
142	Cambridge High School	23/05/2011	Yes
1242	Campbells Bay School	6/10/1999	Yes
211	Campion College	17/07/2006	No
3308	Carew Peel Forest School	25/01/2008	No
2345	Carlton School	7/08/2008	No
35	Carmel College	16/05/2007	Yes
2820	Carterton School	21/11/2012	No
2821	Cashmere Avenue School	12/07/2004	Yes
340	Cashmere High School	27/05/1999	No
3310	Cashmere Primary School	29/11/1999	Yes
2418	Central Normal School	18/12/2003	Yes
1581	Chapel Downs School	24/11/1999	Yes
1244	Chelsea School	23/09/1999	Yes
3314	Chisnallwood Intermediate	16/09/2005	No
327	Christchurch Boys' High School	4/06/1999	Yes
328	Christchurch Girls' High School	27/05/1999	Yes
3318	Christchurch South Intermediate	4/12/2008	No
1246	Churchill Park School	19/10/1999	Yes
2824	Churton Park School	23/04/2001	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
3321	Clarkville School	22/11/1999	No
1247	Clayton Park School	23/03/2001	Yes
6980	Clearview Primary	27/08/2009	No
1248	Clendon Park School	29/06/2005	Yes
1249	Clevedon School	6/11/2006	Yes
2826	Clifton Terrace Model School	24/08/1999	Yes
2549	Clive School	14/06/2004	Yes
2827	Clyde Quay School	3/05/2005	Yes
3725	Clyde School	6/12/2007	Yes
1252	Coatesville School	23/06/1999	Yes
3323	Cobham Intermediate	22/10/1999	Yes
1253	Cockle Bay School	5/08/1999	Yes
2352	Coley Street School	7/09/2006	No
2353	College Street Normal School	17/08/2004	Yes
386	Columba College	19/07/2004	Yes
2354	Colyton School	14/05/2008	Yes
1255	Conifer Grove School	19/10/1999	Yes
1256	Cornwall Park District School	25/11/1999	Yes
1257	Cosgrove School	16/12/2013	Yes
3324	Cotswold School	22/11/1999	No
357	Craighead Diocesan School	10/07/2006	No
3729	Cromwell Primary School	22/11/2002	Yes
3325	Cust School	31/03/2006	Yes
346	Darfield High School	25/08/2006	Yes
3326	Darfield School	18/10/2006	Yes
1709	David Street School	7/07/2003	No
1710	Deanwell School	30/04/2007	Yes
1260	Devonport School	27/11/2009	Yes
1635	Discovery One School	27/08/2001	Yes
2832	Discovery School	24/08/2004	Yes
1661	Douglas Park School	18/05/2013	No
1650	Drummond Primary School	27/08/2007	Yes
1263	Drury School	9/08/1999	Yes
1192	Dunedin Rudolf Steiner School	11/07/2008	No
3331	Dunsandel School	12/02/2010	No
2355	Durie Hill School	8/10/2006	No
3733	East Taieri School	12/12/2006	No
2834	Eastern Hutt School	17/10/2001	Yes
1265	Edendale School (Auckland)	1/03/2010	Yes
3947	Edendale School (Southland)	22/08/2008	No
79	Edgewater College	22/07/2003	Yes
1266	Edmonton School	1/11/2002	Yes
1268	Ellerslie School	27/09/1999	Yes
349	Ellesmere College	8/08/2006	Yes
3334	Elmwood Normal School	22/11/1999	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
1168	Emmanuel Christian School	9/11/2005	No
3189	Enner Glynn School	14/05/2010	No
64	Epsom Girls Grammar School	25/08/1999	Yes
1270	Epsom Normal School	26/11/1999	Yes
2557	Eskdale School	28/10/2004	Yes
2837	Evans Bay Intermediate	9/09/2002	Yes
1164	Everglade School	30/09/1999	Yes
1715	Fairfield Intermediate	19/06/2008	No
3736	Fairfield School (Dunedin)	20/08/2001	Yes
2838	Fairfield School (Levin)	21/09/1999	No
2839	Fairhall School	22/11/1999	Yes
1272	Farm Cove Intermediate	20/12/1999	Yes
1273	Favona School	30/03/2011	Yes
197	Feilding High School	22/11/2006	No
3338	Fendalton Open Air School	25/11/1999	Yes
3707	Fenwick School	10/08/2007	Yes
2842	Fernlea School	7/04/2006	No
2843	Fernridge School	18/11/2003	Yes
3340	Fernside School	5/09/2001	No
2117	Fernworth Primary School	31/01/2007	Yes
1275	Finlayson Park School	23/07/1999	Yes
2167	Fitzroy School	27/04/2013	Yes
1276	Flanshaw Road School	22/12/2011	Yes
2560	Flaxmere Primary School	13/10/2004	Yes
1278	Forrest Hill School	4/10/2010	Yes
175	Francis Douglas Memorial College	11/07/2005	No
2168	Frankley School	7/04/2000	No
1721	Frankton School	31/08/2011	Yes
135	Fraser High School	16/10/2000	Yes
2562	Frasertown School	6/06/2013	No
1279	Freemans Bay School	24/06/2008	Yes
3344	Freeville School	22/12/2004	Yes
200	Freyberg High School	3/07/2006	Yes
2563	Frimley School	14/01/2003	Yes
3740	George Street Normal School	14/02/2011	Yes
2107	Geraldine Primary School	21/02/2008	No
2564	Gisborne Central School	21/04/2011	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes
2845	Gladstone School (Masterton)	11/10/2006	No
1283	Glamorgan School	7/10/1999	Yes
1284	Glen Eden Intermediate	22/10/1999	Yes
1285	Glen Eden School	10/06/2008	Yes
1723	Glen Massey School	7/03/2011	No
1011	Glenbervie School	9/08/1999	No
1292	Glenbrook School	2/05/2013	No

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
65	Glendowie College	20/08/1999	Yes
1294	Glendowie School	19/10/1999	Yes
3347	Gleniti School	30/07/2001	Yes
3352	Glentunnel School	26/10/2006	Yes
6070	Golden Sands School	15/06/2010	Yes
3741	Goldfields School (Cromwell)	11/12/2009	Yes
1727	Goodwood School	30/05/2006	Yes
1728	Gordonton School	12/12/2011	Yes
3956	Gore Main School	15/12/2011	No
2848	Gracefield School	8/08/2005	Yes
2111	Grantlea Downs School	14/10/2004	No
42	Green Bay High School	31/05/2012	No
1299	Greenhithe School	30/11/2011	Yes
2567	Greenmeadows School	11/02/2013	Yes
1729	Greenpark School (Tauranga)	21/07/2003	Yes
1301	Grey Lynn School	21/02/2005	Yes
2850	Greytown School	17/10/2003	No
336	Hagley Community College	13/09/1999	Yes
1302	Halsey Drive School	8/09/1999	Yes
3366	Halswell School	22/11/1999	Yes
131	Hamilton Boys' High School	10/08/1999	Yes
132	Hamilton Girls' High School	9/08/1999	Yes
1733	Hamilton West School	1/05/2007	Yes
3367	Hampstead School	28/08/2007	Yes
3370	Harewood School	11/11/2004	Yes
1303	Harrisville School	6/09/2006	Yes
443	Hastings Christian School	30/11/2006	No
228	Hastings Girls' High School	19/06/2003	Yes
2570	Hastings Intermediate	2/08/2010	No
2854	Hataitai School	21/09/1999	Yes
112	Hauraki Plains College	2/12/2003	Yes
1304	Hauraki School	13/06/2012	No
1735	Hautapu School	26/05/2004	No
1736	Hauturu School	15/08/2013	No
2572	Havelock North Intermediate	18/06/2002	No
2573	Havelock North Primary School	28/07/1999	Yes
3747	Hawea Flat School	3/12/2007	No
3371	Heathcote Valley School	22/10/1999	Yes
3372	Heaton Normal Intermediate	8/11/1999	Yes
3963	Heddon Bush School	3/09/2007	Yes
1307	Henderson Intermediate	1/08/2001	Yes
1308	Henderson North School	7/10/1999	Yes
1311	Henderson Valley School	7/10/1999	Yes
3194	Henley School (Nelson)	4/12/2002	No
2172	Highlands Intermediate	27/02/2007	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
138	Hillcrest High School	9/08/1999	Yes
1739	Hillcrest Normal School	5/11/2008	No
1312	Hillpark School	30/09/1999	Yes
1313	Hillsborough School	20/09/1999	Yes
1740	Hilltop School	20/12/1999	Yes
341	Hillview Christian School	1/06/2004	No
588	Hingaia Peninsula School	15/06/2011	Yes
1741	Hinuera School	12/06/2012	Yes
2578	Hiruharama School	29/04/2002	No
6788	Hobsonville Point Primary School	17/09/2012	No
1314	Hobsonville School	25/09/2003	Yes
1316	Holy Cross Catholic School (Henderson)	6/05/2008	Yes
557	Holy Family School (Wanaka)	25/07/2008	No
3379	Hoon Hay School	25/09/2000	Yes
3381	Hororata School	19/02/2007	Yes
1746	Horotiu School	6/11/2003	Yes
1747	Horsham Downs School	15/07/2009	No
2861	Houghton Valley School	16/09/2005	No
87	Howick College	6/09/1999	Yes
1318	Howick Intermediate	29/05/2003	Yes
1320	Huapai District School	10/02/2012	No
1749	Hukanui School	20/12/1999	Yes
2366	Hunterville Consolidated School	6/11/2007	Yes
1018	Hurupaki School	12/09/2005	No
2862	Hutt Central School	5/05/2006	No
2863	Hutt Intermediate	5/10/1999	Yes
261	Hutt Valley High School	21/12/1999	No
3384	Ilam School	27/07/2001	Yes
2581	Ilminster Intermediate	29/04/2002	Yes
3966	Invercargill Middle School	15/11/2005	Yes
224	Iona College	2/04/2004	Yes
2865	Island Bay School	7/11/2005	No
552	James Hargest College	13/05/2005	Yes
387	John McGlashan College	7/07/2004	Yes
532	John Paul College	5/02/2007	Yes
2866	Johnsonville School	7/01/2004	Yes
1756	Kaharoa School	21/08/2001	No
2369	Kai Iwi School	27/06/2008	No
3388	Kaiapoi Borough School	2/03/2006	Yes
314	Kaiapoi High School	19/10/2007	Yes
3389	Kaiapoi North School	1/07/2005	No
3753	Kaikorai School	15/02/2007	Yes
3392	Kaikoura Suburban School	23/09/2013	No
2370	Kairanga School	14/04/2011	No
2372	Kaitoke School (Wanganui)	10/07/2007	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
1030	Kamo School	14/11/2006	Yes
3393	Kaniere School	14/12/2006	No
2871	Kapanui School	7/09/1999	Yes
1325	Karaka School	1/08/2006	Yes
229	Karamu High School	24/04/2002	Yes
2874	Karori Normal School	14/12/1999	Yes
2875	Karori West Normal School	27/04/2010	No
3394	Karoro School	12/05/2009	No
1326	Kaukapakapa School	17/12/2009	Yes
1327	Kauri Park School	29/05/2003	Yes
1032	Kaurihohore School	21/04/2009	Yes
1328	Kaurilands School	3/08/1999	Yes
536	Kavanagh College	14/02/2003	Yes
1329	Kedgley Intermediate	30/08/1999	Yes
2876	Kelburn Normal School	5/05/2006	No
1332	Kelvin Road School	27/04/2004	Yes
5	Kerikeri High School	30/08/1999	Yes
1034	Kerikeri Primary School	20/08/1999	No
2880	Kilbirnie School	17/01/2006	No
1777	Kimihia School	5/04/2011	Yes
1333	Kingsford School	23/10/2007	Yes
1779	Kio Kio School	1/12/2006	No
3397	Kirwee Model School	21/08/2006	Yes
1781	Knighton Normal School	20/12/1999	No
6939	Kohia Terrace School	10/12/1999	Yes
1334	Kohimarama School	2/12/1999	Yes
1335	Konini School (Auckland)	11/02/2013	No
2385	Kopane School	10/10/2008	No
2882	Koputaroa School	17/12/2001	No
2883	Korokoro School	12/10/2006	No
1784	Koromatua School	22/02/2008	Yes
1336	Koru School	30/08/1999	Yes
1337	Kowhai Intermediate	19/10/1999	Yes
1785	Kuratau School	25/02/2013	No
3402	Ladbrooks School	18/06/2004	No
1789	Leamington School	12/09/2011	Yes
3410	Leeston School	23/11/2009	No
2182	Lepperton School	14/02/2005	No
4117	Liberton Christian School	30/08/2004	Yes
3975	Limehills School	6/12/2002	Yes
347	Lincoln High School	4/06/1999	No
3412	Lincoln Primary School	14/11/2001	No
230	Lindisfarne College	6/04/2004	Yes
3415	Linwood North School	24/11/2008	No
3419	Loburn School	3/03/2005	No

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
27	Long Bay College	12/09/2005	Yes
1342	Long Bay School	7/12/2006	Yes
3594	Longbeach School	26/05/2008	No
2590	Lucknow School	19/03/2002	Yes
2892	Lyall Bay School	4/12/2012	No
75	Lynfield College	27/07/1999	Yes
1791	Lynmore Primary School	27/05/2002	No
3423	Lyttelton Main School	21/02/2012	Yes
3424	Lyttelton West School	21/02/2012	Yes
3762	Macandrew Bay School	31/01/2013	No
41	Macleans College	25/08/1999	Yes
3201	Mahana School	1/07/2005	Yes
2592	Mahora School	21/05/2002	Yes
24	Mahurangi College	31/05/2012	No
2893	Maidstone Intermediate	15/08/2000	No
1343	Mairangi Bay School	7/10/1999	Yes
3425	Mairehau School	21/09/2004	Yes
2593	Makaraka School	18/06/2006	Yes
3982	Makarewa School	11/04/2008	No
2595	Makauri School	13/05/2005	No
1796	Malfroy School	30/10/2012	No
2896	Manakau School	21/11/2012	No
2390	Manchester Street School	11/08/2012	Yes
2597	Mangapapa School	24/08/2009	No
2899	Mangaroa School	7/12/2004	Yes
1038	Mangawai Beach School	23/11/2004	Yes
1346	Mangere Bridge School	29/10/1999	Yes
1347	Mangere Central School	23/10/2007	Yes
1348	Mangere East School	30/08/1999	Yes
2189	Mangorei School	18/10/2000	No
1354	Manurewa Central School	30/09/1999	Yes
99	Manurewa High School	29/11/1999	Yes
3768	Maori Hill School	17/12/2009	Yes
3203	Mapua School	1/07/2005	Yes
566	Maraekakaho School	14/11/2008	No
1357	Maraetai Beach School	19/08/2008	Yes
2094	Marian Catholic School (Hamilton)	15/07/2008	No
343	Marian College	15/02/2011	Yes
1592	Marina View School	2/12/1999	Yes
1362	Marshall Laing School	8/09/1999	Yes
3429	Marshland School	10/05/2002	Yes
43	Massey High School	16/12/2013	No
1363	Massey Primary School	19/10/1999	Yes
1813	Matamata Primary School	15/09/2010	No
1043	Matarau School	1/12/2009	No

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
1365	Matipo Road School	1/10/2012	No
1820	Matua School	17/12/2007	Yes
2968	Maungaraki School	27/01/2006	No
1048	Maungatapere School	6/08/2013	Yes
1821	Maungatapu School	16/03/2007	No
1367	Maungawhau School	26/11/1999	Yes
1050	Maunu School	24/12/2007	Yes
2612	Mayfair School	28/05/2013	No
1370	Meadowbank School	27/09/1999	Yes
1371	Mellons Bay School	6/10/1999	Yes
3434	Merrin School	22/10/1999	Yes
3436	Methven School	9/05/2008	No
335	Middleton Grange School	2/05/2006	Yes
1375	Milford School (Auckland)	6/10/1999	Yes
2199	Mimi School	9/08/2012	No
2916	Miramar North School	6/04/2001	No
553	Mission Heights Junior College	15/05/2008	Yes
570	Mission Heights Primary School	15/05/2008	Yes
1829	Moanataiari School	16/12/2013	Yes
2403	Mosston School	29/03/2005	Yes
3206	Motueka South School	29/11/1999	Yes
2404	Mount Biggs School	17/09/1999	No
348	Mount Hutt College	29/06/2006	Yes
69	Mt Albert Grammar School	22/05/2000	Yes
1382	Mt Carmel School (Meadowbank)	4/11/2008	Yes
2918	Mt Cook School (Wellington)	8/12/2010	No
1378	Mt Eden Normal School	26/11/1999	Yes
1838	Mt Maunganui School	27/01/2008	Yes
3443	Mt Pleasant School	1/11/2005	Yes
74	Mt Roskill Grammar	3/08/1999	Yes
1383	Mt Roskill Intermediate	29/07/2002	Yes
1384	Mt Roskill Primary School	17/09/1999	Yes
3441	Mt Somers Springburn School	18/02/2008	No
2920	Muritai School	29/10/2013	No
1386	Murrays Bay Intermediate	10/08/1999	Yes
1387	Murrays Bay School	13/10/2011	No
3991	Myross Bush School	10/03/2003	Yes
216	Napier Boys' High School	21/06/2002	Yes
2618	Napier Central School	3/12/2012	No
217	Napier Girls' High School	3/06/2001	Yes
2619	Napier Intermediate	2/09/2009	No
1841	Nawton School	14/12/2000	Yes
2620	Nelson Park School	30/09/2002	No
1842	Netherton School	22/06/2012	No
1389	New Lynn School	24/10/2007	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
2406	Newbury School	23/10/2003	No
268	Newlands College	14/05/2004	No
2925	Newlands School	20/04/2013	No
1391	Newmarket School	26/11/1999	Yes
1392	Newton Central School	2/11/2007	Yes
2205	Ngaere School	23/03/2001	No
1844	Ngahinapouri School	9/02/2001	Yes
2927	Ngaio School	6/02/2001	No
1847	Ngapuke School	21/01/2008	Yes
1850	Ngatea School	9/08/2010	No
2206	Norfolk School	26/08/2005	No
3447	North Loburn School	4/09/2006	Yes
32	Northcote College	30/05/2003	Yes
1395	Northcote School (Auckland)	1/12/2011	Yes
2931	Northland School	14/02/2001	Yes
3450	Oaklands School	22/11/1999	Yes
2208	Oakura School	19/05/2004	No
2933	Ohau School	15/10/1999	Yes
1855	Ohaupo School	18/12/2013	Yes
1856	Ohinewai School	20/12/2010	No
3451	Ohoka School	7/03/2001	Yes
1857	Ohope Beach School	12/12/2008	No
7	Okaihau College	1/12/1999	Yes
1860	Omanu School	19/07/2004	No
2214	Omata School	6/11/2007	Yes
1863	Omokoroa School	25/01/2005	No
1061	One Tree Point School	12/11/2013	Yes
86	Onehunga High School	9/08/1999	Yes
1399	Onehunga Primary School	25/11/1999	Yes
2628	Onekawa School	10/07/2013	Yes
108	Onewhero Area School	24/03/2010	Yes
2629	Ongaonga School	31/03/2006	No
269	Onslow College	21/09/1999	Yes
1401	Opapeke School	9/08/1999	Yes
2936	Opaki School	24/11/2003	No
3455	Opawa School	19/11/1999	Yes
2937	Opiki School	20/10/2009	No
1867	Opoutere School	25/10/2011	No
1404	Oratia School	7/10/1999	Yes
25	Orewa College	30/08/2004	Yes
564	Ormiston Senior College	19/04/2010	Yes
2631	Ormond School	31/03/2006	Yes
378	Otago Girls' High School	7/06/1999	Yes
88	Otahuhu College	9/08/1999	Yes
1068	Otaika Valley School	4/09/2013	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
21	Otamatea High School	17/11/2008	No
3073	Otari School	4/12/2011	No
4000	Otatara School	20/05/2011	Yes
6946	Oteha Valley School	25/11/2003	Yes
1877	Otorohanga South School	23/05/2011	Yes
120	Otumoetai College	9/08/1999	Yes
1878	Otumoetai Intermediate	1/07/2003	Yes
3464	Ouruhia Model School	22/11/1999	No
3795	Outram School	14/11/2009	No
1884	Pahoia School	1/10/2005	Yes
2638	Pakowhai School	12/02/2004	Yes
80	Pakuranga College	23/09/1999	Yes
1417	Pakuranga Intermediate	19/09/2002	Yes
202	Palmerston North Boys' High School	8/07/2005	No
203	Palmerston North Girls' High School	20/05/1999	No
2419	Palmerston North Intermediate	15/12/1999	No
2946	Papakowhai School	12/02/2007	No
1421	Papakura Central School	10/08/2005	Yes
1423	Papakura Normal School	5/12/2001	Yes
6963	Papamoa College	27/01/2011	Yes
1885	Papamoa School	9/07/2005	Yes
316	Papanui High School	2/05/2006	Yes
3467	Paparoa Street School	26/11/1999	Yes
1426	Papatoetoe Central School	6/08/1999	Yes
1427	Papatoetoe East School	9/08/1999	Yes
95	Papatoetoe High School	5/08/1999	Yes
1428	Papatoetoe Intermediate	30/08/1999	Yes
1429	Papatoetoe North School	9/08/1999	Yes
1430	Papatoetoe South School	9/08/1999	Yes
1431	Papatoetoe West School	9/08/1999	Yes
2948	Paraparaumu Beach School	15/07/2002	Yes
248	Paraparaumu College	23/04/2002	No
2950	Paremata School	3/11/1999	Yes
2424	Parkland School (P North)	1/11/2007	Yes
2641	Parkvale School	28/11/2003	Yes
1436	Parnell School	27/09/1999	Yes
1438	Patumahoe Primary School	21/06/2007	Yes
2953	Pauatahanui School	23/06/2005	No
1892	Peachgrove Intermediate	24/10/2002	Yes
3570	Pegasus Bay School	24/11/2009	No
1893	Pekerau School	11/05/2007	No
3737	Pembroke School (Oamaru)	31/05/2007	No
2644	Peterhead School	22/11/2002	No
1439	Pigeon Mountain School	25/11/1999	Yes
1894	Pillans Point School	20/12/1999	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
2957	Pinehaven School	27/02/2009	No
6932	Pinehill School (Browns Bay)	27/10/1999	Yes
1897	Pirongia School	18/02/2002	Yes
2959	Plateau School	6/09/2006	No
2960	Plimmerton School	18/06/1999	Yes
6921	Point View School	9/09/1999	Yes
1442	Pokeno School	24/06/2008	Yes
1445	Ponsonby Intermediate	16/10/2002	Yes
1446	Ponsonby Primary School	7/09/1999	Yes
255	Porirua College	27/01/2010	No
2965	Poroutawhao School	10/07/2006	Yes
2648	Port Ahuriri School	27/05/2009	No
2966	Postgate School	10/12/2012	No
2650	Poukawa School	19/04/2006	No
3478	Prebbleton School	24/11/2003	Yes
1440	Pt Chevalier School	28/09/1999	Yes
1441	Pt England School	23/07/1999	No
1902	Puahue School	12/05/2010	No
1448	Puhinui School	9/08/1999	Yes
2651	Pukehamoamo School	18/06/2007	Yes
2652	Pukehou School	16/05/2007	Yes
1449	Pukekawa School	14/05/2008	Yes
1450	Pukekohe East School	24/08/2004	Yes
103	Pukekohe High School	16/07/2002	Yes
1451	Pukekohe Hill School	29/10/1999	Yes
1452	Pukekohe Intermediate	1/08/2006	Yes
1454	Pukeoware School	1/12/1999	Yes
1907	Puketaha School	4/07/2003	Yes
2654	Puketapu School (Hawkes Bay)	11/04/2003	Yes
1908	Pukete School	22/08/2013	Yes
1455	Puni School	6/04/2000	Yes
1916	Pyes Pa Road School	20/11/2011	Yes
3479	Queenspark School	21/02/2003	Yes
1456	Ramarama School	27/11/2009	Yes
6944	Randwick Park School	1/11/1999	Yes
1457	Rangeview Intermediate	27/05/2004	Yes
3481	Rangiora Borough School	28/11/2008	No
312	Rangiora High School	8/03/2006	No
418	Rangiora New Life School	28/11/2008	No
28	Rangitoto College	1/12/1999	Yes
2971	Rapaura School	2/12/2013	Yes
2972	Raroa Normal Intermediate	30/05/2005	No
2974	Raumatī Beach School	14/05/2007	No
2975	Raumatī South School	30/11/2010	No
1194	Red Beach School	19/10/1999	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
3483	Redcliffs School	8/11/1999	No
1459	Redhill School	28/08/2007	Yes
1460	Redoubt North School	14/05/2008	Yes
3484	Redwood School (Christchurch)	17/08/2004	Yes
2977	Redwoodtown School	25/09/2013	Yes
2663	Reignier Catholic School	7/07/2008	No
6783	Remarkables Primary School	28/08/2009	Yes
1461	Remuera Intermediate	19/10/1999	Yes
1462	Remuera School	22/12/1999	Yes
2978	Renwick School	18/05/2011	Yes
6978	Reremoana Primary School	12/07/2005	Yes
334	Riccarton High School	16/06/1999	Yes
1463	Richmond Road School	21/12/2004	Yes
3216	Richmond School (Nelson)	14/06/2012	Yes
4006	Rimu School	30/08/1999	Yes
2437	Riverdale School (P North)	21/10/1999	Yes
1464	Riverhead School	5/02/2009	Yes
2981	Riverlands School	22/11/1999	Yes
1594	Riverview School	30/08/2011	No
3217	Riwaka School	25/08/2003	No
1467	Robertson Road School	23/12/2008	Yes
23	Rodney College	26/07/2008	No
3488	Rolleston School	21/05/2003	Yes
1470	Roscommon School	17/12/2003	Yes
3812	Rosebank School (Balclutha)	1/10/2001	Yes
102	Rosehill College	6/09/1999	Yes
2440	Ross Intermediate	3/06/2009	No
1927	Roto-O-Rangi School	10/08/2007	Yes
1930	Rotokauri School	20/12/1999	Yes
1933	Rotorua Intermediate	23/10/2002	No
6976	Rototuna Primary School	10/09/2002	Yes
1351	Royal Oak Intermediate School	28/11/2002	Yes
1475	Royal Oak School	19/10/1999	Yes
3493	Roydvale School	11/05/2006	Yes
2669	Ruahine School	5/05/2006	No
1938	Rukuhia School	19/07/2012	Yes
2441	Russell Street School	3/09/2001	Yes
3496	Russley School	5/06/2007	Yes
40	Rutherford College	17/06/2003	Yes
59	Sacred Heart College (Auckland)	3/03/2006	Yes
174	Sacred Heart Girls' College (N Plymouth)	16/02/2006	Yes
4014	Salford School	12/11/2002	Yes
491	Sancta Maria College	20/11/2003	Yes
1479	Sandspit Road School	26/09/2009	Yes
2987	Seatoun School	1/01/2001	No

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
3501	Sefton School	1/11/2006	No
6945	Selwyn Ridge School	6/12/2001	No
1480	Shelly Park School	16/12/2003	Yes
1481	Sherwood School (Auckland)	3/04/2008	Yes
321	Shirley Boys' High School	29/05/1999	Yes
3504	Shirley School	21/09/2004	Yes
1482	Silverdale School	7/09/2007	Yes
2990	Silverstream School	24/08/2004	No
1251	Sir Edmund Hillary Collegiate Junior Sch	10/10/2006	Yes
1217	Sir Edmund Hillary Collegiate Middle Sch	10/10/2006	Yes
97	Sir Edmund Hillary Collegiate Senior Sch	10/10/2006	Yes
6759	Snells Beach Primary School	12/06/2008	No
2991	Solway School	20/11/2003	Yes
3506	Somerfield School	18/12/2006	Yes
6760	Somerville Intermediate School	10/12/1999	Yes
1149	Sonrise Christian School	20/11/2006	No
2993	South Featherston School	30/09/2004	No
2446	South Makirikiri School	6/09/1999	No
3508	South New Brighton School	23/10/2008	No
3509	Southbridge School	10/02/2010	No
3510	Southbrook School	30/05/2001	No
452	Southern Cross Campus	20/11/2002	Yes
404	Southland Boys' High School	10/07/2006	Yes
405	Southland Girls' High School	10/07/2006	Yes
3512	Spreydon School	19/02/2007	Yes
2996	Springlands School	12/06/2007	Yes
3516	Springston School	31/03/2006	Yes
3517	St Albans Catholic School (Christchurch)	6/07/2006	Yes
3518	St Albans School	12/12/2003	Yes
315	St Bedes College	12/04/2011	Yes
3521	St Bernadette's School (Hornby)	8/08/2006	No
3835	St Clair School	2/12/1999	No
47	St Dominic's College (Henderson)	1/08/2006	Yes
1489	St Heliers School	29/11/1999	Yes
380	St Hildas Collegiate	4/08/2004	Yes
1490	St Ignatius Catholic School (St Heliers)	13/09/2006	Yes
226	St John's College (Hastings)	24/08/2006	Yes
4131	St John's Girls' School (Invercargill)	21/03/2003	No
2450	St John's Hill School	3/09/2001	No
222	St Joseph's Maori Girls' College	5/12/2004	No
3527	St Joseph's School (Ashburton)	6/06/2013	No
3530	St Joseph's School (Kaikoura)	15/12/2006	No
3531	St Joseph's School (Papanui)	14/12/2004	No
4016	St Joseph's School (Queenstown)	21/10/2002	No
2678	St Joseph's School (Waipukurau)	7/07/2008	No

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
1499	St Leonards Road School	9/12/1999	Yes
3534	St Martin's School	18/11/1999	Yes
1958	St Mary's Catholic School (Rotorua)	12/12/2007	Yes
265	St Oran's College	1/01/2007	No
252	St Patrick's College (Silverstream)	30/08/2006	No
3537	St Patrick's School (Bryndwr)	15/06/2004	No
3541	St Paul's School (Dallington)	16/05/2004	Yes
1643	St Paul's School (Massey)	6/07/2006	Yes
1627	St Paul's School (Richmond)	18/02/2003	Yes
1510	St Thomas School (Auckland)	19/10/1999	Yes
331	St Thomas of Canterbury College	2/12/2008	No
1511	Stanhope Road School	18/08/2009	Yes
1512	Stanley Bay School	15/02/2002	Yes
1514	Star of the Sea School (Howick)	10/11/2006	Yes
1663	Stella Maris Primary School	18/07/2008	Yes
565	Stonefields School	10/05/2010	Yes
6937	Summerland Primary	8/10/2001	Yes
3546	Sumner School	25/08/2006	Yes
1516	Sunnybrae Normal School	19/10/1999	Yes
1515	Sunnyhills School	6/10/1999	Yes
1518	Sunnynook School	6/10/1999	Yes
1520	Sutton Park School	3/05/2010	Yes
3547	Swannanoa School	21/10/2004	Yes
6742	Tahatai Coast School	26/11/1999	Yes
3839	Tahuna Normal Intermediate	5/05/2004	No
3549	Tai Tapu School	27/06/2005	Yes
495	Taieri College	27/07/2006	No
231	Taikura Rudolf Steiner School	9/03/2009	No
3841	Tainui School	12/07/2005	No
1523	Takanini School	18/06/2007	Yes
36	Takapuna Grammar School	13/10/1999	Yes
1524	Takapuna Normal Intermediate	9/08/1999	Yes
1976	Tamahere Model Country School	21/12/2004	Yes
2685	Tamatea Intermediate	14/11/2003	Yes
58	Tangaroa College	13/09/2004	Yes
215	Taradale High School	16/06/2004	Yes
2687	Taradale Intermediate	19/04/2002	Yes
2688	Taradale School	16/05/2003	Yes
3228	Tasman School	25/04/2005	Yes
1107	Tauhoa School	12/10/2011	Yes
1529	Taupaki School	4/12/2000	Yes
121	Tauranga Boys' College	9/08/1999	Yes
122	Tauranga Girls' College	9/08/1999	Yes
1990	Tauranga Intermediate	24/01/2000	Yes
1991	Tauranga Primary School	21/02/2000	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
1994	Tauriko School	20/12/1999	Yes
1995	Tauwhare School	5/04/2011	Yes
257	Tawa College	4/07/1999	Yes
3034	Tawa Intermediate	30/07/1999	No
6940	Te Akau ki Papamoa Primary School	26/11/1999	Yes
3037	Te Aro School	5/11/2003	Yes
2002	Te Awamutu Primary School	29/03/2011	Yes
1532	Te Hihi School	1/09/2004	Yes
3038	Te Horo School (Otaki)	16/05/2011	No
2005	Te Kauwhata Primary School	20/12/2010	No
2007	Te Kowhai School	7/10/2003	Yes
1888	Te Kura o Te Paroa	20/12/1999	Yes
2697	Te Mata School (Havelock North)	28/03/2003	Yes
2010	Te Mata School (Raglan)	13/04/2012	No
6741	Te Matauranga	22/08/2003	Yes
1912	Te Puru School	16/12/2013	Yes
2020	Te Rapa School	6/09/2001	Yes
577	Te Totara Primary School	29/08/2007	No
2025	Te Waotu School	19/02/2003	Yes
3555	Templeton School	28/06/2004	No
6947	The Gardens School	1/10/2001	Yes
3844	The Terrace School (Alexandra)	13/08/2010	Yes
4028	Thornbury School	28/07/2008	No
3040	Thorndon School	30/09/2002	Yes
3557	Thorrington School	22/10/1999	Yes
1535	Three Kings School	19/10/1999	Yes
3561	Tinwald School	31/10/2007	No
2031	Tirau Primary School	18/12/2013	Yes
1536	Tirimoana School	8/05/2000	Yes
2467	Tiritea School	14/08/2006	Yes
4029	Tisbury School	26/07/2004	Yes
3045	Titahi Bay School	1/07/2012	No
1537	Titirangi School	9/08/1999	Yes
2038	Tokoroa North School	22/09/1999	No
212	Tolaga Bay Area School	8/12/2004	No
1538	Torbay School	6/10/1999	Yes
1028	Totara Grove School	12/09/2012	No
143	Trident High School	31/08/2001	Yes
3050	Tua Marina School	26/10/1999	Yes
2711	Twyford School	25/05/2002	Yes
483	Unlimited Paenga Tawhiti	24/05/2005	No
6955	Upper Harbour Primary School	8/08/2005	Yes
250	Upper Hutt College	18/11/2003	No
3053	Upper Hutt School	22/10/2004	Yes
1540	Valley School	29/10/1999	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
1541	Vauxhall School	14/04/2003	Yes
1543	Verran Primary School	13/08/2013	No
1544	Victoria Avenue School	27/09/1999	Yes
3565	View Hill School	24/11/1999	No
1546	Viscount School	14/10/2009	Yes
3055	Wadestown School	26/01/2011	Yes
6922	Waiheke Primary School	10/08/2004	Yes
2048	Waihi Beach School	20/08/2011	No
2049	Waihi East School	28/11/2013	Yes
4035	Waihopai School	13/12/2004	Yes
3056	Waikanae School	26/01/2004	Yes
3057	Waikawa Bay School	2/12/2013	No
1548	Waikowhai Intermediate	1/07/2003	Yes
3571	Waimairi School	13/08/2001	Yes
1550	Waimauku School	8/12/1999	Yes
296	Waimea College	27/07/2005	Yes
3233	Waimea Intermediate	25/07/2007	Yes
2721	Wainui Beach School	3/12/2008	No
3059	Wainuiomata Primary School	20/12/2005	No
3060	Wainuioru School	29/07/2005	No
2065	Waipahihi School	11/06/2010	Yes
241	Wairarapa College	3/07/1999	No
44	Waitakere College	22/08/2003	Yes
1557	Waitakere School	28/11/2007	Yes
1558	Waitoki School	3/12/1999	Yes
1559	Waiuku Primary School	24/08/2004	Yes
1560	Wakaaranga School	11/01/2002	Yes
3234	Wakefield School	23/08/2010	No
192	Wanganui Collegiate School	2/07/2013	Yes
189	Wanganui High School	6/08/1999	No
2477	Wanganui Intermediate	19/08/2003	No
3861	Warepa School	24/10/2008	Yes
1562	Waterlea Public School	25/11/1999	Yes
3068	Waterloo School	30/10/1999	Yes
4047	Waverley Park School	6/12/2002	Yes
3585	Weedons School	10/12/1999	Yes
275	Wellington College	1/07/1999	Yes
274	Wellington East Girls' College	4/06/2004	No
272	Wellington Girls' College	5/08/1999	Yes
273	Wellington High School & Com Ed Centre	5/11/2003	Yes
2479	West End School (P North)	30/05/2003	Yes
3586	West Eyreton School	4/04/2005	Yes
3587	West Melton School	15/11/2005	Yes
2077	Westbrook School	27/01/2011	Yes
3589	Westburn School	22/10/1999	Yes

Institution number	School name	Date enrolment scheme was approved	Adjacent school with enrolment scheme exists
151	Western Heights High School	27/01/2011	Yes
2078	Western Heights School (Rotorua)	7/02/2013	No
1567	Western Heights School (Auckland)	7/10/1999	Yes
48	Western Springs College	5/07/2005	Yes
37	Westlake Boys' High School	29/10/1999	Yes
38	Westlake Girls' High School	13/10/1999	Yes
1568	Westmere School (Auckland)	29/09/1999	Yes
2480	Westmere School (Wanganui)	22/11/2006	No
3864	Weston School	6/03/2007	Yes
3236	Westport South School	25/09/2012	No
1570	Weymouth School	23/07/1999	Yes
2481	Whakarongo School	21/01/2004	No
144	Whakatane High School	31/08/2001	Yes
2082	Whakatane Intermediate	23/09/2005	No
6763	Whangaparaoa College	1/07/2004	Yes
1571	Whangaparaoa School (Auckland)	31/08/2008	No
2736	Whangara School	27/02/2007	Yes
1129	Whangarei Intermediate	10/09/1999	Yes
1130	Whangarei School	27/04/2007	Yes
2087	Whatawhata School	11/12/2012	No
2088	Whenuakite School	22/12/2008	No
1572	Whenuapai School	20/09/1999	Yes
1573	Willow Park School	19/10/1999	Yes
6959	Willowbank School (Howick)	21/11/2000	Yes
2484	Winchester School (P North)	8/06/2004	Yes
3074	Windley School	6/07/2001	No
3967	Windsor North School	6/08/2008	Yes
3596	Windsor School (Christchurch)	5/11/1999	Yes
4052	Winton School	4/04/2008	Yes
1576	Wiri Central School	4/09/2007	Yes
3075	Witherlea School	1/01/2004	Yes
3600	Woodend School	28/06/2006	Yes
225	Woodford House	2/04/2004	Yes
1577	Woodhill School	3/03/2006	Yes
1578	Woodlands Park School	4/10/2010	Yes
2268	Woodleigh School	1/06/2013	Yes
2093	Woodstock School	10/04/2006	No
3077	Worser Bay School	2/09/2008	No
3602	Yaldhurst Model School	10/09/2001	Yes

Appendix 2

Statement of Results

This appendix provides Statements of Results for the following non-departmental other expenses appropriations:

- ✔ primary education
- ✔ secondary education
- ✔ special needs support.

These appropriations provide the bulk of the funding allocated to schools, including teacher salaries.

The appendix also includes a Statement of Service Performance for the non-departmental output expense Secondary–Tertiary Interface.

The Statements of Results and Statements of Service Performance include:

- ✔ actual performance measured against the objectives established at the beginning of the year for each appropriation
- ✔ operating costs for each appropriation.

Non-departmental other expenses

Primary education

Scope of appropriation

This appropriation involves delivering the curriculum for Years 0 to 8 (new entrant to Form 2) to pupils of state, integrated and private schools, and The Correspondence School, and provides roll-based operational funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

Intended impacts, outcomes or objectives

Early achievement of core skills.

Description of activities

This expense includes the number of students and teachers in the primary education sector, the quality of the management and governance of the schools in the sector, the timeliness of their operations, and their financial expenses.

Results – Non-financial

Results	2012/13 Actual standard	2013/14 Budgeted standard	2013/14 Actual standard
Quantity			
Number of students to receive the curriculum as at census date.	478,615	475,000–478,000	483,608 ¹⁴
Average number of full-time teacher equivalents teaching in primary schools (excluding The Correspondence School and private schools).	27,623	25,800	27,099 ¹⁵
Quantity			
Percentage of state and integrated schools that meet legislative requirements of performance and standards required by the Education Act 1989 by:			
<ul style="list-style-type: none"> ▶ having a charter in effect prepared under section 61 of the Act 	2013 calendar year 18 schools failed to meet the standard as at 4 September (99.2% met the standard).	99.5% of registered state and integrated schools have such a charter or are working with the Ministry to meet the requirements of the Act.	70% of a sample of registered state and integrated schools have a charter in effect that meets the requirements of the Act ¹⁶ (actual figures: 152 of the 216 primary sector ¹⁷ schools sampled).
<ul style="list-style-type: none"> ▶ being governed by boards of trustees. 	99.5% of all registered state and integrated schools were governed by boards of trustees.	Less than 0.5% of registered state and integrated schools will have a commissioner appointed to manage the school under Section 78N of the Act	99.4% of all registered state and state-integrated schools ¹⁸ were governed by boards of trustees.

¹⁴ Provisional figure as at 28 August 2014.

¹⁵ Day-to-day relief teachers are excluded

¹⁶ As a result of process changes and consultation with the sector, full data was not captured for all schools/kura in 2014.

¹⁷ Includes primary, contributing and intermediate schools.

¹⁸ Includes primary, contributing and intermediate schools.

Results	2012/13 Actual standard	2013/14 Budgeted standard	2013/14 Actual standard
Timeliness			
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	<p>With the exception of Christchurch schools that were granted a teacher-only day during the consultation process for closure and merger proposals, in 2012 no schools were open for fewer than 388 half-days.</p> <p>With the exception of a small number of schools whose half-day requirements were reduced by the Minister, in 2013 no schools were open for fewer than 384 half-days.</p>	No fewer than 384 half-days in 2013 and 386 half-days in 2014.	<p>With the exception of a small number of schools whose half-day requirements were reduced by the Minister, in 2013, no schools were open for fewer than 384 half-days.</p> <p>The 2014 school year is yet to finish. At this stage all schools are on track to open for no fewer than 386 half-days.</p>

Results – Financial

Expenses	2012/13 Actual \$000	2013/14 Estimates \$000	2013/14 Supp. estimates \$000	2013/14 Actual \$000
Total appropriation	2,774,189	2,755,880	2,769,653	2,737,177
Salaries funding	2,054,617	1,996,781	2,015,074	2,033,054
Operations and other funding	719,572	759,099	754,579	704,123

The decrease in appropriation for 2013/14 compared to 2012/13 was owing to a combination of:

- ✔ changes in estimated term start dates between years
- ✔ the impact of annual increases to operations grants each year
- ✔ increases in KiwiSaver rates from April 2013 and Government Superannuation Fund rates from July 2013
- ✔ increases in the number of full-time teacher equivalents between the two years
- ✔ changes in average salary rates
- ✔ changes in the cost of Accident Compensation Corporation levies.

This increase in funding during 2013/14 is owing to a combination of:

- ✔ settlement of Teacher and Principal Collective Agreements, but mainly related to primary teachers
- ✔ a redistribution of salaries funding from other expense appropriations (secondary education and special needs support)
- ✔ establishment of the first tranche of partnership schools / kura hourua
- ✔ the impact of lower-than-expected projections for national school rolls on operations grants and teacher funding, as well as other adjustments to forecast assumptions
- ✔ a transfer of funding to departmental output expense Support and Resources for Education Providers for additional costs related to Novopay
- ✔ transfer to departmental output expense School Property Portfolio Management for unitary charge and finance costs relating to the construction of two new schools at Hobsonville Point under the Public Private Partnerships arrangement
- ✔ savings in the school classification, integration and closure contingency funding.

Expenditure at the end of 2013/14 was less than budget mainly due to a combination of fewer-than-expected teachers for the year and lower-than-expected subsidies to schools and expenditure on other programmes.

Secondary education

Scope of appropriation

This appropriation involves delivering the curriculum for Years 9 to 13 (Forms 3 to 7) to pupils of state, integrated and private schools, and The Correspondence School, and provides roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

Intended impacts, outcomes or objectives

Attainment of useful qualifications.

Description of activities

These expenses include the number of students and teachers in the secondary education sector, the quality of the management and governance of the schools in the sector, the timeliness of their operations, and their financial expenses.

Results – Non-financial

Results	2012/13 Actual standard	2013/14 Budgeted standard	2013/14 Actual standard
Quantity			
Number of students to receive the curriculum as at census date.	285,854	273,000–277,000	285,762
Average number of full-time teacher equivalents teaching in secondary schools (excluding The Correspondence School and private schools).	19,388	20,300	19,734 ¹⁹

¹⁹ Day-to-day relief teachers are excluded.

Results	2012/13 Actual standard	2013/14 Budgeted standard	2013/14 Actual standard
Quality			
Percentage of state and integrated schools that meet legislative requirements of performance and standards required by the Education Act 1989 by:			
<p>✔ having a charter in effect prepared under section 61 of the Act</p>	<p>2013 Calendar year</p> <p>12 schools failed to meet the standard as at 4 September (97.5% met the standard).</p>	99.5% of registered state and integrated schools have such a charter or are working with the Ministry to meet the requirements of the Act	69% of a sample of registered state and integrated schools have a charter in effect that meets the requirements of the Act ²⁰ (actual figures: 34 of the 49 secondary sector ²¹ schools sampled).
<p>✔ being governed by boards of trustees.</p>	99.4% of all registered state and integrated schools were governed by boards of trustees.	Less than 0.5% of registered state and integrated schools will have a commissioner appointed to manage the school under Section 78N of the Act.	99.8% of all registered state and state integrated schools ²² were governed by boards of trustees.
Percentage of Māori and Pasifika youth aged between 15 and 19 years not in education or work will reduce in comparison to the current percentage. ²³	<p>15-to-24-year olds²⁴:</p> <p>Māori = 23.4%</p> <p>Pasifika = 20.2%.</p> <p>Year ending June 2013²⁵</p>	< 10%	<p>15-to-24-year-olds:</p> <p>Māori = 21.0%</p> <p>Pasifika = 19.2%</p> <p>Year ending June 2014</p>
Percentage of Māori and Pasifika students leaving school with NCEA Level 2 ²⁶ or above will increase in comparison to the current percentage.	<p>Māori = 54.6%</p> <p>Pasifika = 64.8%</p>	<p>Māori > 55%</p> <p>Pasifika > 75%</p>	<p>Māori = 55.1%</p> <p>Pasifika = 67.6%</p>

20 As a result of process changes and consultation with the sector, full data was not captured for all schools/kura in 2014.

21 Includes composite, restricted composite and secondary schools.

22 Includes secondary and composite schools.

23 The Ministry of Business, Innovation and Employment have changed the way they report young people not in education employment or training (NEETs): they have aligned with the official measure that Statistics New Zealand now reports. They now treat caregivers as NEETs.

24 The Ministry now report NEETs for the 15 to 24 years age band because of the highly variable nature of the 15 to 19 years band.

25 Figures differ from those reported previously because they are annual figures produced by Statistics New Zealand rather than quarterly figures.

26 Results for this standard are now reported using a new definition of school leavers and a move from paper-based collection to electronic collection. For this reason, the result reported for 2011/12 differs slightly from the figure reported previously: 60.9% for Māori and 71.8% for Pasifika students.

Results	2012/13 Actual standard	2013/14 Budgeted standard	2013/14 Actual standard
Timeliness			
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	<p>With the exception of Christchurch schools that were granted a teacher only day during the consultation process for closure and merger proposals, in 2012 no schools were open for fewer than 380 half-days.</p> <p>With the exception of a small number of schools whose half-day requirements were reduced by the Minister, in 2013 no schools were open for fewer than 380 half-days.</p>	No fewer than 380 half-days in 2013 and 380 half-days in 2014.	<p>With the exception of a small number of schools whose half-day requirements were reduced by the Minister, in 2013, no schools were open for fewer than 380 half-days.</p> <p>The 2014 school year is yet to finish. At this stage all schools are on track to open for no fewer than 380 half-days.</p>

Results – Financial

Expenses	2012/13 Actual \$000	2013/14 Estimates \$000	2013/14 Supp. estimates \$000	2013/14 Actual \$000
Total appropriation	2,049,588	1,999,024	2,027,064	2,005,682
Salaries funding	1,483,581	1,417,851	1,433,856	1,447,419
Operations and other funding	566,007	581,173	593,208	558,253

The decrease in appropriation for 2013/14 compared to 2012/13 was owing to a combination of:

- ✔ changes in estimated term start dates between years
- ✔ the full-year effect of establishing the new non-departmental output expense appropriation Secondary–Tertiary Interface from 2013
- ✔ the full-year effect of the 2013–2015 Secondary Teachers’ Collective Agreement Settlement
- ✔ increases in KiwiSaver rates from April 2013 and Government Superannuation Fund rates from July 2013.

The increase in funding during 2013/14 was owing to a combination of:

- ✔ the impact of higher-than-expected national school roll projections on teacher salaries and school operations grants
- ✔ the establishment of the first tranche of kura hourua / partnership schools
- ✔ settlement of Teacher and Principal Collective Agreements, but mainly related to primary teachers
- ✔ a redistribution of salaries funding to other expense appropriation (primary education)
- ✔ savings in the school classification, integration and closure contingency funding.

Expenditure at the end of 2013/14 was less than budget mainly due to a combination of fewer-than-expected teachers for the year and lower-than-expected subsidies to schools and expenditure on other programmes.

Special needs support

Scope of appropriation

This appropriation involves providing additional resources to enable students with special education needs to participate in education, including supplementary resources for special education needs, residential services, English for speakers of other languages and alternative education programmes.

Intended impacts, outcomes or objectives

- ✔ Increased and sustained participation in high-quality early childhood education.
- ✔ Early achievement of core skills.
- ✔ Attainment of useful qualifications.

Description of activities

These expenses include the quantity and quality of various special needs support services, the timeliness with which these support services are delivered, and the financial expenses relating to the services.

Results – Non-financial

Results	2012/13 Actual standard	2013/14 Budgeted standard	2013/14 Actual standard
Quantity			
Numbers of Resource Teachers: Learning and Behaviour.	878 head count 862.2 FTTE	850–950	899 FTTE (as at 30 June 2014)
Numbers of students in residential care.	228	200–220	123 ²⁷
Number of English for speakers of other languages students funded.	31,741 (April 2013)	32,000–35,000	32,241
Link alienated young people to alternative educational programmes.	3,368	2,500–4,000	3,338
Feedback from key Royal New Zealand Foundation for the Blind stakeholders is reflected in production and service improvements.	100%	100%	100%
Materials produced by the Royal New Zealand Foundation for the Blind meet the contracted quality criteria and standards.	100%	100%	100%
Number of students supported through the Special Education Equipment Fund.	1,498	785–965	1,772
New schools participating in the school-wide framework.	119	120	118
Teachers completing the Incredible Years teacher programmes.	2,631	2,500	2,390
Number of students supported through the Wraparound Service.	196	Up to 220 cases at any one time	295
Quantity			
Materials produced by the Royal New Zealand Foundation for the Blind meet the contracted quality criteria and standards.	100%	100%	100%
Resources targeted and delivered according to documented criteria.	100%	100%	100% compliance
Timeliness			
Resources for services will be delivered according to documented timeframes.	100% compliance	100% compliance	100% compliance

27 *This data is a head count from ENROL of the number of students who attended one or other of the three residential special education schools (Halswell Residential College, Salisbury School (Nelson) and Westbridge Residential School) during the 2013/14 financial year. Students may have had several enrolments at the listed school but are counted once for each school and once in the total.

Results – Financial

Expenses	2012/13 Actual \$000	2013/14 Estimates \$000	2013/14 Supp. estimates \$000	2013/14 Actual \$000
Total appropriation	331,763	335,042	335,771	321,630
Salaries funding	168,875	167,497	169,942	167,364
Operations and other funding	162,888	167,545	165,829	154,266

The decrease in appropriation for 2013/14 compared to 2012/13 was owing to a combination of:

- ✔ changes in estimated term start dates between years
- ✔ the impact of annual increases to operations grants each year.

The increase in funding during 2013/14 was owing to a combination of:

- ✔ the impact of higher-than-expected projections for teacher and principal salary rates as well as other adjustments to forecast assumptions
- ✔ settlement of Teacher and Principal Collective Agreements, but mainly related to primary teachers
- ✔ draw-down from the contingency for Accelerating Education for Priority Learners, which supports a critical period of development for children (birth to eight years old) and focuses on supporting a successful journey through education
- ✔ a transfer from non-departmental output expense Curriculum Support to consolidate all resourcing provided to the Blind and Low Vision Education Network, New Zealand, under a single appropriation
- ✔ a redistribution of salaries funding to other expense appropriation (primary education)
- ✔ transfers to departmental output expense Interventions for Target Student Groups for additional work arising from the transformation of the Resource Teachers Learning and Behaviour Service
- ✔ the cost of resources provided to teachers under the Incredible Years programme being transferred to departmental output expense Interventions for Target Student Groups
- ✔ savings in the school classification, integration and closure contingency funding
- ✔ a transfer of funding to departmental output expense Support and Resources for Education Providers for additional costs related to Novopay.

Expenditure at the end of 2013/14 was less than budget mainly due to a combination of fewer-than-expected teachers for the year and lower-than-expected subsidies to schools and expenditure on other programmes, principally positive behaviour for learning.

Non-departmental output expense

Secondary–tertiary interface

Scope of appropriation

This appropriation is limited to the delivery of programmes of learning at the secondary–tertiary interface, including programmes offered in partnership by schools and tertiary education organisations.

Intended impacts, outcomes or objectives

Attainment of useful qualifications.

Description of activities

These expenses include the number of places purchased in the secondary–tertiary programme and financial expenses relating to the programme.

Service performance

Non-financial

Results	2012/13 Actual Standard	2013/14 Budgeted Standard	2013/14 Actual Standard
Quantity			
Number of secondary–tertiary programme places purchased per calendar year	3,367 students as at mid-2013.	3,700 places in 2013. 4,000 places in 2014. ²⁹	4,848 students as at mid-2014. ³⁰

Service performance

Financial

Expenses	2012/13 Actual \$000	2013/14 Estimates \$000	2013/14 Supp. estimates \$000	2013/14 Actual \$000
Total appropriation	20,150	50,858	50,858	50,263
Schools	13,241	35,611	36,775	36,729
Tertiary Education Commission	6,909	15,247	14,083	13,534

The increase in appropriation for 2013/14 is owing to the full-year effect of bringing together the funding for secondary–tertiary programmes under this one appropriation, effective from 1 January 2013. These programmes were previously under non-departmental other expense Secondary Education and Vote Tertiary Education non-departmental output expense Tertiary Education Grants and Other Funding.

²⁸ The final budget for 2014 was raised to 4,500 places in September 2012.

²⁹ Students exiting a secondary–tertiary programme can be replaced during the calendar year, so more students can participate than there are numbers of funded places (4,500 in 2014).

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