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New Zealand Schools

Ngā Kura o Aotearoa

A report on the compulsory schools sector in New Zealand – 2011

MINISTER OF EDUCATION



2011 New Zealand Schools/Ngā Kura o Aotearoa

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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.

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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, academically and otherwise. We are ambitious for our learners, and have set a key five year target that 85% of 18-year-olds will have achieved NCEA¹ Level 2 (or an equivalent qualification) in 2017, through school or tertiary institutions. The figure in 2011 for this target was approximately 74%. Keeping high expectations for our learners and providing all learners with quality education and an enriched learning environment throughout their schooling years will ensure our nation's youth will be better prepared for further education and employment.

The 2011 year was one of changes and challenges in the New Zealand schooling system. The Government announced the implementation of the Ultra-Fast Broadband Programme to ensure that learners from all areas have access to valuable online learning resources. Schools and kura that use The New Zealand Curriculum worked towards the National Standards targets they had established in their 2011 school charters. Ngā Whanaketanga Rumaki Māori (standards for schools and kura that use Te Marautanga o Aotearoa) were implemented in 2011. Christchurch schools were having to recover from major earthquakes. The performance of Christchurch schools following the earthquakes in 2010 and 2011 has demonstrated the organisation, resourcefulness and resilience of our schools and their staff.

Parents understand the importance of basic numeracy and literacy skills in our knowledge-based society and, along with teachers, are often heavily engaged in their child's learning. The National Standards are designed to support The New Zealand Curriculum and are aimed at establishing high expectations for learners at the national level. The 2011 year was the second year in which schools reported to parents on their child's progress and achievement against the National Standards, and the first that schools set achievement targets based on the standards data collected from the previous year. The 2011 data are the first to be released publicly. National summary data are reported in this publication, and school level data will be online in 2012.

Our Youth Guarantee programme continues to provide opportunities for 16 and 17-year-olds who are disengaging in traditional school settings. This programme combines a number of different initiatives to ensure learners can gain access to alternative forms of education and worthwhile qualifications that make the move into employment or continuing education more likely.

This report shows that, although schools are performing well for many of our learners, and progress is being made towards a number of goals set in previous years, there is still room for improvement. The spread of achievement of our learners is wide. Too many pupils do not achieve to their full potential because the system is not yet learner centred enough, not yet using our national curriculum to its richest potential and not yet fully embracing the use of good quality data.

The Government's emphasis will continue to be on lifting educational standards so that the learners of today can be 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 – 2011.

Hon. Hekia Parata
Minister of Education

1 The National Certificate of Educational Achievement.

Chapter 1: Key features of the 2011 year

Background

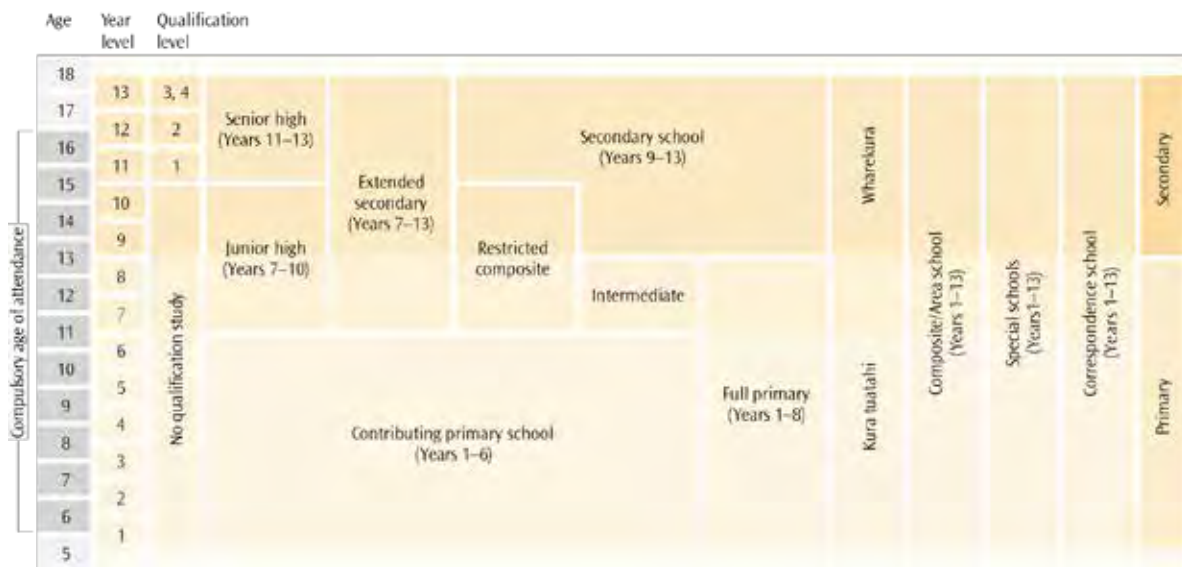
Schools in 2011

In July 2011 there were 2,568 schools (including 20 Teen Parent Units) with 762,683 learners, 52,460 staff and 18,831 Board of Trustee members. A further 6,517 learners were home schooled.

For learners to access high quality learning experiences there needs to be a strong network of schools. The network must be able to cope with the diversity of learner needs, fluctuations in learner numbers and the changing composition of the school-aged population.

The schooling system is loosely divided into two parts: primary education for learners aged 5–12 (Years 1–8) and secondary education for learners aged 13–18 (Years 9–13). The schooling options are displayed below. Figure 1 also includes the year level of learners and, in senior secondary school, the qualification level that most learners 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 enable learners 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 framework that will be used to set up a third alternative to state schools: Partnership Schools/Kura Hourua, which are publicly funded schools run by private interests, with flexibility over setting hours and curriculum.



An overview of performance

- Implementation of the National Standards continued in 2011. The 2011 National Standards data are the first to be released publicly. National summary data are reported in this publication, and school level data will be online in 2012.
- National statistics relating to the National Standards suggest that, in 2011, around 70% of Year 1–8 learners achieved the standard expected for their year level in each of the standards areas (reading, writing, mathematics).
- Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori were implemented together in 2011 for use in kura and Māori medium settings.
- Public achievement information relating to 2011 National Standards data is available online for the first time in 2012. National Standards data quality is expected to improve, as teachers become more familiar with the system, and data collection processes are refined.
- To achieve an NCEA Level 1 qualification, learners must fulfil specific requirements for the foundation skills of both literacy and numeracy. The proportion of learners meeting these requirements by the end of Year 11 increased on last year, continuing a trend of improvement since 2004.
- School leaver qualification outcomes continued to improve in 2011. A formal qualification at Level 2 or above is a benchmark which young adults need to achieve as a minimum for future work or training; 71.8% of 2011 school leavers attained this benchmark, compared to 68.8% of 2010 school leavers. However, outcomes for some learner groups remain a concern.
- 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 2011, 74.3% of 18-year-olds had attained NCEA Level 2 or an equivalent qualification.
- Age-standardised rates of stand-downs (24.5 per 1000) and suspensions (5.2 per 1000) were at their lowest rate in 12 years.
- Retention rates have been gradually increasing since 2009. However, there are still substantial differences between girls and boys, and between Māori and non-Māori learners.
- Most schools have sound financial management. Schools achieved a combined operating surplus of 0.6% of total revenue, which is an increase on 2010 (0.2%). Over 92% of all state and state-integrated schools had at least enough current assets to cover their short-term debts. Public equity for these schools increased 4.7% from 2010.

Expectations of schools in 2011

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 cooperation 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 out in the National Education Guidelines, which establish goals and guidelines for performance. The National Education Guidelines include:

- 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

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.

Designing and implementing standards for English and Māori medium settings

National Standards policy

The National Standards and the associated requirements described in the National Administration Guideline 2A cover all state and state-integrated schools with Year 1–8 learners. National Standards policy in New Zealand is underpinned by a focus on the use of evidence to inform improved teaching and learning and accelerate progress in achievement.

Where teaching and learning are guided and directed by The New Zealand Curriculum, schools and kura monitor and report progress and achievement using National Standards. Where teaching and learning are guided and directed by Te Marautanga o Aotearoa schools and kura use Ngā Whanaketanga Rumaki Māori to monitor and report progress and achievement. Some schools and kura use both The New Zealand Curriculum and Te Marautanga o Aotearoa; in these cases, they use and report against both National Standards and Ngā Whanaketanga Rumaki Māori, as appropriate.

The National Standards and Ngā Whanaketanga Rumaki Māori are designed to support the national curriculum and to act as a guide to teaching and learning. They describe what learners should know and be able to do if they are to access and meet the demands of all learning areas of the curriculum. The standards are about what the learner knows and can do across the wider curriculum in a variety of contexts.

Learners enter school at different stages of readiness. Rates and patterns of progress differ between learners throughout schooling. Teachers respond to unique learners and learning contexts in a way that will enable every learner to access the curriculum progress as far as possible and in the best way possible. Teacher judgments are at the heart of Ngā Whanaketanga Rumaki Māori, and the use of effective aromatawai and assessment processes informs these judgments to ensure targeted teaching and learning for learners in kura and Māori medium settings.

The National Standards and Ngā Whanaketanga Rumaki Māori enable teachers to know national expectations so that they can ensure every learner is 'on track' for success in later years. National Standards provide a means of informing improvement through the formative use of standards-referenced assessment. In effect, the National Standards and Ngā Whanaketanga Rumaki Māori provide 'reference points' that enable teachers to identify learners who are not progressing as quickly as might be expected. If additional, or different, support is needed, this can then be identified and a tailored response provided. They are not intended as a means of sorting and labelling.

When professional judgments about the progress and achievement of individual learners are aggregated they can be used to inform school and system improvement. They also add to the information available to parents, families and whānau so that they are better informed and able to engage in meaningful discussions with school leaders and teachers about how well their child is doing.

National Standards

The National Standards provide reference points or signposts that describe achievement in reading, writing and mathematics. Teachers consider a range of information both formal and informal, drawn from day-to-day classroom activity, including testing and observation. They use this information to make overall teacher judgments (OTJs) about learner progress and achievement in relation to the standards. These judgments can then be used to report to parents, families, whānau, Boards of Trustees and the community on the achievement of learners, and to support school and system improvement.

In 2011 schools and kura with learners in Years 1–8 that use The New Zealand Curriculum to set their teaching and learning programmes were in their second year of the three-year implementation phase for National Standards. It is also the second year these schools have been reporting the progress and achievement of



learners twice a year in plain language to parents. Plain language reporting builds stronger partnerships between schools and parents, families and whānau through providing parents with clear information about their child's progress and achievement including information about what has been learnt, what the next learning steps are, and ways they can support their child's learning at home.

Schools were required to set targets against National Standards in their annual charter updates for the first time in 2011. Schools set these targets based on National Standards progress and achievement data they collected during 2010. By including these targets in their charters, schools are able to show their communities how they are focusing their resources and actions to improve learner progress and achievement, especially for the priority groups including Māori learners, Pasifika learners and learners with special education needs. Nearly all schools submitted charters (more than 99% as at December 2011). Over 97% of these included targets set against the National Standards.

ERO evaluated the extent to which a sample of 439 schools were working with the National Standards in Terms 1–3 of 2011. They found that 22% of these schools were working well with the National Standards, and in 59% of the schools, systems and processes were being developed to work with the standards. Nineteen percent of the schools were not working with all the requirements associated with implementing the standards. One of the reasons for this was opposition to the standards (30 of 84 schools). The other reasons were a lack of teacher or leader assessment capability and school leaders who did not fully understand the purpose and implementation of the standards (ERO, 2012e).

National Standards monitoring

The Ministry is using a range of information sources to track the implementation of National Standards. This information will contribute to decisions about how to support schools to use the standards. Sources include an independent monitoring and evaluation project involving a sample of English medium state schools which looks at how schools:

- understand the purpose and content of National Standards, and how they relate to The New Zealand Curriculum
- use the National Standards to assess learner progress and achievement
- use National Standards progress and achievement information to monitor learner progress and achievement, identify learners requiring targeted teaching interventions, inform teachers' ongoing professional development, and report to parents, whānau and Boards of Trustees.

Two monitoring reports covering implementation in 2010 and 2011 have been released (see Ward & Thomas, 2011; Ward & Thomas, 2012). The findings of these reports focus on implementation processes, as well as learner achievement information relative to the National Standards. Comparing 2010 and 2011, there have been improvements in important aspects of implementation:

- more teachers are using current assessment information to make overall teacher judgments (OTJs)
- schools are increasingly using school-wide moderation practices
- principals report feeling more supported by the Ministry of Education
- more teachers said they collected evidence of learner achievement more systematically, as a result of the introduction of National Standards
- more teachers said they collected more evidence of learner progress and achievement, as a result of the introduction of National Standards.

Some other key findings from the monitoring reports follow.

Making and moderating OTJs

Teachers reported using a range of information sources to make OTJs, of which most were relevant to the National Standards. On average, about two thirds used current assessment evidence to make OTJs.

As a result of their work with National Standards, the majority of teachers felt they had a better understanding of what learners need to be achieving. In an increase from 2010, two-thirds (66%) of teacher groups indicated they collect evidence of learner progress more systematically as a result of the introduction of National Standards. In 2010, less than half (43%) thought this. Over half (57%) of teacher groups thought they collected more evidence of learner progress and achievement as a result of the introduction of National Standards. Again, this is an increase on the 2010 result (33%).

In 2011 most schools used school-wide moderation processes for writing and mathematics (83% and 90%), compared to two-thirds for reading (67%). Like 2010, in 2011 about a third of schools used an efficient method to select OTJs for moderation by focusing on the judgments near the boundaries between the levels of the standards. About a third of principals (36%) also reported being involved in moderation activities with other schools, with writing as the main focus.

OTJ quality

Though teachers and principals reported high levels of confidence in both the accuracy and consistency of their school's OTJs, evidence from the assessment scenarios and OTJ data raise questions about the quality of teachers' OTJs.

In 2011 Ward & Thomas (2012) collected information about teachers' ability to rate individual pieces of learner work in relation to the National Standards, and to collate several pieces of assessment evidence that had already been rated against the standards to make an OTJ. There was variability in the accuracy of teachers' ratings relative to the National Standards for individual pieces of learner work. The report notes this as an area for ongoing improvement because it is these individual judgments that are the basis of OTJs. Most teachers were able to collate four pieces of assessment evidence to make an accurate OTJ.

OTJ results

Three quarters (75) of the sample schools provided learners' OTJs in reading, writing and mathematics for 16,111 learners for whom at least one OTJ was collected. This sample of learners is generally representative of the national population of English medium state schools with Year 1–8 learners. Patterns of achievement in OTJ results for reading, writing and mathematics look roughly as we might predict based on our current understanding achievement for different population groups (i.e. gender, ethnicity), decile and year levels.

Reporting to parents and whānau

Nearly 90% of parents from sample schools received an end-of-year report for their child that referred directly to the National Standards (compared to 80% in 2010). Of these over half (60%) sufficiently described achievement in terms of National Standards. Half (50%) were clear: able to be easily understood by parents and whānau. There was no change in the proportion that were both clear and had sufficient National Standards information (35% in 2010 and 2011). About two-thirds (68%) identified the learner's next learning step, and over half (55%) included ways families can support learning at home. Only a small proportion (10%) described children's progress over time.

Identifying learners for intervention

Three quarters of principals had collated school-wide National Standards data to describe learner achievement, with around two-thirds having done so to describe school-wide progress. A small proportion (15%) had done this for some learners. Just under two-thirds of principals indicated that they had used National Standards data to identify learners for additional teaching support (reading 63%, writing 58% and mathematics 63%). The large majority of teachers reported tracking learner progress from the end of 2010 to the end of 2011 using OTJs (reading 84%, writing 88% and mathematics 86%).

Perspectives of principals and Boards of Trustees

In general, principals' understanding of the National Standards has increased between 2010 and 2011. Most Boards of Trustees reported having a good understanding of the National Standards and what their school is doing to implement them. Most Boards are confident their school is effectively implementing the standards.

While principals generally felt more supported by the Ministry of Education in 2011 than they did in 2010, more than half still described themselves as 'minimally supported' or 'unsupported' in nearly all aspects. Principals' views of the usefulness of National Standards data varied, with comments from both principals and Boards of Trustees indicating they felt they were already using data purposefully before the introduction of National Standards. Principals remain concerned about possible unintended consequences of National Standards, with Boards of Trustees sharing these concerns, although to a lesser degree.

Reporting of National Standards data

All schools were required to provide information in their 2011 annual reports on the number of learners at each level of National Standards along with learner progress against the standards. 2011 was the first year that schools using The New Zealand Curriculum were required to report aggregated National Standards data. Some schools have provided extremely detailed results for all of their learners, other schools have provided simple aggregated results, while others have only provided results for a specific cohort.

National Standards policy is relatively new and still embedding. Areas for improvement include aspects relating to the consistency of judgments within and between schools and the way in which the information was provided by each school.

Improving the quality of National Standards data

Steps are being taken to improve the quality of data provided by schools. From 2013 onwards, schools will be required to provide some specific National Standards data in a defined format. This will create a set of consistent data for all schools. Schools will continue to provide additional information about their school to meet their community's needs.

Teacher judgments

National Standards require teachers to make a judgment about learner progress and achievement relative to the standards. This overall teacher judgment (OTJ) includes the discrete knowledge and skills a learner has learnt and how well the learner can apply what they have learnt to the wider curriculum and other contexts.

The judgments teachers make are likely to change over time as they become more experienced at making these judgments and engage more in professional discussions with other teachers.

A range of resources and material is being made available to support teachers to make reliable and consistent judgments. These include professional learning and development opportunities and online support for teachers. In future, teachers will also have access to a new tool that is aimed at building the confidence and capability of teachers to make professional judgments. This will help provide greater consistency of judgments, both across the country and over time. This tool is known as the Progress and Consistency Tool (PaCT). It is planned to be trialled during 2013, and it is being made available to all schools in 2014.

Ngā Whanaketanga Rumaki Māori

Ngā Whanaketanga Rumaki Māori are the equivalent tool to National Standards for use in kura and Māori medium settings. They are based on learning progressions, which describe the knowledge and skills learners need in order to meet the demands of Te Marautanga o Aotearoa. They provide information about expected levels of achievement, and expected rates of progress.

Ngā Whanaketanga Rumaki Māori describe the skills and knowledge learners in Years 1–10 need in *kōrero* (oral language), *pānui* (reading), *tuhituhi* (writing) and *pāngarau* (mathematics) to support learning across all areas of the curriculum. The inclusion of oral language within Ngā Whanaketanga Reo emphasises the importance Māori medium education places on learners having quality oral language proficiency to support their learning.

Ngā Whanaketanga Rumaki Māori are part of a wider work programme designed to strengthen Māori medium education that includes:

- supporting the implementation of Te Marautanga o Aotearoa (the national curriculum for Māori medium education)
- designing and implementing Ngā Whanaketanga Rumaki Māori
- supporting plain language reporting to parents
- addressing gaps in *te reo* and *pāngarau* assessment and *aromatawai* tools for Māori medium
- providing high quality professional development for teachers, principals and Boards of Trustees that is specifically designed for the Māori medium sector.

Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori were implemented together in 2011. ERO (2012c) recently found that out of a small sample of *kura* and schools with Māori medium programmes in 2011, just over 50% were either just beginning, making good progress or using Ngā Whanaketanga Rumaki Māori, while the rest of the sample had not started to use Ngā Whanaketanga Rumaki Māori.

The Ministry also carried out research on Ngā Whanaketanga Rumaki Māori in Māori medium settings. Conducted in November 2011, the focus of this research was on the *kaiako* (teacher) experiences of Ngā Whanaketanga Rumaki Māori. Fifty-five percent were “confident” or “very confident” in using Ngā Whanaketanga Rumaki Māori. This confidence stemmed from valuable professional learning and development related to Ngā Whanaketanga Rumaki Māori (Ministry of Education, 2012).

A requirement of Ngā Whanaketanga Rumaki Māori is to report to *whānau* on learner progress in relation to Ngā Whanaketanga Rumaki Māori at least twice a year. Most *kaiako* (80%) reported that they had either already met this requirement or had reported once and would do so again before the end of the year (Ministry of Education, 2012).

Public achievement information

Many variables influence learner performance and it is important that schools and *kura* be viewed on the basis of everything they do in engaging and educating learners and in light of broader educational outcomes that are valued for our young people. Data derived from National Standards policy will contribute to the range of information available as Public Achievement Information. These data will be used formatively to inform improvement.

National Standards data will be available from 2012 (2011 data). In addition to the individual school annual reports that parents/communities can access, the 2011 National Standards data for each school will be publicly available on the ‘Find a School’ web pages on the Education Counts website at www.educationcounts.govt.nz/find-a-school. This site will enable members of the public to look up an individual school and view excerpts from the school’s annual report on National Standards. National summaries of learner achievement relating to the standards can be found in Chapter 3 of this report (starts on pg. 28).



It is important that National Standards data not be used on their own to judge the quality of a school. A range of information needs to be considered to get a complete picture of a school. This could include:

- the school website – most schools have one
- the school charter and annual report
- the most recent ERO report on the school
- talking with other parents who have children at the school
- visiting the school and engaging in discussion with educators and Boards of Trustee members.

Ngā Whanaketanga Rumaki Māori data will be available from 2013 (2012 data).

Youth Guarantee

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

The goal of the Youth Guarantee is that all learners will achieve at least NCEA Level 2 or an equivalent tertiary qualification, which evidence suggests is the minimum level of achievement required for success and participation in further study and employment.

The Youth Guarantee is a key contributor to several system-wide goals in education, such as: improving learner retention and engagement in the senior secondary school; improving overall achievement for Māori, Pasifika, and learners with special education needs; and reducing the numbers of young people not in employment, education or training (NEETs).

The Youth Guarantee includes several initiatives (which are being progressively implemented, and supported by the development of regionally-based networks) to streamline, connect, and co-ordinate the secondary–tertiary–work interface across communities. These initiatives include:

- the development of coherent vocational pathways and associated teaching and learning resources that are available across the secondary and tertiary sectors – five pathways have been developed for the following industry sectors:
 - construction and infrastructure
 - primary industries
 - social and community services
 - service industries
 - manufacturing and technology
- the ongoing implementation of secondary–tertiary programmes such as Trades Academies and Service Academies – in 2011 there were eight Trades Academies involving 900 secondary enrolled learners
- the introduction of a number of fees-free tertiary education places for 16 to 17-year-olds at levels 1–3 (in 2011 there were 2,500 fees-free places)
- improved tracking and monitoring of learners as they move through the system – in 2011 work began on exploring the ways that various government agencies can better share information and data to enable accurate tracking of learners across the secondary and tertiary sectors
- the Government-commissioned review of careers, information, advice, guidance and education (CIAGE), which was initiated in late 2011.

Implementing strategies to improve system performance

The Government develops strategies to focus the education sector on priority areas. While these are not mandatory, schools are expected to take account of them in their practice. Two of the key strategies in place in 2011 were Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012 (updated 2009) and the Pasifika Education Plan 2009–2012.

Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012

In 2011, there were 171,796 learners who identified as Māori. This group makes up 23% of the total New Zealand school roll and is the second-largest ethnic grouping of learners, behind Pākehā/European.

In 2008, the Government released Ka Hikitia – Managing for Success (Ministry of Education, 2008a) to lift the performance of the education system for and with Māori learners. In 2009 it released an updated version.

Ka Hikitia set the vision, guiding principles, priorities and behaviours that the Ministry of Education and other education sector agencies, education sector professionals and other key partners must focus on to make sure the education system supports all Māori learners to achieve.

The Ministry published *Tātaiako – Cultural Competencies for Teachers of Māori Learners* in August 2011 (Ministry of Education, 2011b). *Tātaiako* is about teachers' relationships and engagement with Māori learners and with their whānau and iwi, and it supports teachers to personalise learning for and with Māori learners to ensure they enjoy education success as Māori. It helps all educational practitioners in meeting the goals of Ka Hikitia.

Ka Hikitia's strategic intent is **Māori enjoying and achieving education success as Māori**. This means ensuring Māori learners' background, identity, language and culture are valued and meaningfully integrated into their teaching and learning experience.

Some of the key achievements related to Ka Hikitia thus far include:

- keeping the participation rate in Māori language education in schooling provision relatively steady at around 19-20% between 2008 (19.7%) and 2011 (19.8%)
- increasing the proportion of Māori learners leaving school with NCEA Level 2, from 44.3% in 2008 to 51.3% in 2011
- increasing the retention of Māori learners to age 17, from 67% in 2008 to 72.9% in 2011².

Ka Hikitia is nearing the end of its initial term. The Ministry is currently developing the next phase of Ka Hikitia for 2013 – 2017 to accelerate the progress made in the first Ka Hikitia phase.

Iwi partnerships

The Ministry has been engaging in education relationships with iwi and Māori organisations for more than a decade on matters relating to Māori education, and is committed to working for and with iwi to develop shared investments that give effect to the outcome of raising Māori learner achievement in schools.

Since the release of Ka Hikitia – Managing for Success, the number of education relationships the Ministry has with iwi has increased from 14 in 2007, to 54 in February 2012.

2 These retention figures use prioritised ethnicity and a historical definition of school leaver. A student is counted once for the purpose of determining ethnicity. Ethnicity is prioritised in the order of: Māori, Pasifika, Asian, other groups except Pākehā/European, and Pākehā/European. The underlying retention data have been changed to be more inclusive, with more accurate ethnicity information. Data are now available from 2009 onwards. From 2009 to 2011 using the new data and total response ethnicity, there has been an increase from 60.8% to 64.7% for Māori.

Iwi that have established relationships with the Ministry are carrying out work programmes that reflect their educational aspirations. For many iwi, this includes a strong focus on the role that education plays in the revitalisation and sustainability of te reo Māori. They are doing this in different ways, including by developing iwi curriculum and associated learning materials, incorporating their identity, language and culture into the school curriculum or operating early childhood services that convey their unique iwi identity.

Pasifika Education Plan 2009–2012

In 2011, 74,848 (10%) learners were classified as Pasifika according to prioritised collection of ethnicity information. In 2009 the Government released the revised Pasifika Education Plan 2009–2012 (Ministry of Education, 2009) to focus activity on what will make the most difference for improving educational outcomes for Pasifika learners.

The Plan seeks to focus action on areas that will make the most difference for Pasifika learners:

- building strong learning foundations
- lifting literacy and numeracy achievement by using the National Standards to improve teaching and plain-language reporting to parents
- increasing the number of learners achieving higher level school and tertiary qualifications
- the importance of supporting Pasifika learners' identities, languages and culture to raise Pasifika achievement.

The Pasifika Education Plan 2009–2012 sets targets to monitor success. These targets have been monitored through an annual report, the Pasifika Education Plan Monitoring Report (eg, Ministry of Education, 2010a).

Ultra-Fast Broadband in Schools (UFBiS)

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.

Ultra-fast broadband rollout

In May 2011, contracts were signed to complete the roll out of fibre to urban areas by 2016. Enable Networks will deliver UFB access to 108 schools in Christchurch, Rangiora and surrounding areas. The contract with Chorus covers Auckland, the eastern and lower North Island and most of the South Island, connecting 896 schools to fibre. UFB contracts had been agreed previously with Northpower for Whangarei (26 schools), and with the WEL Networks-led consortium for Hamilton, Tauranga, New Plymouth, Whanganui, Tokoroa and Hawera (174 schools).

Fibre deployment to urban areas of New Zealand commenced in August 2011, with Chorus rolling out fibre to Albany, Auckland. Only a small number of schools were connected to fibre in 2011, but about 250 urban schools were expected to be connected by July 2012 under the UFB rollout.

Launch of Rural Broadband Initiative

On 30 June 2011 the first phase of the Rural Broadband Initiative was officially launched when the first three rural schools were connected to fibre: Henderson Valley School in West Auckland, Te Kura o Omaio in the Bay of Plenty and Granity School on the South Island's West Coast. A total of 520 rural schools are expected to be connected to fibre by mid-2012.



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 learners to simultaneously access the Network for Learning.

The majority of SNUP upgrade costs are funded by the Government: 68% for state-integrated schools and 80% for state schools. In 2011, 176 schools had their upgrades completed, meaning that a third of all eligible schools were upgraded by the end of 2011. In December 2011 another 150 schools were invited into stage 4 of SNUP, with work on these schools commencing at the start of 2012.

Special education developments in 2011

New Zealand has one of the most inclusive special education approaches in the world. The Ministry of Education and ERO have agreed on a number of indicators of inclusiveness. In 2010, ERO produced a report that reviewed 229 schools at random and measured them against these indicators. Their findings were that 50% of the schools reviewed were fully inclusive, 30% were partially inclusive and 20% were not inclusive (ERO, 2010).

In a more recent report, ERO reported on 253 schools' responses to a 2011 questionnaire about including learners with special education needs. They found the majority of schools reported having mostly inclusive practices, and that most schools (81%) had a special education needs coordinator (ERO, 2012b). However, results from the same survey showed that, although there was generally reporting of outcomes for special needs learners to the Boards of Trustees, there was a lack of achievement information provided. This suggests that schools may not be as inclusive of these learners as they report.

The results of the ERO evaluation and school questionnaire responses reinforce the views of more than 2,100 people who made submissions on the Review of Special Education 2010: some parts of the education system are working well for children with special education needs and some are not.

Success for All – Every School, Every Child

In response to the above findings, the Government has set a target of 100% of schools demonstrating inclusive practices by 2014 and has agreed to a programme of activities to achieve this, under the umbrella of 'Success for All – Every School, Every Child'. 'Success for All' is a commitment to inclusive practice and to continually improving systems and teaching for learners with special education needs.

The programme of activities includes:

- support for learners through:
 - an additional \$18 million a year to enable an additional 1,000 children to access the Ongoing Resourcing Scheme
 - an additional \$6.4 million a year for an additional 1,000 children aged five to eight to have access to the Communication Service
 - more effective transitions for learners leaving school
 - additional Resource Teachers: Vision and Resource Teachers of the Deaf to work out of the three sensory schools
- support for parents, families and whānau through:
 - easier access to the Ongoing Resourcing Scheme
 - agencies working better together
 - a complaints and disputes resolution process that seeks to resolve concerns fairly and effectively

- equipping schools to include all learners through:
 - measuring performance as a way of creating an incentive for schools to improve
 - giving schools greater access to contact and support from the Ministry's regional network and learner achievement practitioners; education and knowledge about inclusive practices
 - increased specialist teacher itinerant support from special schools
 - clear indicators and a self-review questionnaire so that schools know exactly what inclusive education looks like and how they can achieve it.
- more capable and confident teachers through: building the skills, experience and knowledge that teachers need in order to successfully include and educate learners with special education needs – the New Zealand Teachers Council is now required to ensure that initial teacher education produces teachers who are confident and competent to teach learners with special education needs.

Services and support for children with special education needs

The Ministry of Education, Special Education, each year provides support for more than 30,000 children and young people with special education needs aged up to 21 years, and funds schools to support the 40,000–60,000 children and young people with moderate special education needs. In 2011, \$37 million was allocated to schools by way of Special Education Grant. In addition, in 2011 Special Education provided:

- communication services to 4,439 children
- behaviour services to 3,688 children
- Ongoing Resourcing Scheme support to 7,365 children
- School High Health Needs support to 698 children
- assistive technology to 1,027 children
- early intervention services to 13,189 children.

Traumatic incidents

Special Education usually responds to 160 to 170 traumatic incidents a year and supports schools to plan for traumatic incidents. Traumatic incidents can be the sudden death or serious injury of learners or staff members, lost or missing learners, or floods, fires and other threats to the safety of children and staff.

A selection of other special education developments in 2011

- The Minister of Education asked the two Deaf Education Centres (Kelston and van Asch) Boards of Trustees to consult with their communities about combining the two Boards to provide a more cohesive and consistent overview of provision to Deaf and hearing impaired learners. The results of this consultation went to the Minister at the end of 2011. After considering the feedback, the Minister has decided to combine the two Boards.
- Specialist teacher support for learners with sensory impairments has been aggregated as a result of individual negotiations with enrolling schools during the year resulting in an increased number of trained specialist resource teachers.
- The Ministry continued to work with the education sector to transform the Resource Teacher: Learning and Behaviour (RTLb) service. There is now a reduced number of RTLb clusters, resulting in stronger governance, management and professional leadership and a clear model of practice based on the specialist teacher training and qualification. This transformed service is expected to provide better support to schools and learners with learning and behaviour needs.
- The Language Learning Intervention was developed and implemented. This provides intensive, individualised support to an additional 1,000 children each year aged five to eight years who have high communication needs but are not eligible for Ongoing Resourcing Scheme funding. It involves special

education practitioners, school staff and the adults in the child's life working together as a team to develop language and learning goals and to facilitate learning within the child's everyday interactions.

- The first cohort of learners started the new Postgraduate Diploma in Specialist Teaching in February 2011. This qualification and course were developed by the Ministry, Massey University and the University of Canterbury. Teachers taking part in this course of study go on to specialise in one of six areas, such as autism spectrum disorder, Learning and Behaviour, Early Intervention, Hearing Impairment, Vision Impairment, or Gifted and Talented.

The Canterbury earthquakes

The earthquakes of September 2010 and February, June and December 2011 have changed the educational landscape in greater Christchurch. They have caused disruption and loss for individuals, whānau, and community. The impact on education provision remains substantial and most schools have been damaged in some way or affected by the ensuing migration of people.

Damage to the network

The physical damage to buildings and land has been significant: All state schools suffered a degree of damage and the Government in September 2012 announced \$1 billion dollars over ten years to restore the education sector in greater Christchurch. Independent schools also suffered. The full extent of this damage is still being assessed and a small number of schools are still not back on their original sites.

Learner migration

Following the February earthquake, over 12,000 learners left the school they had been attending and enrolled elsewhere – often at a school outside the region. Many have since returned, but as of March 2012, 4,500 fewer learners were enrolled in greater Christchurch schools compared to March 2010.

As of February 2012, 25 schools had more than 20 or more learners in red zones:³ of these, 15 schools had 30 or more learners in red zones. Large numbers of families with school-aged children have been forced to relocate either temporarily or permanently as a result of the earthquakes. The movement out of the east of Christchurch has been particularly pronounced, with many of those families resettling on the outer perimeter of the city and surrounding districts; expanding demand there and providing the impetus for greenfield housing developments.

At this stage it is difficult to tell how many families have moved permanently, but some will be unable to return to the red-zoned areas they have left. Several schools caught in this flux are likely to have to downsize significantly; some may not be viable in the long term.

Education disruption and behaviour

The earthquakes have had a continuing impact on the wellbeing of children, young people, school staff, families, and the wider community.

The situation has placed many additional demands on school leaders. The earthquakes have personally affected many, but they have kept their schools operating through extraordinary circumstances, while being a stabilising influence for their learners, families and communities.

The lives of teaching and support staff have also been disrupted, but they continue to make a valued contribution to the learning and welfare of the young people for whom they have responsibility.

3 Residential property zoned red in the flat land areas means the land has been so badly damaged by the earthquakes it is unlikely it can be rebuilt on for a prolonged period. See <http://cera.govt.nz/residential-red-zone> for more information.

In the site-sharing primary and intermediate schools, there was generally little change in the curriculum coverage, although, because of a shortened school day and compression of lessons into shorter-length periods in shift-sharing schools, learners have covered fewer curriculum topics and teachers have taught differently. However, in at least one case co-location actually opened up and increased the range of subjects the two schools could offer learners.

In response to the 22 February earthquake, the New Zealand Qualifications Authority (NZQA) developed the 'Earthquake Exemption' for course endorsement for 2011 in recognition of the reduced time for teaching, learning and assessment as a result of school closures, shortened school days, and the on-going disruption, difficulties and stress caused by that event and continuing aftershocks (NZQA, 2011).

As at February 2012, there has been an increase in the levels of fatigue and stress reported by principals and staff, and negative learner behaviours in the wake of the ongoing seismic activity.

Renewal

In September 2012 the Minister of Education, Hon Hekia Parata announced the greater Christchurch education renewal plan, which provides for a \$1 billion investment in greater Christchurch over the next ten years with the goal of addressing the affects of the Canterbury Earthquakes and delivering an education network that will meet changing community needs and deliver better outcomes for learners.

The announcement also included launching the third phase of consultation with schools and their communities on the future of education provision across the 215 schools within greater Christchurch.

The proposals within the education renewal plan include restoring 40 schools immediately, closure of 13 schools, merger of 18 schools, a new 1-13 campus to replace 5 schools within the Aranui cluster of schools, education provision for 3 Banks Peninsula schools to be consolidated under the Umbrella of the Area school, and building up to 16 new schools. Geotechnical information is still being sought for 5 schools to provide a basis for future proposals.

Chapter 2: Resourcing

School resources

Background

The majority of government funding in the schooling sector is delivered to educational institutions in the form of operational grants and teacher salaries. There are also expenditures for which funding is not necessarily provided to schools but learners directly benefit from the educational programmes and initiatives. School transport and school property funding are examples of this.

Operational grants and teacher salaries are directly transferred to educational institutions or to teachers on behalf of educational institutions. The purpose of these funds is running day-to-day operations. With the exception of Secondary Tertiary Alignment Resource (STAR) funding, Boards of Trustees are given full discretion to spend government operational grants in accordance with their approved budget and plans. In addition to the approved Ministry staffing entitlement, schools can hire more teaching staff who can be funded through locally raised revenues.

Aside from a few exceptions, where schools have raised funds and contributed financially themselves, the Crown owns all school buildings and land. Direct property funding for building new classrooms and funding major capital works on school property is provided to schools or third parties on behalf of the Crown. Some schools can also receive government funding through participation in various educational programmes or initiatives funded by 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. The Government has committed to providing over 97% of New Zealand schools with access to ultra-fast broadband within the next six years, on the back of its \$1.5 billion national fibre rollout, which is being overseen by the Ministry of Economic Development (see p. 17 for more information).

Government funding is not the only source of revenue for schools, however. Schools raise funds locally from donations 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

New Zealand schools are primarily funded by the Government. The three main components of funding are:

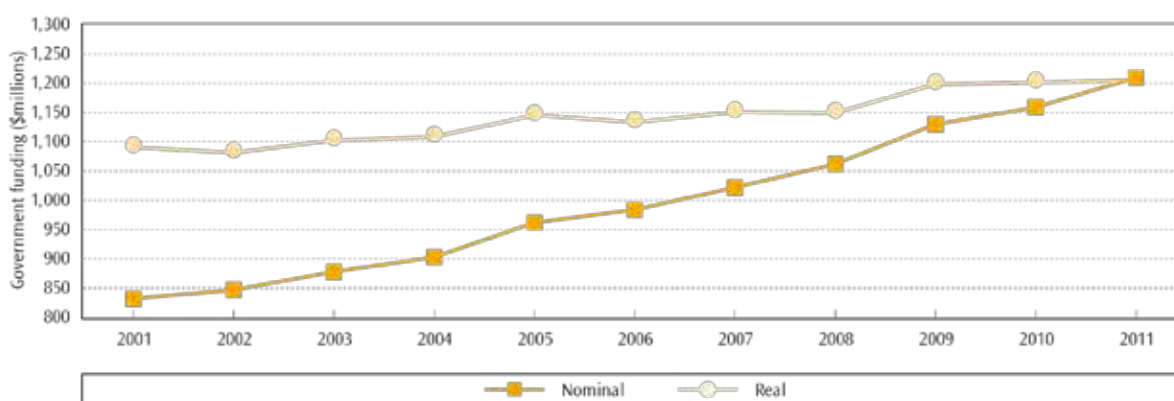
- operational funding, including property maintenance (on which the Government spent \$1,210 million in 2011)
- staffing (\$3,497 million in 2011)
- property capital works (\$491 million in 2011).⁴

⁴ All government funding components are exclusive of GST. The base year for real funding is 2011. The figure for property capital works is an estimate from cash payments made during 2011 and includes both capital and operating expenditure.

Operational funding to schools

Operational funding consists of 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.⁵ Figure 2 shows that total operational funding has increased over the last 10 years, in both nominal and real (2011) terms. Between 2001 and 2011 operational funding provided to schools increased by 10.5% in real terms.

Figure 2: Nominal and real operational grants to schools, 2001–2011



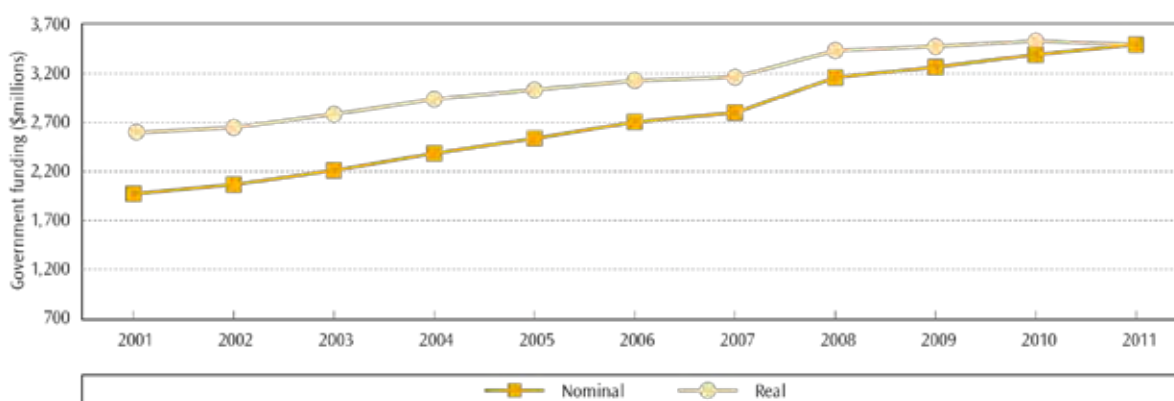
Over the past year, operational funding stayed relatively stable, with only a 0.33% increase in real terms. A more detailed breakdown of operational grants to schools is available on the Education Counts website.⁶

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. Figure 3 shows the total funding for teacher salaries from 2001 to 2011, in nominal and real (2011) terms.

Government funding for teacher salaries increased by 77.3% in nominal terms, or by 34.7% in real terms, between 2001 and 2011. A more detailed breakdown of salaries funding to schools is available on the Education Counts website.

Figure 3: Teacher salary funding to state and state-integrated schools, 2001–2011



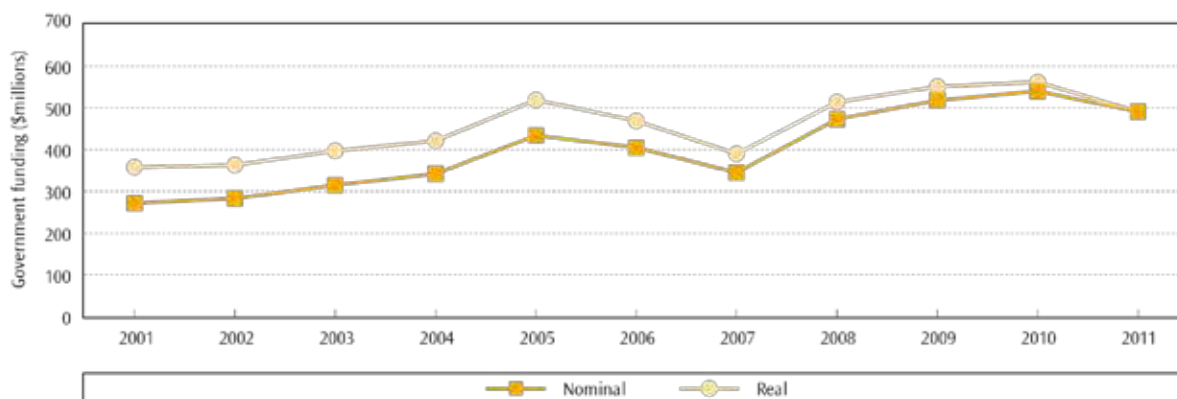
5 This handbook is available electronically from the Ministry of Education website: www.minedu.govt.nz.

6 See: www.educationcounts.govt.nz/statistics/schooling/funding/47696.

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 2001 to 2011.

Figure 4: Direct property funding to schools, 2001–2011



Over the past year, direct property funding decreased by 12.6% in real terms. Between 2001 and 2011 the capital investment in school property increased by 37.1% in real terms. A more detailed breakdown of property funding to schools is available on the Education Counts website.

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.

New Zealand implemented major reforms in the administration of the education sector in the late 1980s and early 1990s. These reforms substantially changed financial management in the education sector, shifting the accountability and authority for spending from the former Department of Education and Regional District Boards to school Boards of Trustees.

This section of the report presents summary results on the financial performance of state and state-integrated schools. The focus is on revenues and expenditures of schools, as well as indicators of sound financial performance. First, the main sources of school revenues and the main categories of expenditures are presented. This is followed by a discussion of schools' financial performance using indicators such as operating surplus, working capital and public equity.

Revenue

The Government provides the majority of schools' income, but schools supplement this income in various ways. The total revenue for state and integrated schools between 2008 and 2011, broken down by the main source categories, is presented in Table 1.



Proportion of government funding

The trend in government funding as a proportion of total school revenue is presented in Table 1. The table includes the components of schools' revenue in gross terms.

Table 1: School revenue, 2008–2011

Revenue	2008	2009	2010	2011
Government grants (\$)	4,386,988,511	5,446,244,516	5,562,573,955	5,836,836,838
Local funds (\$)	464,470,503	474,809,280	473,484,523	477,451,570
International students (\$)	102,471,032	99,209,939	105,124,751	111,563,187
Investments (\$)	68,879,049	36,449,549	39,167,717	39,535,507
Hostels (\$)	26,303,846	30,140,179	30,260,735	32,455,665
Other revenue (\$)	16,281,994	70,981,481	104,838,522	109,111,381
Total revenue (\$)	5,065,394,935	6,157,834,944	6,315,450,203	6,606,954,148
Proportion of government funding (%)	86.6	88.4	88.1	88.3

Notes:

Figures are GST exclusive.

Includes use of land and building grants from government and proprietors from 2009 onwards.

The figures in this table for 2011 are an estimate based on 2,378 (97%) schools who returned their 2011 accounts at the time of writing, and previous data for the remaining 78 (3%) schools.

Local funds revenue generated by schools includes donations from parents and community, and from fundraising activities. In 2011 these sources represented 7% of all revenue. A further 2% of revenue was attributed to income from international students.

Expenditure

Operating a school incurs expenditure in a number of different areas. In 2011 total school expenditure was \$6.6 billion, a 4.6% nominal increase from the previous year. Table 2 gives the breakdown of school expenditure by main expenditure categories.

Table 2: Expenditure of state and state-integrated schools, by main expenditure category, 2008–2011

Expenses	2008 (\$)	2009 (\$)	2010 (\$)	2011 (\$) est
Learning resources	3,845,014,060	4,026,962,236	4,149,082,116	4,297,907,891
Administration	362,718,478	371,521,182	391,247,174	397,236,887
Property	353,897,494	1,265,696,207	1,271,565,981	1,370,727,216
Local funds	216,625,244	221,434,608	219,622,018	218,184,395
Depreciation	153,458,388	157,684,491	162,006,799	167,032,259
International students	42,758,714	43,185,843	46,031,970	51,149,449
Hostel	23,137,175	20,757,383	26,875,620	27,764,818
Loss on asset disposal	6,946,248	5,617,128	6,751,735	7,624,721
Amortisation of equitable leasehold interest	2,591,860	659,775	628,772	658,531
Amortisation of software			304,064	391,817
Finance costs	1,404,576	1,497,450	1,448,096	1,363,763
Impairment	458,299	296,965	1,346,918	2,250,676
Other expenses	27,651,960	16,538,987	24,297,004	27,200,506

Notes:

Figures are GST exclusive.

From 2009 on, includes use of land and building grants from the Government and proprietors.



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 2011 learning resources comprised 65.4% of all school expenditure.

The majority of administration expenses are the salaries of principals and other administrators. Administrative expenses also include the costs of Boards of Trustees and all communication- and audit-related expenses. Administration expenses comprised 6.0% of total school expenditure in 2011.

Depreciation includes the depreciation on furniture, equipment and physical assets of schools, and comprised 2.5% of total school expenses in 2011.

Expenses to raise funds from local sources include expenses for trading and fundraising activities. In 2011 these comprised 3.3% of total school expenditure. Administration of international students comprised 0.7% 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 2011 the property expenditure comprised 20.9% (when use of land and buildings is included) of the total expenditure of schools. Other forms of expenditure comprised less than 1% of total expenditure.

Indicators of sound financial management

A range of financial indicators gives insight into the financial management and performance of schools, including whether they have an operating surplus, sufficient working capital for operations and increasing public equity. The 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 0.6% of total revenue in 2011, compared with 0.2% in 2010.

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 3 presents the proportion of schools that have reported one, two or three years of operating surplus during the last three years (2009–2011).

Table 3: Percentage of schools with an operating surplus, 2009–2011

Period of operating surplus	All schools (%)	Primary schools (%)	Secondary schools (%)	Other schools (%)
One year of operating surplus	31.8	32.3	30.5	25.0
Two years of operating surplus	30.6	30.5	31.7	29.6
Three years of operating surplus	22.4	22.2	22.6	31.8
Operating surplus in 2009	55.0	56.3	49.3	51.1
Operating surplus in 2010	49.2	48.2	52.9	56.5
Operating surplus in 2011	56.0	55.0	59.2	68.9

Around half of schools have operated in surplus in each of the last three years. In the last two years, secondary schools were more likely to have a surplus than primary schools, but the opposite was true in 2009.



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 4 presents the working capital ratios of schools in 2011. 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 4: Percentage of schools in different working capital ratio bands, 2011

Working capital ratio	All schools (%)	Primary schools (%)	Secondary schools (%)	Other schools (%)
< 1.0	7.4	6.2	13.3	2.2
< 2.0	42.5	39.7	57.6	22.2
< 3.0	24.1	25.7	16.1	33.3
3.0 +	25.9	28.4	13.1	42.2

Table 4 shows that over 92% 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 reached \$1,723 million in 2011, which is a 4.7% increase in nominal terms from the previous year. Table 5 shows the trends in total public equity of state and state-integrated schools over the last three years.

Table 5: Public equity trends, 2009–2011

Year	All schools (\$)	Primary schools (\$)	Secondary schools (\$)	Other schools (\$)
2009	1,605,165,209	883,199,748	687,574,003	34,391,458
2010	1,645,797,838	893,637,165	699,342,211	52,818,462
2011 (est)	1,723,372,705	920,737,662	746,462,987	56,172,056

Table 6 shows the proportion of schools that have contributed to this increase in public equity.

Table 6: Percentage of schools with an increase in public equity, 2011

	All schools (%)	Primary schools (%)	Secondary schools (%)	Other schools (%)
Equity increase in 2010	52.9	51.9	56.7	65.9
Equity increase in 2011	59.0	58.0	62.5	73.2
Equity increase in 2010 and 2011	35.1	34.4	37.0	53.7
No increase in equity for 2010/11	23.2	24.5	17.7	14.6

Chapter 3: Foundation skills

Mastering literacy competencies early is essential to enable learners to learn effectively across the curriculum. The first years of primary school are critical for children to master the foundations of oral and written language. A strong foundation in mathematics enables children to continue to have the ability and inclination to use mathematics effectively – at school, at home, at work and in the community. These foundation skills are important in secondary learning also. As learners progress through the curriculum, particularly at secondary levels, the literacy and language, and mathematical and statistical demands on student learning become increasingly complex, abstract, and specialised within each subject.

Literacy and numeracy knowledge and skills are vital to ensure learners are well equipped to access curriculum content and achieve in all learning areas, gain worthwhile qualifications, and ultimately succeed in the 21st Century economy and society. The New Zealand Curriculum affirms their importance.

Reading and writing literacy

By international standards, learners in New Zealand schools are, on average, performing well in reading literacy at primary⁷ and secondary level.⁸ However, there are differences in reading and writing abilities across the different ethnic and socio-economic groups in New Zealand schools

One Ministry flagship programme, which has been shown to have a significant positive impact on learners' reading level⁹ is 'Reading Together'. Achievement in reading literacy is strongly linked to achievement across other curriculum areas. Improvements in reading literacy contribute to current and future learner achievement across the curriculum. The 'Reading Together' programme provides parents with strategies to support their children's reading at home using the same literacy strategies that are used within their school. The programme is being rolled out in all decile 1–3 schools over 2012–2014.

Reading literacy in primary schooling

Key policies

Several key policies at various stages of development and implementation provide direction to ensure high levels of reading and writing achievement at primary schools:

- The New Zealand Curriculum 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) outlines the use of te reo Māori to strengthen *kōrero* (oral language), *pānu* (reading) and *tuhituhi* (writing).
- The National Standards focus on creating a clear picture of what learners should be achieving in reading and writing, and at what stage, to support learning across the curriculum. This year data was sourced from individual school annual reports to produce aggregate statistics on learner performance against National Standards.
- Ngā Whanaketanga Rumaki Māori describe the *kōrero*, *pānu*, *tuhituhi* and *pāngarau* skills and knowledge learners need in all learning areas across Te Marautanga o Aotearoa, at different points of their Year 1–10 schooling.

7 The Progress in International Reading Literacy Study (see Chamberlain, 2007; 2008).

8 The Programme for International Student Assessment (see Telford & May, 2010).

9 Biddulph (1983) and Biddulph & Tuck (1983), based on the findings of an evaluation found that Reading Together had an effect size of 2.25 on learners level of reading comprehension.

Reading Recovery

Reading Recovery is an early literacy intervention for six-year-olds that aims to reduce literacy difficulties before they begin to affect a child's educational progress. It provides intensive and individual help to children who are falling behind in reading and writing after one year at school: 10,745 six-year-olds in 2011.

In 2011 Reading Recovery was offered in just under two-thirds (64%) of state and state-integrated schools with six-year-old learners (comparable with 66% in 2010 and 67% in 2009). Fourteen percent of six-year-old learners (n=7,895) attending state and state-integrated schools entered Reading Recovery for the first time in 2011.

Most learners (82%) who exited the intervention in 2011 had reached the average level of reading and writing for their classroom cohort and were "successfully discontinued" – an increase from 80% in 2010. A further 12% of learners were referred on for further specialist reading support. Girls, Pākehā/European learners, and learners from higher-decile schools (8 to 10) were more likely to successfully discontinue than boys, Māori and Pasifika learners and learners from decile 1–3 schools. However, many learners (more than 75%) from these latter groups successfully discontinued (Lee, 2011a).

National Standards – reading

In 2011 76.2% of Year 1-8 learners were at or above the National Standard for reading for their year level.

Ethnic Group Differences

The proportions of Māori (66.5%) and Pasifika (59%) learners at or above the reading standard for their year level were both significantly lower than overall proportion of learners at or above the reading standard.

Table 7: Learners meeting the National Standard for reading, 2011

Learner type	Well below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	No.
Boys	16,758	9	36,218	19	76,363	40	60,063	32	189,402
Girls	9,557	5.3	25,878	14.3	74,531	41.1	71,365	39.4	181,331
Māori	8,357	10.7	17,728	22.8	31,641	40.6	20,127	25.9	77,853
Pasifika	5,613	15.5	9,186	25.4	13,306	36.9	7,998	22.2	36,103
Total	27,511	7.0	65,833	16.8	158,580	40.4	140,948	35.9	392,872

Notes:

Overall totals do not match the sum of the gender totals, because gender breakdowns of the data were not available for some schools.

Gender differences

Girls were more likely to be at or above the reading standards for their year level than boys were, with 80.5% of girls at or above, and 72% of boys at or above the standard.

National Standards – writing

In 2011 68% of Year 1–8 learners were at or above the National Standard for writing. The writing standards had the lowest proportion of learners at or above the standard for their year level out of the reading, writing and mathematics standards.

Ethnic Group Differences

The proportions of Māori (57.5%) and Pasifika (53.8%) learners at or above the writing standard for their year level were both significantly lower than overall proportion of learners at or above the writing standard.

Table 8: Learners meeting the National Standard for writing, 2011

Learner type	Well below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	No.
Boys	18,795	10	52,018	29	87,622	48	23,906	13	182,341
Girls	9,617	5.4	34,501	19.5	94,644	53.6	37,820	21.4	176,582
Māori	9,238	12.2	23,034	30.3	34,865	45.9	8,771	11.6	75,908
Pasifika	5,262	15.3	10,582	30.9	14,255	41.6	4,187	12.2	34,286
Total	30,526	8.0	92,011	24.0	194,356	50.8	65,965	17.2	382,858

Notes:

Overall totals do not match the sum of the gender totals, because gender breakdowns of the data were not available for some schools.

Gender differences

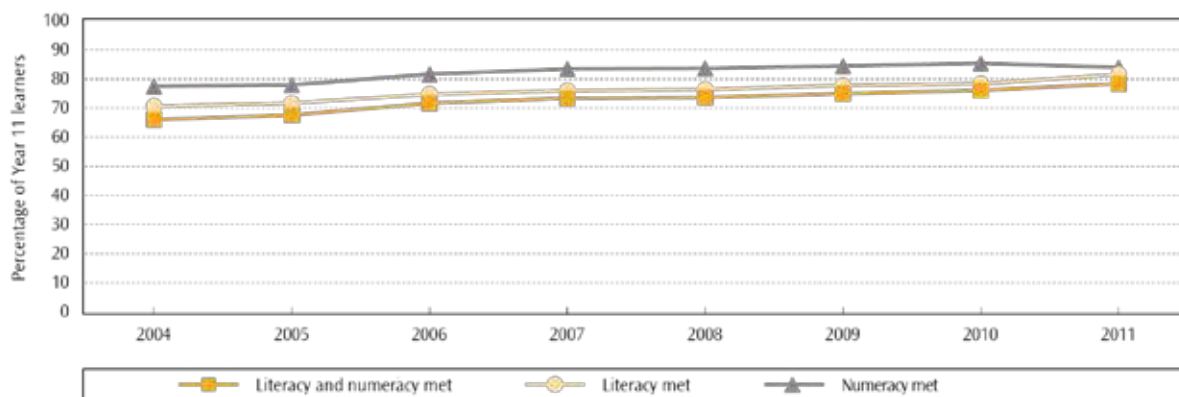
Girls were much more likely to be at or above the writing standard for their year level than boys were with 75% of girls at or above, and 61.2% of boys at or above, the standards.

Reading literacy in secondary schooling

NCEA

To achieve a National Certificate of Educational Achievement (NCEA) Level 1 qualification, all learners must fulfil specific literacy and numeracy requirements.¹⁰ In 2011, 81.6% of candidates met the literacy requirements for NCEA Level 1 by the end of Year 11, an improvement on 78.4% in 2010.

Figure 5: Proportion of learners who met the literacy and numeracy requirements for NCEA Level 1 by the end of Year 11, 2004–2011



¹⁰ 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 came into effect in 2011 in a transition arrangement, and will be in full effect in 2012.



International differences

Every three years since 2000 the Programme for International Student Assessment (PISA) has assessed 15-year-old learners' reading, mathematics and science. In 2009, reading literacy was a major focus. The results for PISA 2009 were released in December 2010.

In PISA 2009 (Telford & May, 2010) New Zealand continued to exhibit high performance in reading literacy at the senior secondary level,¹¹ with only two of thirty-four OECD¹² countries (Korea and Finland) achieving significantly higher mean scores than New Zealand. Shanghai-China and Hong Kong-China (two of the non-OECD partner economies that take part) also achieved significantly higher mean scores than New Zealand.

Many New Zealand 15-year-old learners are achieving at the top levels of proficiency, more so than the OECD average (41% in the top three levels compared to 28%). However, 14% of New Zealand 15-year-old learners did not achieve above the lowest levels of reading literacy in 2009; this was a similar result to Australia and Japan, but smaller than the average across the OECD countries (19%). It is important that we focus our efforts on increasing achievement for those groups that are over-represented at lower levels.

Ethnic group differences

Differences between ethnic groups can be examined using both the national NCEA results¹³ and the results from the PISA international studies.

NCEA

In 2011, 72.7% of Māori and 77.8% of Pasifika learners met the literacy requirements for NCEA Level 1 by the end of Year 11. In comparison, 83.2% of Asian learners and 87% of Pākehā/European learners reached this level.

PISA

In PISA 2009 the mean scores for Pākehā/European and Asian 15-year-old learners 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 learners achieved at the highest levels of proficiency in reading, and they were over-represented at the lower levels when compared with Pākehā/European and Asian learners

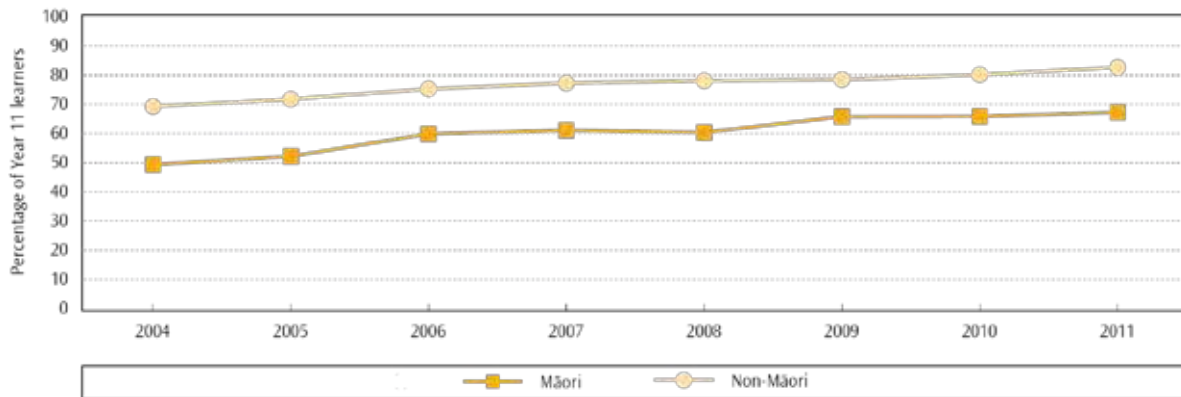
For the schooling sector the Pasifika Education Plan 2009–2012 focuses on increasing Pasifika achievement levels in literacy and numeracy, and gaining secondary school qualifications. It sets a target of increasing the percentage of school leavers reaching NCEA Level 1 numeracy and literacy from 84% in 2008 to 93% in 2012. Results from 2011 indicate that good progress has been made towards reaching this target, with the figure at nearly 89%.

11 PISA assessments were administered in English only. As a consequence no students from wharekura took part in the study.

12 Organisation for Economic Cooperation and Development.

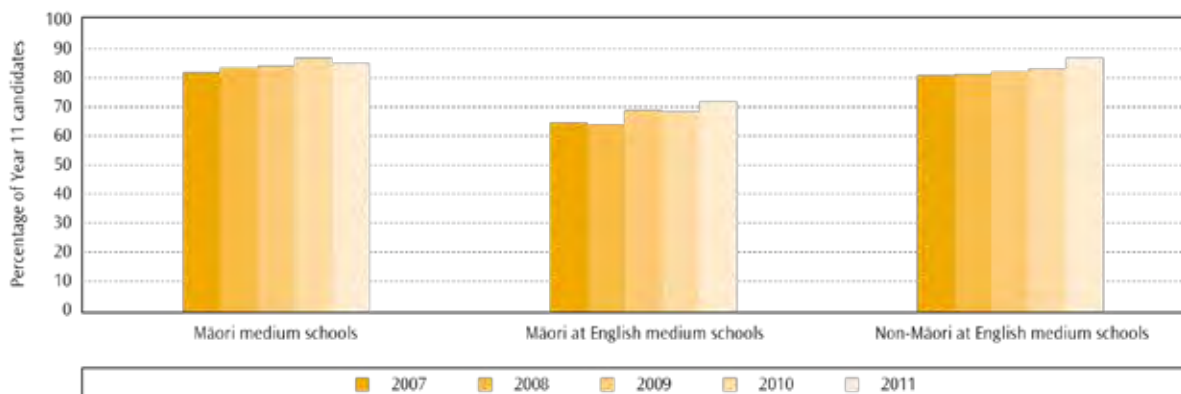
13 Ethnic differences analysis for Year 11 and Year 12 NCEA results uses a prioritised ethnicity data collection.

Figure 6: Year 11 learners meeting NCEA Level 1 literacy and numeracy requirements, by ethnicity, 2004–2011



The proportion of Māori in Māori medium settings achieving the literacy requirements for NCEA Level 1 (in either English or te reo Māori) was higher than for Māori learners in English medium settings. In 2011, 96.5% of Māori learners in Māori medium settings achieved the literacy requirements, compared with 78.5% of Māori candidates in English medium settings and 90.4% of non-Māori candidates. This has been relatively consistent since 2006, when 94.7% of candidates in Māori medium settings met the NCEA Level 1 literacy requirements compared with 70.4% of Māori candidates in English medium settings.

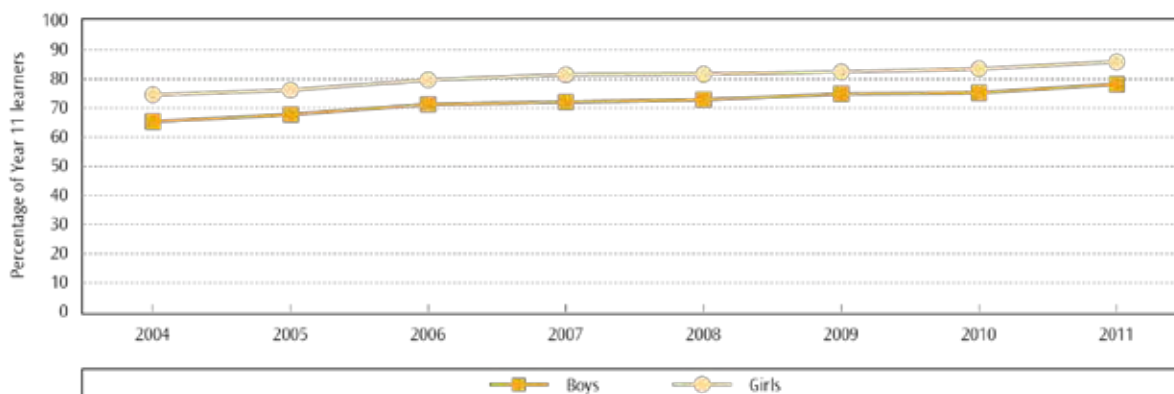
Figure 7: Year 11 candidates at Māori medium and English medium schools meeting both the literacy and numeracy requirements for NCEA Level 1, 2007–2011



Gender differences

In 2011, 79% of males and 85.9% of females achieved the literacy requirements for NCEA Level 1 by the end of Year 11.

Figure 8: Year 11 learners meeting the NCEA Level 1 literacy requirements, by gender, 2004–2011



As with NCEA results, 15-year-old New Zealand girls achieved a significantly higher mean reading literacy score than boys in PISA 2009. This gender difference was common to all of the 65 countries participating in PISA 2009 for reading, although New Zealand had a larger gender difference than many other countries. This gender difference has been the same since PISA 2000.

Socio-economic differences

Since 2004 the gap in NCEA Level 1 literacy attainment between schools from the highest and lowest deciles has been closing. There has been a 33.8% decrease in the difference between the lowest quintile (deciles 1 and 2) and the highest quintile (deciles 9 and 10). However, there remains a substantial difference between these groups. In 2011, there was still a large (18.6-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.

Attitudes towards reading

New Zealand 15-year-olds in 2009 were more positive about reading than the average across the 34 OECD countries and they were slightly more positive than they were in PISA 2000. Just over two-thirds of the learners read for enjoyment on a daily basis (69%), a similar proportion to PISA 2000, but larger than the OECD average (63%).

Electronic reading assessment

In PISA 2009 a subset of the New Zealand sample took part in an optional new computer-based test that assessed 15-year-old's digital reading skills. Of the 19 countries whose students took part in the test, on average only Korea significantly outperformed New Zealand. The New Zealand average was significantly higher than the average of those OECD nations that took part in the test.

Where to find out more

Visit: www.educationcounts.govt.nz

Indicators

Education and learning outcomes

Schooling

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

Mathematics

Mathematics in primary schooling

The revised mathematics curriculum documents for English medium (Ministry of Education, 2007) and Māori medium (Ministry of Education, 2008b) are based on research evidence about progressions in learners' thinking and emphasise conceptual development and understanding. The curriculum levels reflect research evidence that shows learners need to be multiplicative thinkers to engage meaningfully with algebra in secondary schooling (Young-Loveridge, 2010).

National Standards – mathematics

In 2011, 72.2% of Year 1–8 learners were at or above the National Standard for mathematics for their year level.

Ethnic group differences

The proportions of Māori (62.5%) and Pasifika (56.7%) learners at or above the mathematics standard for their year level were both significantly lower than overall proportion of learners at or above the mathematics standard.

Table 9: Learners meeting the National Standard for mathematics, 2011

Learner type	Well below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	No.
Boys	12,403	6.6	40,155	21.5	90,376	48.3	44,055	23.6	186,989
Girls	9,692	5.5	38,426	21.8	93,860	53.2	34,296	19.5	176,274
Māori	6,906	9.1	21,652	28.5	37,007	48.6	10,539	13.8	76,104
Pasifika	4,117	11.5	11,340	31.8	15,659	43.9	4,570	12.8	35,686
Total	23,931	6.1	84,112	21.6	196,460	50.5	84,759	21.8	389,262

Note:

Overall totals do not match the sum of the gender totals, because gender breakdowns of the data were not available for some schools.

Gender differences

There was little difference between girls and boys in achieving at or above their year level's mathematics standard.

Mathematics in secondary schooling

Mathematics and statistics is compulsory in Years 9–10. From Year 11 it is no longer compulsory, but in Years 12–13 participation¹⁴ in mathematics remains high: 82% of Year 12 learners and 59.8% of Year 13 learners participated in at least one mathematics subject in 2011. In 2011, 84% of learners achieved¹⁵ the numeracy requirements for NCEA Level 1 by the end of Year 11.

International differences

PISA assesses 15-year-old learners' mathematics literacy compared with that of learners in other OECD countries. Overall, New Zealand 15-year-old learners performed well in PISA 2009, with only five OECD countries (Korea, Finland, Switzerland, Japan and Canada) achieving significantly higher mean scores. The mean performance of New Zealand learners was similar to four other OECD countries: the Netherlands, Belgium, Australia and Germany. New Zealand's performance was significantly above the other 24 OECD countries, including the United Kingdom and the United States.

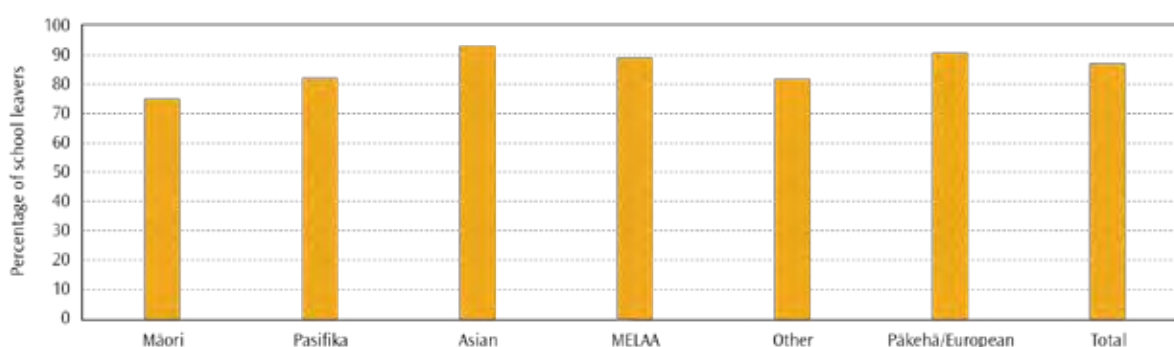
Between 2003 and 2009 there was no significant change in New Zealand's average 15-year-old learner performance in mathematical literacy. Six OECD countries showed significant improvements and nine OECD countries, including Australia, showed significant reductions in performance.

More New Zealand 15-year-old learners (19%) achieved at the top proficiency levels (Level 5 or above) in mathematical literacy than the OECD average in PISA 2009 (13%). Fifteen percent of New Zealand learners did not reach beyond the lowest level of mathematical literacy; this proportion was similar to that of Australia but was lower than the average across the OECD countries (22%).

Ethnic group differences

In PISA 2009 a relatively low proportions of 15-year-old Māori and Pasifika learners achieved at the highest levels of proficiency in mathematics, and learners from these ethnic groups were over-represented at the lower levels when compared with Pākehā/European and Asian learners. Asian learners have the highest proportion of school leavers¹⁶ achieving NCEA Level 1 literacy and numeracy with 93% in 2011, which was 2.4% higher than the percentage of Pākehā/European learners (90.8%). Other (81.8%), and Māori (75%) learners had the lowest rates, while 82.2% of Pasifika learners achieved NCEA Level 1 literacy and numeracy.

Figure 9: Percentage of school leavers with NCEA Level 1 literacy and numeracy, by ethnic group, 2011



Notes:

For this graph, learners who identified in more than one ethnic group have been counted in each ethnic group. MELAA refers to Middle Eastern, Latin American/and African.

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

15 Achievement, in this context, refers to the number of learners with 14 or more credits in the subject, as a proportion of the number participating in that subject.

16 Unlike the NCEA attainment results at Year 11 or Year 12, the school-leaver dataset uses a total response ethnicity data collection. Learners who identify in more than one ethnic group are counted in each ethnic group.

Gender differences

In PISA 2009, across the OECD countries, 15-year-old boys achieved a significantly higher mean mathematical literacy score than girls. New Zealand boys on average scored eight points higher than girls, but the difference was not statistically significant.

In NCEA, girls out-performed their male counterparts: in 2011, 86.9% of girls achieved NCEA Level 1 numeracy requirements by the end of Year 11 compared with 82.4% of boys.

Socio-economic differences

NCEA results from 2011 show a clear difference in Level 1 numeracy attainment by the end of Year 11 for groups of different socio-economic status. Attainment for decile 1 (75.4%) and 2 (82.9%) learners was well below that of learners from decile 9 (92.6%) and 10 (94.8%) schools. Although the gap between the top two deciles (quintile 5) and lowest two deciles (quintile 1) has closed by 42.4% since 2004, the difference remains large, with 13.9% separating these two quintiles.

Science

The Prime Minister's Chief Science Advisor recently released a report on the state of science in New Zealand's schools. In his report he states that, generally, the science education system performs well but there are shortcomings for certain parts of society, and there are challenges in keeping up with the changing learning requirements in an increasingly knowledge-based world in which science education is becoming so important (Gluckman, 2011).

Science in primary schooling

A recent ERO review suggests there is room for improvement in the teaching and learning of science for primary aged children (ERO, 2012d). Under a third of sampled schools in the review had effective science teaching and learning practices for Year 5–8 learners. Teachers and Boards did not have much useful data for the purposes of checking on the efficacy of their science programmes and in over 80% of the schools, self-review of science programmes was a low priority. In addition, few principals and teachers showed the knowledge or expertise required to integrate the National Standards in reading, writing and mathematics into their science programmes effectively.

Leadership was an important predictor of whether the teaching and learning were effective. Schools that were effective at teaching science had principals and lead teachers enthusiastic about science, who worked together in actively promoting the subject, and who fostered staff knowledge and confidence. Primary school science programmes that were effective had teachers who successfully included literacy and mathematics teaching into their science, so that learners had the necessary science specific language and applied mathematics to help their science learning and inquiry.

Science in secondary schooling

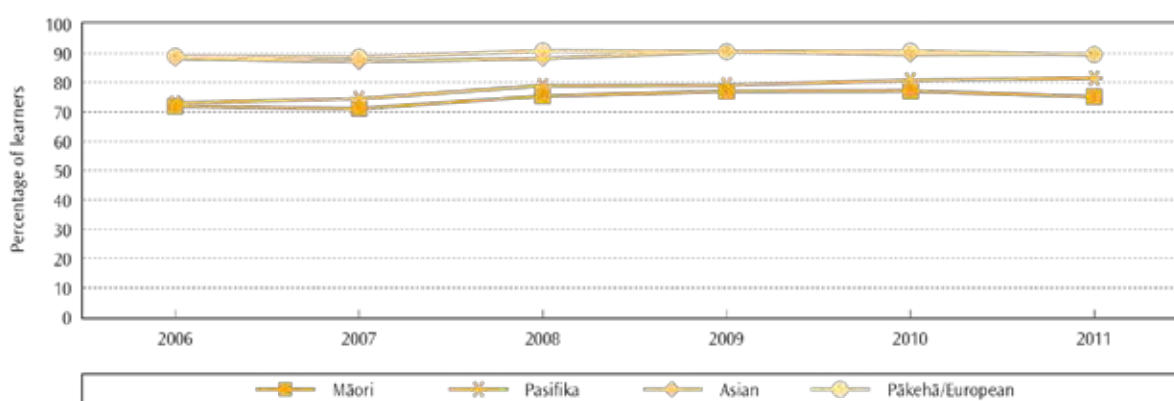
New Zealand learners have in the past performed at or above the mean in international studies in science (eg, Telford & May, 2010). A strong commitment to the science curriculum is evident in New Zealand schools, with participation in science among senior learners continuing to be high. The participation¹⁷ rate for Year 11 learners in NCEA general science was 85.2%, and learner achievement¹⁸ in Level 1 science was 55.2%, in 2011.

Participation in science by learners in Years 12–13 has been stable over the last six years. In 2011, 51.7% of Year 12 and 40.2% of Year 13 learners participated in at least one science subject.

Ethnic differences

In 2011, 35.9% of Māori and 31.9% of Pasifika Year 11 learners who participated achieved 14 or more credits in NCEA Level 1 science compared to 62.7% of European and 73.4% of Asian learners. Participation in science has increased for Māori and Pasifika learners since 2006. For Māori, 75.2% of Year 11 learners participated in science up from 71.9% in 2006. In 2011, 81.5% of Pasifika learners participated in science compared to a 73% participation rate in 2006.

Figure 10: The proportion of Year 11 learners participating in at least one science subject, 2006–2011



Gender differences

In NCEA Level 1 science, girls have consistently achieved at a higher rate compared to boys (since 2004). In 2011, 58.1% of girls and 52.3% of boys achieved Level 1 general science. The rates of participation in science are similar for Year 11 boys and girls, with 84.1% of boys and 86.3% of girls enrolled in science. This gender difference continues as learners progress through NCEA Level 2 and Level 3 biology or chemistry, but not in physics participation. In 2011, for Year 12 learners, 32% of boys and 19% of girls participated in NCEA Level 2 physics.

Where to find out more

Visit: www.educationcounts.govt.nz

Indicators

Education and learning outcomes

Schooling

Mathematics achievement: primary schooling
 Mathematics literacy achievement: senior secondary schooling

¹⁷ Participation, in this context, is the number of learners attaining a minimum of one credit, as a proportion of the total number of learners.

¹⁸ Achievement, in this context, refers to the number of learners with 14 or more credits in the subject, as a proportion of the number participating in that subject.

Chapter 4: Learner outcomes

A successful school produces school leavers who are motivated, self-directed, lifelong learners. Completion of senior secondary education is associated with a range of economic and social benefits (see Scott & Smart, 2005; Earle, 2009).

NCEA Level 2 is considered the minimum attainment for a learner to continue into tertiary education or employment. However, to enter degree-level tertiary education in most institutions, learners under 25 must attain 42 NCEA Level 3 credits, 28 of which must be in subjects that are part of an approved list of University Entrance subjects. By looking at school-leaver qualifications, we can examine the proportions of learners who are achieving a University Entrance standard or NCEA Level 2 by the time they leave the school sector.

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

Low achieving individuals can still improve after compulsory schooling ends (eg, OECD, 2012). Consequently, leaving school does not necessarily spell the end of education or improvement for those who have failed to reach the NCEA Level 2 benchmark. Young people can also achieve NCEA Level 2 in a tertiary setting after leaving school.

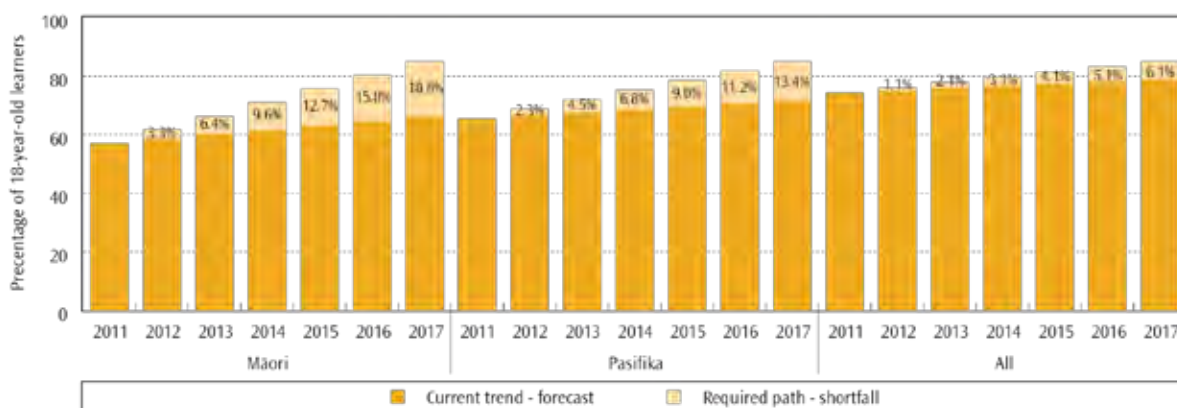
The Better Public Services programme is an initiative to increase the efficiency and productivity of the public services. As a part of the programme, the Government has set a target of increasing the proportion of 18-year-olds with an NCEA Level 2 or equivalent qualification to 85% by 2017, attained either through school or through tertiary study. In 2011, 74.3% of 18-year-olds had attained NCEA Level 2 or an equivalent qualification.

Table 10: Summary of 18-year-olds attaining at least NCEA Level 2 or equivalent, 2011

Dimensions		Number of 18-year-olds below Level 2	Number of 18-year-olds with a minimum of Level 2 and above	Percentage of 18-year-olds with a minimum of Level 2 or above
Total (excl. international)		16,681	48,179	74.3
Age at leaving school	15	2,439	579	19.2
	16	6,434	4,204	39.5
	17	4,134	19,342	82.4
	18	3,674	24,054	86.7
Gender	Female	6,999	24,626	77.9
	Male	9,682	23,553	70.9
Ethnic group (total response)	Māori	5,935	7,888	57.1
	Pasifika	2,346	4,457	65.5
	Asian	944	5,195	84.6
	MELAA	295	866	74.6
	Other	150	363	70.8
Pākehā/European		8,542	32,811	79.3

Figure 11 shows actual 2011 Level 2 attainment rates, forecast attainment rates based on current data, and the extra percentage of the total 18-year-old projected population that would need to achieve Level 2 to hit this target. It is predicted that, in 2017, an extra 6.1% of 18-year-olds would need to achieve to reach this target, over and above the forecast improvement. This equates to around an extra 3,650 learners.

Figure 11: Current and forecast attainment rates of 18-year-olds with at least a Level 2 qualification, and the shortfalls that will have to be addressed to reach the Better Public Services target, by ethnic group, 2011–2017



Note:

Figures for 2011 are actual. Shortfalls show the additional percentage of the 18-year-old population that will be required to complete NCEA Level 2 each year, in order to achieve the Better Public Services target in 2017.

An estimated 92% of these learners attained their qualification in a schooling setting and 8% completed this qualification in a tertiary setting. The annual required rate of growth from 2011 is 1.8 percentage points per year to meet the target of 85% by 2017.

School-leaver qualifications

The qualifications a learner gains through school play a significant role in the ease with which they can pursue further study or gain employment. 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

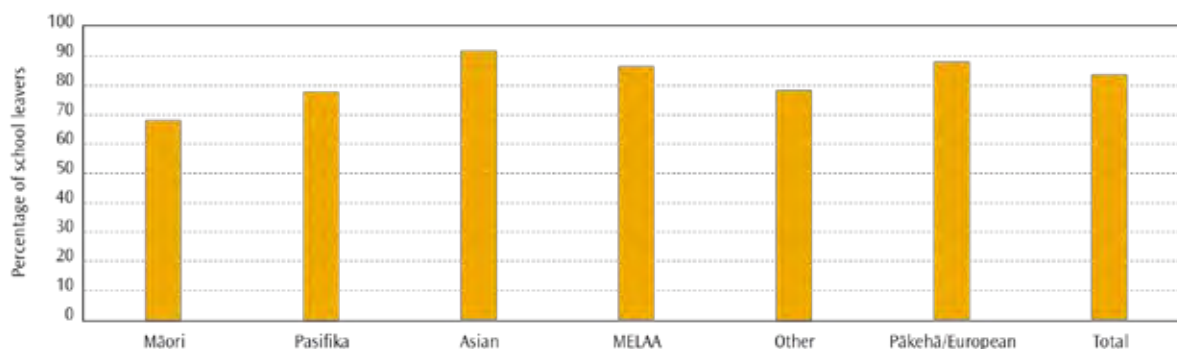
New Zealand schools are now using a new method of electronic student roll collection. This has enabled the collection of disaggregated school-leaver data since 2008. Trend data from this method are available from 2009. In 2011, 83.8% of all school leavers attained at least NCEA Level 1. Female school leavers (85.9%) achieved at a higher rate than their male counterparts did (81.9%). The total number of school leavers recorded in 2011 was 63,362.

Ethnic group differences

When looking at total responses for ethnic group, in 2011 Asian learners had the highest proportion of school leavers attaining at least NCEA Level 1 (91.8%), which was almost 4 percentage points higher than the percentage of Pākehā/European (88.1%) learners. Pasifika (78.2%) and Māori (68.6%) learners had the lowest rates of attainment.



Figure 12: Percentage of school leavers with NCEA Level 1 or above, by total response ethnic group, 2011



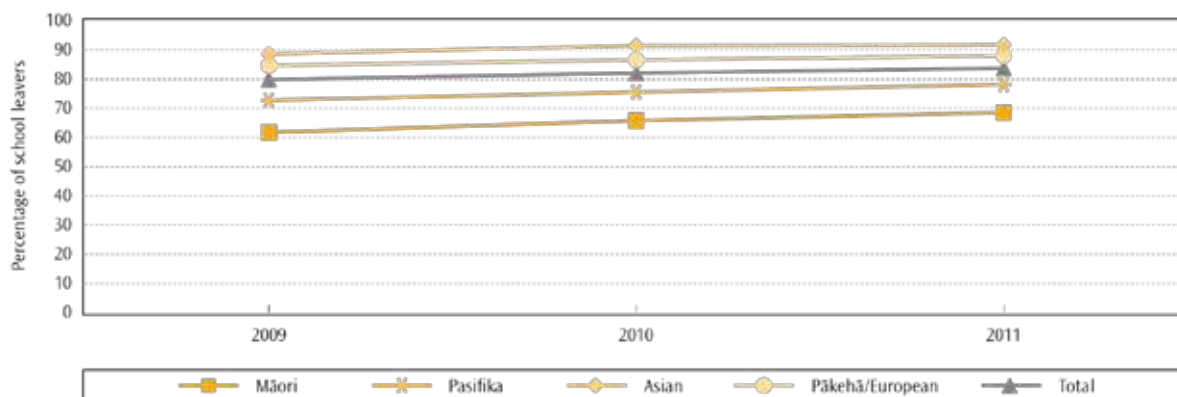
Note:

For this indicator, learners who identified in more than one ethnic group have been counted in each ethnic group.
MELAA = Middle Eastern Latin American and African.

Since 2009 there has been an increase of 4.9% in those who attain at least NCEA Level 1 (83.8% in 2011 compared with 79.9% in 2009)

Looking at the ethnic group trends, the largest proportional increases in those attaining at least NCEA Level 1 have been in Māori school leavers, with an increase of 11.1% between 2009 (61.8%) and 2011 (68.6%). The proportion of Pasifika school leavers with at least NCEA Level 1 increased 7.3% between 2009 (72.8%) and 2011 (78.2%). This can be compared to the non-Māori and non-Pasifika school leavers, who had a smaller proportional increase in NCEA Level 1 achievement of 4.1% and 4.8% respectively over the same period. This shows that, for this measure, the disparities between the different ethnic groups are reducing.

Figure 13: Percentage of school leavers with an NCEA Level 1 qualification or above, by ethnic group, 2009–2011



Note:

For this indicator, learners 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 learners from communities with the highest degree of socio-economic disadvantage. In 2011, 94.9% of learners from schools in the highest deciles (deciles 9 and 10) left school with at least an NCEA Level 1 qualification compared to 73.6% in the lowest two deciles. This is a difference of 29%. The gap has closed from a difference in achievement of 38.6% between the highest and lowest deciles in 2009.

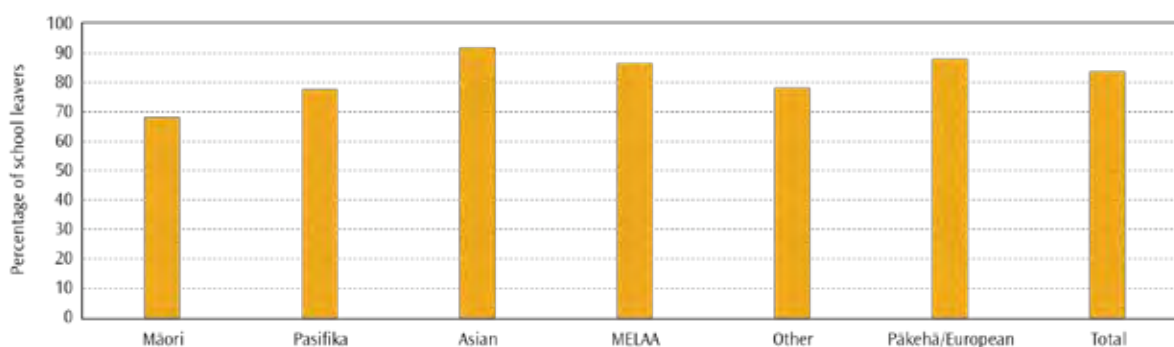
School leavers with NCEA Level 2 or a higher qualification¹⁹

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 2011, 71.8% of school leavers attained at least NCEA Level 2, compared with 66.4% in 2009. Just over 63% of school leavers with NCEA Level 2 or above also achieved a University Entrance standard.

Ethnic group differences

Using total response ethnicity, Asian learners had the highest proportion of school leavers attaining at least NCEA Level 2 in 2011 (85.6%), followed by Pākehā/European (77.0%) learners. There is a substantial gap between these and the proportion of Pasifika (63.1%) and Māori (51.3%) school leavers attaining at least NCEA Level 2.

Figure 14: Percentage of school leavers with NCEA Level 2 or above, by total response ethnic group, 2011



Note:

For this indicator, learners who identified in more than one ethnic group have been counted in each ethnic group. MELAA = Middle Eastern Latin American and African.

The gap between the proportion of Māori and non-Māori school leavers with NCEA Level 2 or above is slowly closing,²⁰ but greater, and faster, improvement is required for Māori learners. Ka Hikitia set a target to increase the proportion of Māori school leavers with NCEA Level 2 or above in 2010 to 65% by 2015. Targets will be revisited in the 2013–2017 refresh of Ka Hikitia. In 2009, non-Māori school leavers were 62.6% more likely to obtain NCEA Level 2 or above than Māori school leavers (44.3% for Māori school leavers and 72.0% for non-Māori school leavers). In 2011, achievement levels have increased for both groups: to 51.3% for Māori school leavers and 77.3% for non-Māori school leavers, but non-Māori leavers were still 50.6% more likely to achieve Level 2 or above.

The gap between the proportion of Pasifika and non-Pasifika school leavers with NCEA Level 2 or above is also closing slowly. In 2009 non-Pasifika school leavers were 21.2% more likely to obtain NCEA Level 2 or above than Pasifika school leavers, compared with 15.2% more likely in 2011. The proportion of Pasifika learners attaining NCEA Level 2 was 55.7% in 2009, 59.2% in 2010 and 63.1% in 2011.

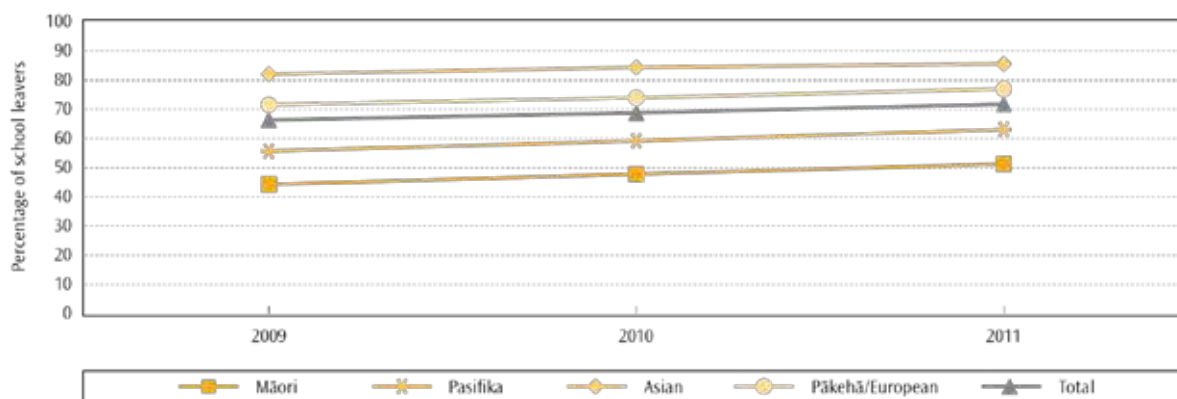
In 2012 ERO released its third report on improving education outcomes for Pasifika learners. This report related to data collected from a sample of schools in late 2010 and early 2011. They found results consistent with reports in 2009 and 2010, with little progress made over the period. Although some schools had positive practices relating to Pasifika outcomes, there was a lack of system-wide change to respond to Pasifika learners. The majority of schools sampled did not have specific plans in place to engage with Pasifika parents or communities (ERO, 2012a).

¹⁹ This outcome should not be confused with the Better Public Service target (page 38). The target relates to 18-year-old achievement rather than achievement at the end of schooling.

²⁰ See the School leavers with NCEA Level 2 or above indicator at www.educationcounts.govt.nz for a longer time series based on historic definitions to see the improvements made for Māori and Pasifika learners over the last 10 years.

A key target²¹ in the Pasifika Education Plan 2009–2012 is to increase the proportion of Pasifika learners leaving school with at least NCEA Level 2 or equivalent, from 63% in 2008 to 75% by the end of 2012. Using the historical paper-based definition on which these targets were based, in 2011, 71.8% of Pasifika school leavers and 79.2% of non-Pasifika school leavers had NCEA Level 2 or above (compared to 63% and 72%, respectively, in 2008). The current trend suggests that the 75% target will either be met or come very close to being met.

Figure 15: Percentage of school leavers with an NCEA Level 2 qualification or above, by ethnic group, 2009–2011



Note:

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

Gender differences

Girls performed better than boys, with 75.8% attaining at least NCEA Level 2 in 2011 compared with 67.9% of boys.

Socio-economic differences

In 2011, 89% of learners from schools in the highest deciles (deciles 9 and 10) left school with at least NCEA Level 2. This was 56.1% higher than the lowest two deciles (57%). This difference marks a decrease from 2009 when there was a difference of 74% between the two highest and two lowest deciles.

School leavers achieving University Entrance standard

Learners leaving school having achieved University Entrance requirements and/or attaining NCEA Level 3 or above can be considered to have successfully completed their final year of schooling. In 2011, 45.4% of school leavers achieved at least a University Entrance standard, an increase from 41.1% in 2009.

One of the aims of the Tertiary Education Strategy 2010–2015 (Ministry of Education, 2010b) is to increase the number of under-25-year-olds achieving degree-level qualifications, particularly those from Māori and Pasifika ethnic groups. Achieving this goal depends on school leavers gaining University Entrance requirements and eligible learners choosing to progress to tertiary study and completing their qualifications.

A recent study (Engler, 2010) found that 70% of school leavers with at least NCEA Level 3 chose to go to bachelor-level study, 13% chose to study below bachelor level, and the remainder did not continue on to tertiary study in New Zealand. In general, learners with higher school achievement²² were more likely to progress to bachelor-level study, but higher-achieving Māori and Pasifika²³ learners and learners from low-decile schools were less likely to progress to bachelor-level study.

21 Targets in the *Pasifika Education Plan 2009–2012* are based on prioritised ethnicity and a more restrictive historical definition of school leavers. Trend data using this definition can be found on the “School leavers with NCEA Level 2 or above” indicator page at www.educationcounts.govt.nz.

22 School achievement is measured for each student relative to all other students taking the same subjects in the same year. Higher-achieving students gained more credits with Excellence and Merit grades.

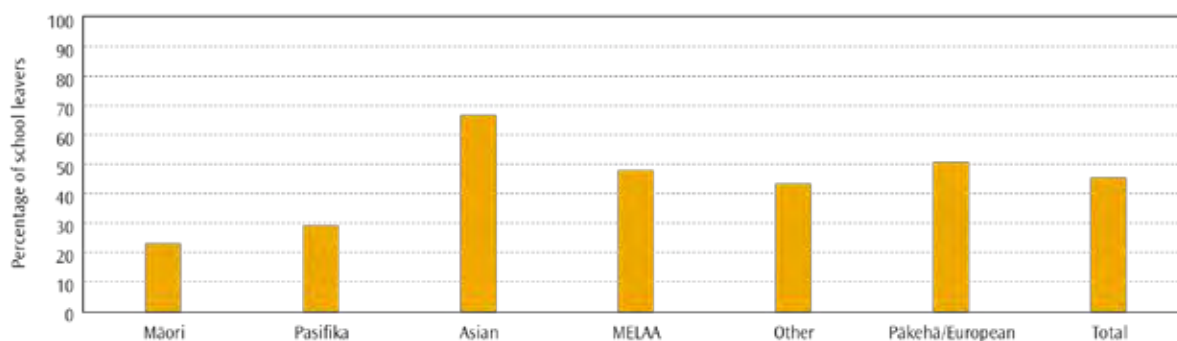
23 Some students in the study population identified with multiple ethnic groups or changed the ethnic groups they identified with over time. To explore trends within ethnic groups, the report used the definitions never, ever, or solely belonging to an ethnic group.



Ethnic group differences

In 2011, using total response ethnicity, Asian learners had the highest proportion of school leavers achieving a University Entrance standard (66.8%), compared to Pākehā/European (50.8%), Pasifika (29.5%) and Māori (23.4%) learners.

Figure 16: Percentage of school leavers with University Entrance standard, by total response ethnic group, 2011

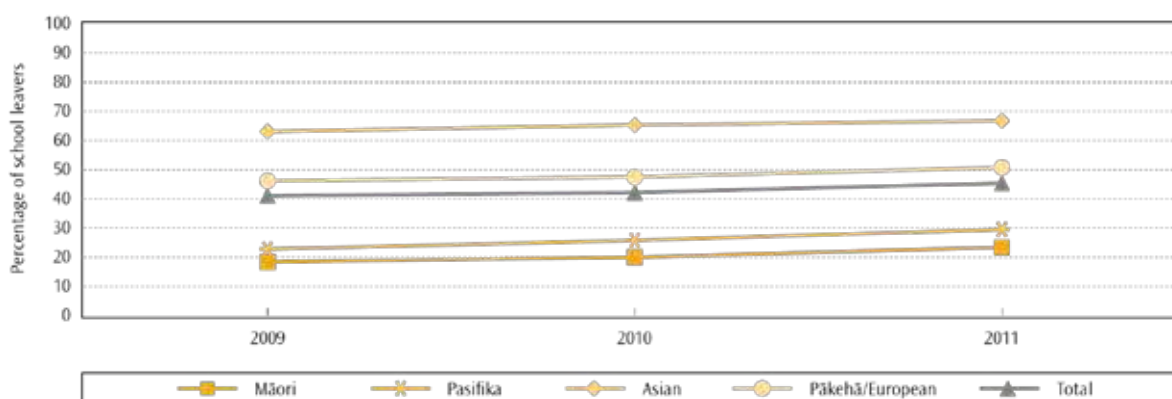


Note:

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

Ka Hikitia set a target to increase the proportion of Māori school leavers qualified to attend university from 20% in 2010 to 26% by 2015. Examining the trends in University Entrance achievement over the last few years we can see good progress towards this target. The proportion of Māori school leavers achieving a University Entrance standard increased 27% between 2009 and 2011 (18.4% in 2009 to 23.4% in 2011). This compares with an improvement of 9.7% for non-Māori school leavers (46.8% in 2009 compared to 51.3% in 2011).

Figure 17: Percentage of school leavers with University Entrance standard, by ethnic group, 2009–2011



A key target in the Pasifika Education Plan 2009–2012 is to increase the proportion of Pasifika learners leaving school with a University Entrance standard from 23% in 2008 to 30% by the end of 2012²⁴. Since 2004 the proportion of Pasifika school leavers achieving a University Entrance standard has improved by over 20 percentage points (from 14% in 2004 to 34.4% in 2011), achieving the target ahead of time. The gap between the proportion of Pasifika and the proportion of non-Pasifika learners leaving school achieving a University Entrance standard has decreased, from non-Pasifika being over twice as likely to achieve a University Entrance standard in 2004 to being around 1.5 times more likely in 2011.

²⁴ Targets in the Pasifika Education Plan 2009–2012 are based on prioritised ethnicity and a more restrictive historical definition of school leavers.

Gender differences

Girls performed better than boys, with 52.6% of 2011 female school leavers achieving a University Entrance standard compared with 38.5% of 2011 male school leavers.

Socio-economic differences

In 2011, learners from schools in the highest deciles (9 and 10) were 2.7 times more likely to leave school having achieved a University Entrance standard compared with learners from schools in the lowest decile schools. Their achievement rates were 70.1% and 26.3%, respectively. This gap has dropped slightly from 2009, when learners from the higher deciles were 3.2 times more likely to achieve the standard, than learners from the lowest deciles.

Where to find out more



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 in immersion (Māori language only) or bilingual (Māori and English) settings.

Enrolments in Māori medium education

Learners can be taught with varying levels of the curriculum in te reo Māori. For the purposes of this analysis, Māori medium education is defined as learners taught in Māori between 51% and 100% of the time. Two levels of Māori language learning are included in this definition (Levels 1–2, see Table 11). The number of learners in each level of learning in Māori medium education has fluctuated over the last decade.

Table 11: All learners involved in Levels 1–4a of Māori language learning, 2002–2011

Level of learning	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Level 1: 81–100%	11,640	12,209	12,580	12,755	12,235	11,991	11,774	11,634	11,738	11,818
Level 2: 51–80%	5,124	4,658	5,360	5,119	5,187	5,424	5,157	5,161	4,587	4,729
Sub-total	16,764	16,867	17,940	17,874	17,422	17,415	16,931	16,795	16,325	16,547
Level 3: 31–50%	5,531	6,024	5,345	5,761	5,450	5,154	4,795	4,649	4,904	4,807
Level 4(a): up to 30%	5,571	6,191	6,294	5,279	6,469	5,926	7,007	6,727	6,303	5,640

Ka Hikitia

Ka Hikitia – Managing for Success (2008–2012) set out targets to monitor the achievement of goals for Māori language in education, as follows.

- **Goal:** increase the proportion of school leavers from Māori immersion and bilingual schools with University Entrance or above from 39.4%²⁵ in 2006 to be equal to or better than the proportion of non-Māori English medium students by 2012.

Progress: this goal was achieved in 2009 and improvement has continued. The proportion of Māori learners from Māori medium who leave school qualified to attend university in 2011 (63.7%) is much higher than the proportion of Māori learners nationwide (28.7%). It is also above the proportion of non-Māori who achieve this milestone in English medium schools (55.6%)

- **Goal:** increase the proportion of all Year 11 students studying Te Reo Rangatira as a proportion of all Year 11 students studying te reo (Te Reo Māori as well as Te Reo Rangatira) from 7.4% in 2006 to 10% by 2012.

Progress: in 2011, there were many learners learning Te Reo Māori in English medium settings for at least three hours per week (20,131). This is an increase of 0.6% from 2010. The proportion of Year 11 te reo learners studying Te Reo Rangatira dropped from 6.3% in July 2010 to 5.9% in July 2011.

- **Goal:** keep the current participation rate of all (primary and secondary) learners engaged in Māori language education at 21%.

Progress: the proportion of primary and secondary learners engaged in Māori language education has declined slightly since a peak in 2003, when the rate stood at 21.9%. In 2011, 19.8% of learners were engaged in Māori language education. This is slightly below the Ka Hikitia target of 21%.

25 Target based on prioritised ethnicity and a more restrictive historical definition of school leavers.

Definitions

Kura kaupapa Māori	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.
Kura Māori	Kura established under Section 156 of the Education Act 1989, as a special character school delivering Māori medium education.
Kura teina	Not fully an 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).
Māori language education	All education that teaches Māori language skills and delivers education in and through te reo Māori.
Māori medium	Teaching that includes use of te reo Māori. Learners are taught curriculum subjects in either both te reo Māori and English or in te reo Māori only. Māori medium includes all level one and two schools and classes. Level one and two classes teach through the medium of Māori from 51 to 100% of the time.
Wharekura	Secondary level kura.

Where to find out more

Visit: www.educationcounts.govt.nz



Statistics

Schooling

July school roll returns

Māori medium education

Topics

Māori

Chapter 5: Learner participation and engagement with learning

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

Learners 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.

Strong relationships between schools and parents, whānau and community lead to better learner outcomes. Parents have major effects on the achievement of their children, but they must be familiar with the “language of schooling” (Hattie, 2009, p.70) and have “aspirations and expectations” for the achievement of their children (Hattie, 2009, p.71). Parents can encourage their children, and support their engagement with learning. Initiatives that create greater alignment between home and school learning environments have a great impact on learner education success (Robinson, Hohepa & Lloyd, 2009), such as the Reading Together programme (see Chapter 3, p. 28).

In April 2011 the Ministry established the Parents, Families and Whānau programme to engage directly with whānau in high-potential, high-risk communities. The programme supports parents and whānau of Māori children so that they can become fully engaged with all aspects of their children's education, and can experience effective partnerships with schools, in order to improve the learning and achievement of their children. Māori learners are more likely to engage in learning when they see themselves, their whānau, hapū and iwi reflected in the teaching content and environment, and feel comfortable being who they are (their cultural identity) in all learning contexts.

Youth in education, employment or training

Table 12 summarises those senior secondary school aged young people at the transition period between secondary school and further education or employment. The figures give an idea of the number of learners who stay engaged with schooling or education in general and the types of education this involves. The table also provides an indication of the number of young people who do not stay engaged and whether or not they are employed.

Table 12: Youth in Education, Employment or Training: 16-year-olds to 18-year-olds, 2011

Location/status	16-year-olds	17-year-olds	18-year-olds
Secondary school (excl. STAR, Gateway)	43,691	35,079	8,356
Teen Parent Units	85	121	142
STAR	3,521	3,452	850
Gateway	5,871	4,590	363
Home schooling	307	233	120
Total secondary schooling	53,475	43,475	9,831
Youth training	3,234	2,914	960
Skill enhancement/training opportunities	14	250	1,130
Workplace-based learning (excl. MA)	1,244	2,562	3,876
Modern Apprenticeships (MA)	324	1,092	1,953
Tertiary (excl. workplace-based learning)	1,120	3,491	21,988
Total tertiary education	5,936	10,309	29,907
Total in education and training	59,411	53,784	39,738
Employed	766	3,926	14,960
Not in Education Employment or Training (NEET)	1,196	4,306	9,528
Resident population (excl. long term study permits)	61,373	62,016	64,226

Notes:

This NEET is calculated by multiplying the number of individuals not in education or training by the proportion of "not studying" who are unemployed.

This is not the Government's official measure of NEET. It is an analysis based on census data provided by education services

Employment and study status are sourced from the Household Labour Force Survey (HLFS).

STAR = Secondary Tertiary Alignment Resource

Non-enrolled learners

The Ministry of Education is responsible for upholding the Education Act 1989, which states that attendance at school is compulsory for New Zealand citizens and residents from age 6 until they turn 16. Māori learners are more likely than any other ethnic group to become non-enrolled.

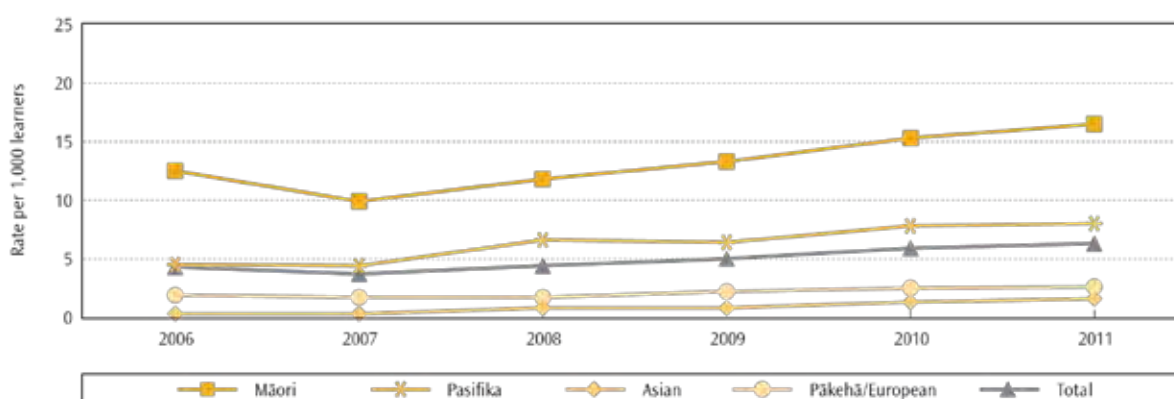
When a learner of compulsory school age has left a school and has not enrolled in another school within 20 consecutive school days, the school is required to notify the Ministry via the school student enrolment register (ENROL). The Ministry, along with an external contracted provider, then works to locate these learners and, where necessary, assist their return to education. Staff work alongside learners, their families, schools and other agencies to discuss and facilitate a return to education.

The non-enrolled incidents reported here include only those where the Ministry helped to re-enrol the learner at school, enrol the learner in alternative education, or get an early leaving exemption.

In 2011, there were 3,686 cases of non-enrolment investigated and closed by the Ministry. These cases related to 3,527 learners, with 155 learners having two episodes and two learners having three episodes. Of the 3,686 cases, 3,017 were resolved with learners returning to school, 514 by enrolling learners at an alternative education centre and 155 by granting learners an early leaving exemption.

The length of time it took to re-engage learners in education varied greatly. In 2011, 797 cases took less than 20 days, 1,077 cases took 20 to 39 days and 751 cases took 40 to 59 days. The remaining 1,061 took at least 60 days.

Figure 18: Age-standardised non-enrolment rates per 1,000 learners, by ethnic group, 2006–2011



Ethnic group differences²⁶

The age-standardised non-enrolment rate was the highest for Māori learners (16.5 non-enrolments per 1,000 learners). The age-standardised rate for Pasifika learners (8.0 per 1,000 learners) was lower than for Māori learners but higher than for Pākehā/European learners (2.6 per 1,000 learners). The age-standardised rate for Asian learners was 1.6 non-enrolments per 1,000 learners.

Gender differences

There was a slight difference between males and females. The age-standardised rates were 6.0 and 6.6 non-enrolments per 1,000 learners among females and males, respectively.

Socio-economic differences

Schools in the lowest quintile (deciles 1 and 2) draw their learners from communities with the highest degree of socio-economic disadvantage. In 2011, learners in quintile 1 schools were over 12 times more likely to be

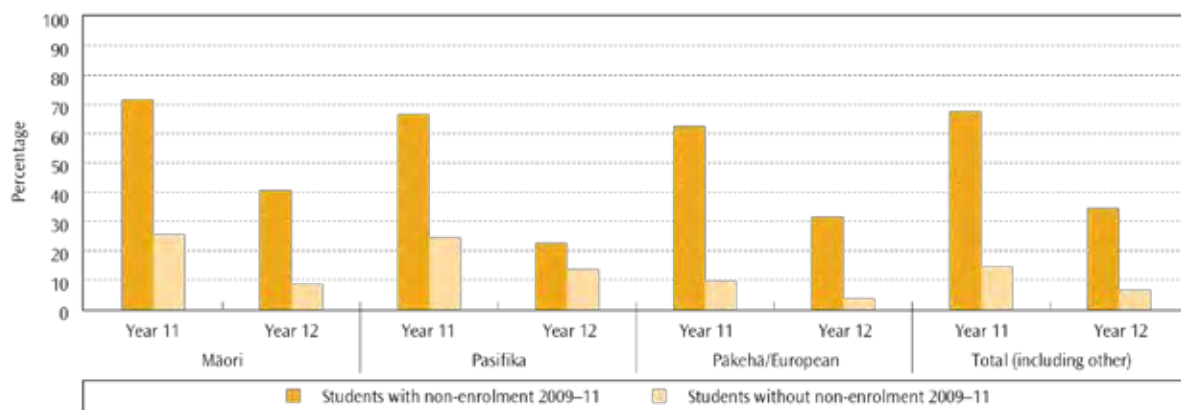
26 Ethnic differences analysis for non-enrolled students uses prioritised ethnicity.

reported non-enrolled than learners from quintile 5 schools. In 2011, 65% of non-enrolment notifications were from schools of quintile 1 or 2.

Achievement

Provisional²⁷ 2011 achievement results show that Year 11 and Year 12 learners with a non-enrolment notification between 2009 and 2011 were much less likely to meet the NCEA Level 1 literacy and numeracy requirements. Of the 896 Year 11 learners with a non-enrolment history whose achievement data were available, 68% did not meet the NCEA Level 1 literacy and numeracy requirements compared to 15% of Year 11 learners who maintained school presence during that period. A similar gap in performance is found in the Year 12 learners.

Figure 19: Percentage of Year 11 and Year 12 learners who did not meet NCEA Level 1 literacy and numeracy requirements, 2009–2011



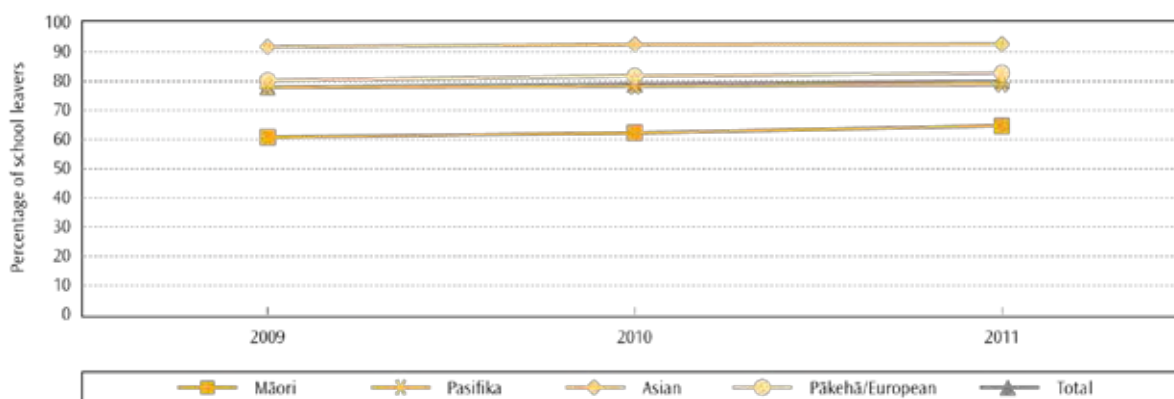
27 Achievement data were provisional as at 11 September 2012, when the report was produced.

Retention of learners in secondary schooling to 17 years

The new method of electronic student roll collection that has enabled improved collection of school leaver data has also allowed for an improved method of calculating retention. Trend data from this method are available from 2009. School leavers previously not identified are included, and ethnic group analysis can take account of all the ethnic groups to which a learner belongs (total response ethnicity collection).

In 2009, 78.0% of learners stayed at school to their 17th birthday. In 2011 this rate had improved very slightly to 80.0%. There has been little change in the past three years.

Figure 20: Retention rate: percentage of school leavers aged 17 or above, 2009–2011



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 where each individual was counted once only.

Ethnic group differences

Although the retention rate for Māori increased the most out of any ethnic group from 2009 to 2011 (a 6.4% increase), many Māori learners become disengaged with schooling quite early (see 'Early leaving exemptions' below). In many cases this is strongly linked to poor relationships with teachers and low achievement. In 2011, Māori learners had the lowest estimated proportion of learners remaining at school to age 17, at 64.7%. This compares with a retention rate of 78.9% for Pasifika learners and 82.8% for Pākehā/European learners.

Gender differences

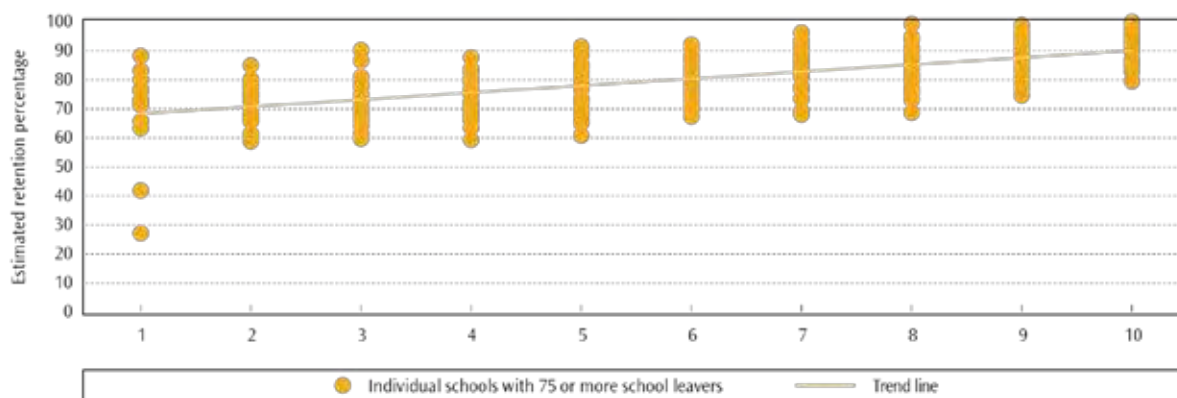
In 2011, girls were once again more likely to stay at school until 17 than boys (83.0% compared to 77.1%). This difference has changed little over the last three years.

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 learners from communities with the lowest degree of socio-economic disadvantage. Learners from these schools are 1.3 times more likely to remain at school until the age of 17 than learners from the lowest quintile (deciles 1 and 2).



Figure 21: Percentage of learners who were retained at school to the age of 17, by school decile, 2011

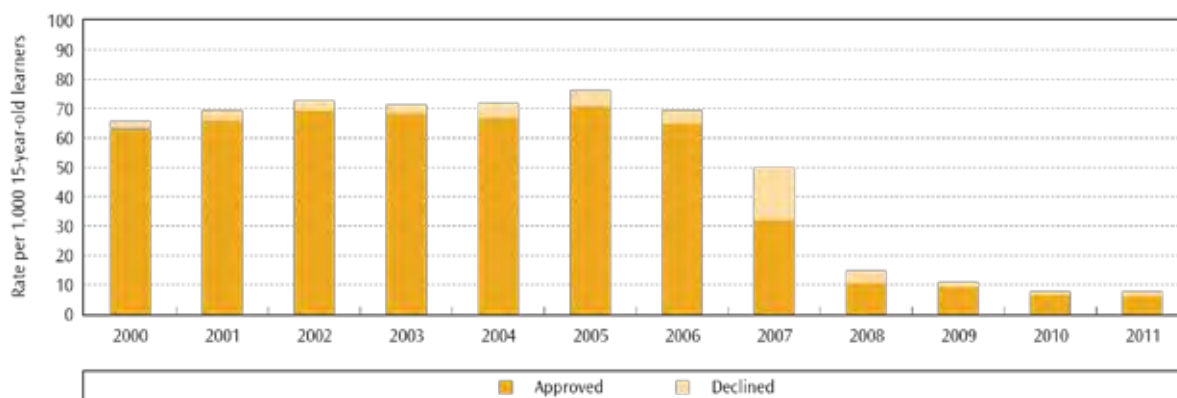


Early leaving exemptions

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

There were 388 early leavers in 2011. This is a sharp drop from nearly 4,000 early leavers in 2006. Prior to 2007 the number of applications for early leaving exemptions was high, at around 70 applications per 1,000 15-year-old learners.

Figure 22: Early leaving exemption application approval and decline rates, 2000–2011



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, and thereby the associated social and economic disadvantages that face those learners who leave school early. The process involved:

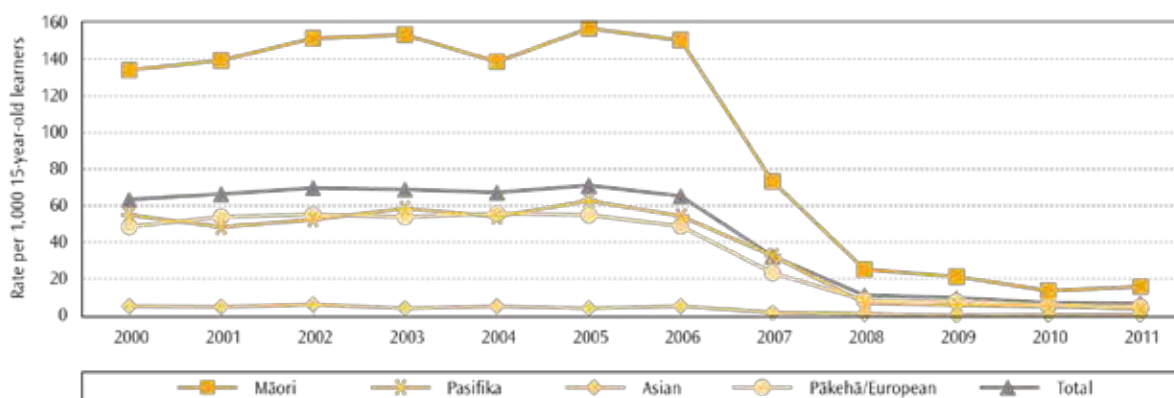
- imposing a stricter interpretation of the early leaving legislative criteria, which set a very high threshold for early leaving eligibility
- ensuring direct contact between parents and Ministry staff at the first stage in the early leaving process, to actively discourage early leaving and to support parents to find ways of keeping their children engaged in learning
- promoting alternatives to early leaving, such as a combination of school- and work-based learning.

These approaches have been successful. Between 2006 and 2011 the early leaving exemption rate dropped by 89.8% from 65.3 to 6.6 early leavers per 1,000 15-year-old learners.

Ethnic group differences²⁸

The decline in rates of early leaving exemptions between 2006 and 2011 was similar for all ethnic groups: 89.6% for Māori, 93.3% for Pasifika, 90.1% for Pākehā/European and 93% for Asian learners. Māori learners have higher rates of early leaving exemptions compared with learners from other ethnic groups. In 2011 the early leaving exemption rate for Māori learners (15.7 per 1,000 15-year-old learners) was three times higher than the rate for Pākehā/European (4.8 per 1,000 15-year-old learners). The Pasifika rate was 3.6 early leavers per 1,000 15-year-old learners.

Figure 23: Early leaver exemption rates per 1,000, by ethnicity, 2000–2011



Gender differences

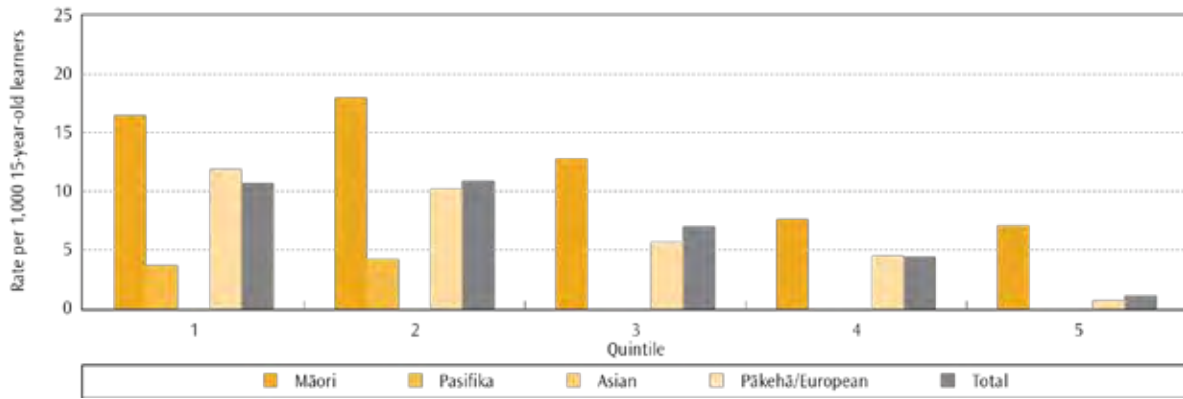
In 2011, 74% of all early leavers were male. The female rate was 3.6 per 1,000 15-year-old learners, while the male rate was more than twice as high (9.5 per 1,000 15-year-old learners).

Socio-economic differences

There is a clear correlation between the socio-economic mix of the school that learners attend and early leaving exemption rates. Schools in the lowest quintile (deciles 1 and 2) draw their learners from communities with the highest degree of socio-economic disadvantage. In 2011 the early leaving exemption rate for learners from these schools was nearly nine times higher than the rate for learners in the highest quintile (ie, deciles 9 and 10): 10.8 per 1,000 15-year-old learners in quintile 1, compared to 1.2 per 1,000 learners in quintile 5 schools. Quintile 2 had a rate comparable to quintile 1 (11 per 1000 15-year-olds), with quintile 3 (7.1 per 1000) and quintile 4 (4.5 per 1000) dropping as socio-economic advantage increased towards quintile 5.

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

Figure 24: Early leaving exemption rates, by ethnic group and school quintile, 2011



Where to find out more

Visit: www.educationcounts.govt.nz

- Indicators
- Student engagement/participation
- Schooling
- Early leaving exemptions
- Non-enrolled students
- Retention of students in senior secondary schools

Positive Behaviour for Learning

Positive Behaviour for Learning (PB4L) provides programmes and initiatives for children, parents, teachers, early childhood centres and schools to promote positive behaviour in children and young people. Improving learner behaviour in their home and school/centre environments will lead to improved learner engagement and achievement.

PB4L School-Wide

The framework

PB4L School-Wide is a three- to five-year approach that helps schools to create a culture in which positive behaviour and learning thrive. School leadership teams work alongside School-Wide facilitators from the Ministry of Education as they implement the internationally researched School-Wide framework.

Learners 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 learners as the problem, and towards changing the environment around them to support positive behaviour.

The focus is on:

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

The statistics

By 30 June 2015 PB4L School-Wide will be rolled out to 450 schools. In addition, through the Mental Health initiative, the Government has agreed to boost PB4L School-Wide and make it available to all secondary schools over the next four years. This would bring the total number of schools participating in PB4L School-Wide to 628 by 30 June 2016. As at 31 December 2011, 199 schools were participating in School-Wide.

PB4L Incredible Years Teacher

The programme

The Incredible Years Teacher programme provides teachers with approaches to help turn disruptive classroom behaviour around and create a more positive learning environment for learners. The programme is for teachers of children aged three to eight years.

Teachers from a school or early childhood education centre meet with colleagues from other schools or centres once a month over six months to share experiences, revisit common practices and practise ways of managing behaviour more effectively. Between sessions teachers have a chance to apply new approaches and be observed by and receive feedback from their facilitators.

The teacher programme covers:

- building positive relationships with learners
- proactively preventing behaviour problems
- using attention, encouragement and praise to turn behaviour around

- motivating learners by giving them incentives
- helping learners to learn social skills, empathy and problem solving.

The statistics

A total of 1,440 teachers participated in this professional development programme in the 2010/11 year, which is on track to achieve the 2011/12 target of 2,120 participants. A third of participants are early childhood teachers.

PB4L Incredible Years Parent

The programme

Incredible Years Parent is a 14–18-session programme for parents of children aged three to nine to help turn behaviour around and create an enjoyable and harmonious family life. Parents come together each week and develop approaches to use at home for problem behaviours such as aggressiveness and ongoing tantrums, and acting-out behaviour such as swearing, whining, yelling, hitting and kicking, answering back, and refusing to follow rules.

The programme coaches parents in ways 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 the 2010/11 year 1,827 parents/caregivers participated in the programme, on track to achieve the 2011/12 target of 3,646 participants.

Attendance at school

The Education Act 1989, the Attendance Regulations 1951 and the National Administration Guidelines require that children between the age of 6 and 16 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.

All students must be present at school so that they can participate and engage in learning (Ministry of Education, 2011a). Over time, patterns of non-attendance can limit a learner's educational success, and regular absence significantly lessens a learner's chance of gaining worthwhile qualifications (National Audit Office, 2005). Irregular attendance may also be an early indicator of problems with learner motivation or teaching effectiveness (Ministry of Education, 2011a).

Many schools are now using electronic attendance registers (eARs) as part of their student management systems to help them record attendance. By the end of 2011, 1,519 schools were approved to use eARs. This has increased by 187 schools since the end of 2010 (when 1,332 schools were approved to use eARs).

The use of the Early Notification text messaging system, which provides parents with real-time information on their children's attendance and achievement, increased from 121 schools in June 2010 to 421 by the end of 2011.

National absence rates

The most recent survey of attendance was undertaken in Term 2, 2011 (Ryan & Loader, 2012). All state and state-integrated schools were invited to participate, with attendance data being received from 2,180 schools (a response rate of 88%). National absence rates were estimated based on one week of Term 2, 13–17 June.²⁹

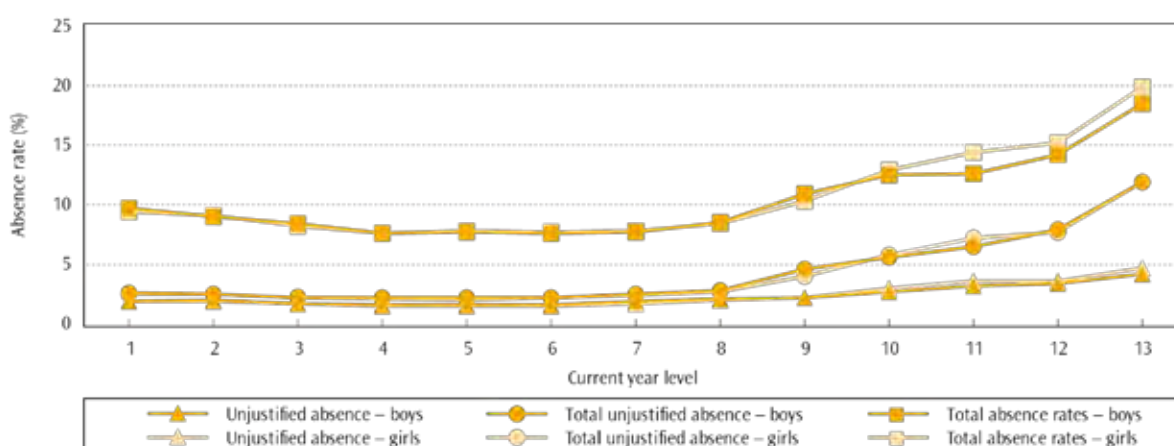
In 2011 the estimated national absence rate was 10.2% (compared to 11.6% in 2009). The total unjustified absence rate was 4% (compared to 4.2% in 2009).

The rate of frequent truants was also estimated. A learner was classified as a frequent truant if they had three or more unjustified absences during the survey week. The national rate of frequent truants was 1.0%. This means that in 2011 1.0% of all learners were unjustifiably absent from school at least three times during the survey week.

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 learners in Years 1–8 was low, at approximately 2.3% for both genders in all year levels. In Years 9–13, however, the total unjustified absence rates increased from 4% in Year 9 to 11.9% in Year 13 for females, and from 4.6% to 11.9% for males. These findings are similar to the absence rates in previous years; however, the total unjustified absence rate for Year 13 females and males has decreased since 2009 (by 13.9% and 13.7%, respectively).

Figure 25: Absence rates, by gender and current year level



The Youth'07 survey (Youth'07, 2008) on student opinion found that the rate of student self-reported truancy increased rapidly with age, from 16.3% for learners aged 13 or less to 34.2% for those aged 17 years and above.

Ethnic group differences³⁰

Māori and Pasifika learners have higher absence rates than Pākehā/European and Asian learners. In 2011 total unjustified absence rates were 6.5% for Māori learners and 5.5% for Pasifika learners (compared with 6.5% and 6.6%, respectively, in 2009). The total unjustified absence rates for Pākehā/European learners (2.9%) and Asian learners (2.5%) were also similar to 2009.

²⁹ Please note that due to the earthquake in Christchurch on 13 June, data for Christchurch were analysed for the week of 30 May to 3 June 2011, or 20–24 June 2011, depending on which version of the survey they completed (eAR or paper).

³⁰ Ethnic differences analysis of absence rates uses prioritised ethnicity.

Frequent truants

Improving attendance in Years 9–10 plays an important part in ensuring ongoing engagement in learning and achievement. One of the targets of Ka Hikitia (Ministry of Education, 2008a) is to reduce the frequent truant rate of Māori learners in Years 9–10. In March 2011, a mid-term review was conducted, and the target was revised to decrease the frequent truant rate of Year 9 and 10 Māori learners from 2.8% in 2009 to 2% by 2015. The frequent truant rate for Year 9 and 10 Māori learners in 2011 was 2.3%, which is on track to meet this target.

The 2011 frequent truant rate for Year 9 and 10 Pasifika learners has also decreased since 2006, from 3.1% to 1.3% in 2011.

Although the rate of frequent truants has decreased, the rates for Māori and Pasifika learners are still higher than the rates for non-Māori and non-Pasifika learners (0.7% and 1%, respectively).

Socio-economic differences

Low-decile schools draw their learners from communities with the fewest socio-economic resources. In 2011 justified absences were similar across all deciles (at approximately 6%). However, decile 1 and 2 schools had a total unjustified absence rate of 6.3% and 6.8%, respectively, compared to 2.1% in decile 9 schools and 2.0% in decile 10 schools.

Where to find out more



Visit: www.educationcounts.govt.nz 

Publications Series Attendance and absence in New Zealand schools

Stand-downs and suspensions from school³¹

Stand-downs and suspensions affect a learner's opportunity to learn and interrupt the continuity of learning. Suspensions may lead to learners:

- 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.

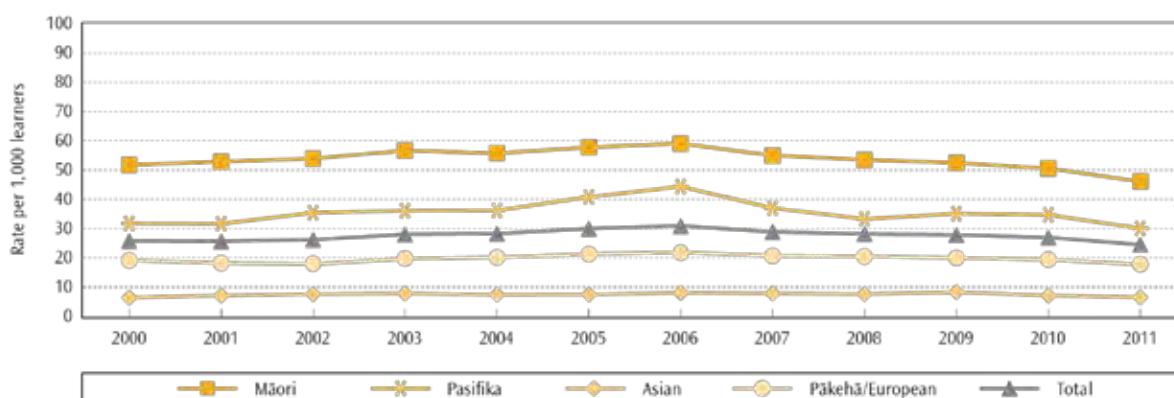
Stand-downs from school

The age-standardised stand-down rate increased from 25.8 learners per 1,000 in 2000 to 30.9 learners per 1,000 in 2006, but has decreased by 20.7% since then to 24.5 learners per 1,000 in 2011. There were 17,553 stand-down cases in 2011, which were received by 13,723 different learners. This equates to 1.8% of the learner population receiving stand-downs; 79.1% of stand-downs were single instances. In 2011, 72.3% of stand-downs took place in secondary schools. Only 7.4% of secondary schools did not use stand-downs, compared to 59.4% of primary schools.

Ethnic group differences³²

Schools are standing down more Māori learners than learners from any other ethnic group. In 2011 the age-standardised stand-down rate for Māori learners (46.1 learners per 1,000) was 1.5 times higher than for Pasifika learners (30.1 per 1,000) and 2.6 times higher for Pākehā/European learners (17.8 per 1,000). The stand-down rate for Asian learners is the lowest of all ethnic groups.

Figure 26: Age-standardised stand-down rates, by ethnic group, 2000–2011



Gender differences

Males consistently receive stand-downs far more frequently than females. In 2011 the age-standardised stand-down rate for males was 2.4 times higher than the female rate.

31 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 automatically return to school following a stand-down.

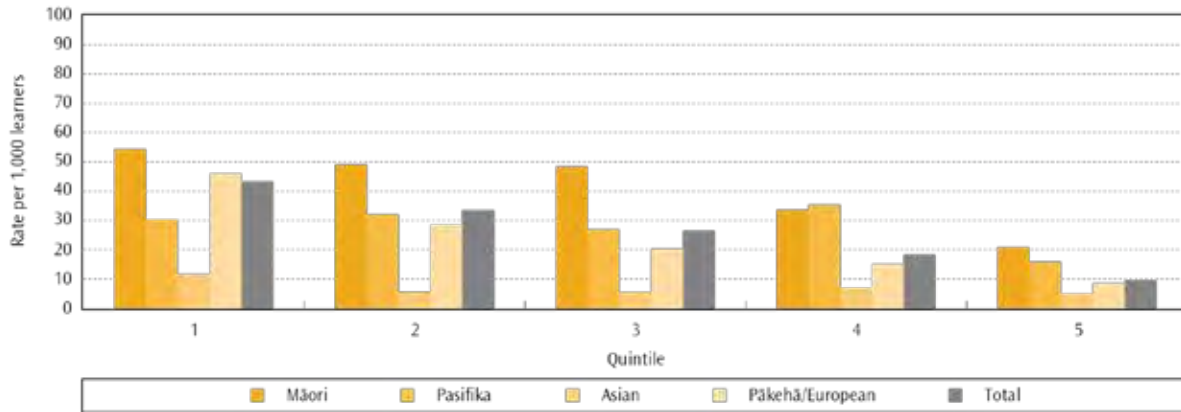
For very serious breaches of school rules, a principal may suspend a student from attending school until the school Board of Trustees decides on the consequence for the student. The Board may decide to lift the suspension with or without conditions, to extend the suspension or, in the most serious cases,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

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

Age differences

The majority of stand-downs occurred for learners aged 13 to 15, accounting for 61.9% of all stand-downs. The peak was age 14 years, which had a rate of 75.8 learners stood-down per 1,000. This substantial variation is why analysis is undertaken using age-standardised rates.

Figure 27: Age-standardised stand-down rates, by ethnic group and school quintile, 2011



Socio-economic differences

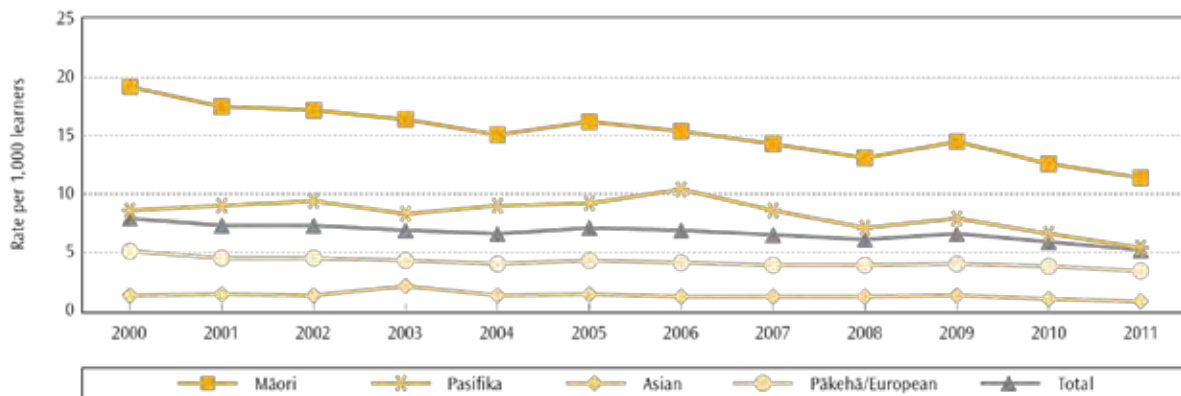
Learners in schools in the lowest quintile (deciles 1 and 2) are 4.4 times more likely to be stood-down from school than learners in the highest quintile (deciles 9 and 10). Age-standardised stand-down rates are highest for Māori and Pasifika learners in each quintile, with the exception of quintile 1 schools, where the Pākehā/European rate is higher than that of Pasifika learners.

Suspensions from school

The incidence of suspensions has decreased by 33% over the last 12 years, from an age-standardised rate of 7.9 learners per 1,000 in 2000 to 5.2 learners per 1,000 in 2011. This is the lowest suspension rate in the 12 years of recorded data. There were 3,748 suspension cases in 2011, which were received by 3,449 different learners. This equates to 0.5% of the learner population receiving suspensions; 91.9% of learners were suspended only once in 2011.

In 2011, 75.6% of all state and state-integrated schools did not use suspensions as a part of a behaviour management programme. When looking at just secondary schools (the peak age for suspensions), 13.9% of all secondary schools did not use suspensions.

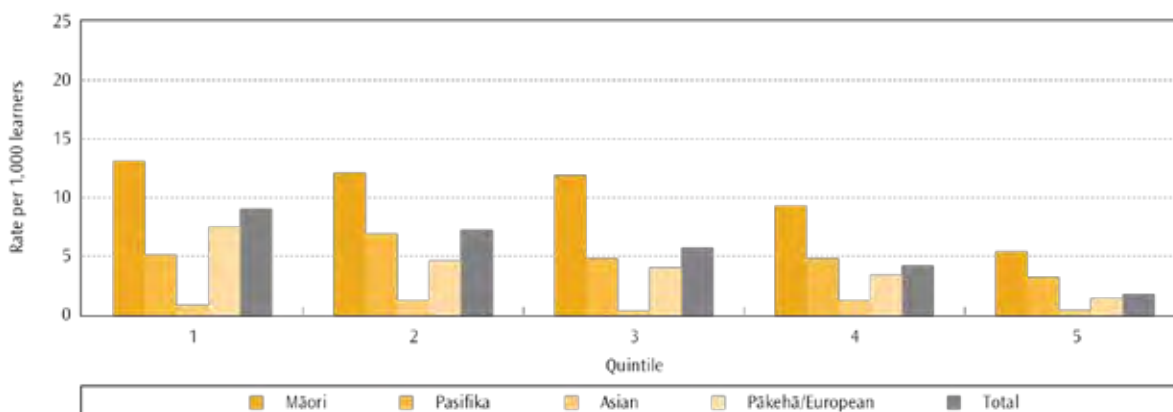
Figure 28: Age-standardised suspension rates, by ethnic group, 2000–2011



Ethnic group differences

Schools are suspending more Māori learners than learners from any other ethnic group. In 2011 the age-standardised suspension rate for Māori learners (11.4 per 1,000) was over twice as high as Pasifika learners (5.4 per 1,000) and 3.4 times higher than for Pākehā/European learners (3.4 per 1,000).

Figure 29: Age-standardised suspension rates, by ethnic group and school quintile, 2011



Gender differences

Males receive suspensions far more frequently than females. In 2011 the male age-standardised suspension rate was 2.7 times that of females. This pattern is similar to the relationship seen for stand-downs.

Age differences

The majority of suspensions were imposed for learners aged 13 to 15, accounting for 67.6% of all suspensions. The peak age was 15 years, which had a suspension rate of 18.3 learners per 1,000 in 2011.

Socio-economic differences

Learners from schools in quintile 1 (deciles 1 and 2) are five times more likely to be suspended from school than learners in the highest quintile (deciles 9 and 10). When considering age-standardised suspension rates by quintile, the general pattern for the different ethnic groups largely remains. Age-standardised suspension rates are highest for Māori and Pasifika in each quintile, except in quintile 1 schools, where the Pākehā/European rate is higher than that of Pasifika learners. This is similar to the situation for stand-downs.

Where to find out more

Visit: www.educationcounts.govt.nz

Indicators

Student engagement/participation

Schooling

Stand-downs, suspensions, exclusions and expulsions from schools

Chapter 6: Quality teaching and education providers

Quality teaching is central to schools achieving educational success for all. Quality teaching results from a combination of the effectiveness of study for teaching qualifications, the school culture around effective teaching and learner achievement, inquiry and ongoing learning, and in-service professional learning and development (PLD).

Teachers

The ratio of teachers to learners in state schools has grown since 2000. The number of full-time teacher equivalents (FTEs) increased by 5% between 2006 and 2011. Teachers' influence on learners' learning success is moderated by a number of factors, such as learners' 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).

Number of teachers

Funding for teacher places in state and state-integrated schools is largely determined by the number of learners and the year level of those learners. In 2011 there were 47,512 FTEs in state and state-integrated schools. Just over half of these positions (52%; 24,853) were in primary schools, 40% (18,970) in secondary schools, with 6% (2,650) in composite schools and 2% (1,038) in special schools. Since 2006 the growth in secondary schools (3%; from 18,471 to 18,970) has been lower than in primary (5%; from 23,738 to 24,853) and composite schools (18%; 2,253 to 2,650).

The majority of the teaching workforce are women. In 2011, 71% (33,784 of 47,512) 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% (20,316 of 24,853), and in secondary schools the percentage of female teachers has grown since 2006 from 56% to 57% (10,833 of 18,970).

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.³³ Of the 42,209 permanent teachers in May 2010 in state and state-integrated schools, 3,879 were not teaching in May 2011, giving a loss rate of 9%.

Table 13: Teacher loss rates, by school type, May 2006/07 to May 2010/11

	Primary (%)	Secondary (%)	Total (%)
2006/07	10.5	9.9	10.1
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

Notes:

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

³³ A new, more inclusive methodology is currently being developed to provide a better indicator of teacher loss. One flaw of the current methodology is that teachers who are still in the profession, but, for whatever reason, were not teaching during a traditional May snapshot, are considered a loss from the previous year, when they could start again in June. The new methodology will address this and other issues.



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, or need, for more experienced teachers. The first few years of teaching are critical to developing newly qualified teachers into effective teachers and to retaining them in the teaching profession. Assistance for new teachers, including, in particular, mentoring programmes, has a positive impact on teachers and their retention (Ingersoll & Kralik, 2004).

At the start of the 2011 school year, 1,766 first-year beginning teachers were in state and state-integrated schools. Following a general pattern of decline since 2006, this is a slight increase on 2010 (Lee, 2011b). This could be associated with the increase in teacher loss seen in 2011.

Professional learning and development

Quality teaching has a significant influence on a range of learner outcomes (Hattie, 2009). High-quality teaching is dependent on good initial training and ongoing in-service professional development. Internationally, teacher professional learning and development (PLD) is considered to be a key area of investment and a lever for improvement. The teacher PLD best evidence synthesis (Timperley, Wilson, Barrar, & Fung, 2007) identified the following as requirements for successful PLD:

- providing sufficient time for extended opportunities to learn, and using the time effectively
- involving experts who are not part of the school
- engaging teachers in the learning process whether or not they volunteered for professional development
- challenging teaching practices that are not as effective as they need to be
- providing opportunities for teachers to be part of a community of professionals
- ensuring the content of the professional development is consistent with wider policy trends
- school-based initiatives, with school leaders actively leading the professional learning opportunities.

Leadership practices are also key points of influence for improving the quality of teaching and outcomes for learners. The most important leadership practices are promoting and participating with teachers in PLD (Robinson et al., 2009).

It is important that schools have the kind of PLD in place that:

- accelerates learner achievement with an urgent focus on Māori, Pasifika and learners with special education needs
- is flexible and responsive to the diverse identity, language and culture needs of learners
- is based on evidence of learner needs within a school or kura
- has clear and measurable outcomes for learners
- is based on The New Zealand Curriculum and Te Marautanga o Aotearoa
- builds sustainable school-wide inquiry and practice within schools in collaboration with school leadership, parents, whānau, iwi and communities
- increasingly considers the role of ICT in PLD delivery and learner outcomes.

Schools have to manage PLD effectively for it to be successful. This includes deciding on priority learning areas, selecting appropriate PLD, and supporting change. Ka Hikitia has several goals that focus on improving the effectiveness of teaching and school leadership, primarily through PLD. These are to:

- improve the teaching and learning of literacy and numeracy for Māori learners in their first years of school
- increase the effectiveness of teaching and learning for Māori learners in Years 9–10
- increase effective teaching and learning of, and through, te reo Māori
- support professional leaders to take responsibility for Māori learners' presence, engagement and achievement.

Almost all Ministry-funded professional development programmes must focus and report on their effectiveness and outcomes for Māori learners. Following are some of the key programmes.

Te Kotahitanga

Te Kotahitanga is an evidence-based professional development programme that has an explicit focus on raising Māori achievement. There were 36 Te Kotahitanga schools in 2011.

The purpose of Te Kotahitanga is to improve classroom and school practices in order to build culturally responsive contexts for learning across all areas of the curriculum. Evaluation suggests that Te Kotahitanga has been successful in improving the learning environment for Māori learners (Meyer et al., 2010). The Human Rights Commission (2012) considers Te Kotahitanga to be a programme that shows promise, not only in terms of increasing achievement for Māori, but also in addressing some of the underlying ethnic inequalities that harm Māori learner achievement.

Te Kauhua

Te Kauhua is anchored in the understanding that when schools collaborate authentically with whānau, hapū and iwi, they can improve educational outcomes for their Māori learners. Through a true partnership with whānau, hapū and iwi, schools can develop and build an understanding of culturally responsive school and classroom practice.

Te Kauhua was redesigned in 2010, and three schools participated in the new phase (Phase 4) in 2011. Phase 4 draws on the history of Te Kauhua and further recognises the centrality of identity, language and culture to Māori learner success.

Ako Panuku

Ako Panuku is a professional development programme that responds to Māori secondary teacher workload. It was developed in response to the 1999 Ministerial Review, which found that Māori teachers in secondary schools often undertake additional formal and informal responsibilities beyond their immediate teaching work. These responsibilities include the support of Māori learners generally, along with assistance in the cultural life of the department, school and school community. Ako Panuku courses help teachers to improve their classroom practice, increase their Māori language proficiency and improve their working knowledge of new curricula in a collegial and enjoyable environment.

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 2011 there were 1,214 teachers registered with Ako Panuku.



Whakapiki i te Reo

In 2011 the Whakapiki i te Reo Teachers Professional Development Programme was being implemented as a kura-based programme to build kura capability and sustainability in the Māori medium schooling network. It is aimed at providing te reo Māori professional development to kaiako (teachers) primarily in designated Level 1 and Level 2 programmes. Research based on 2009/10 data suggests that the Whakapiki programme had a positive impact for the kura involved, increasing reo Māori proficiency for both kaiako and learners (Matamua, 2012).

The Pasifika School Community Parent Liaison project

The Pasifika Education Plan 2009–2012 has a key goal to increase the quality of teaching and school leadership by increasing responsiveness to Pasifika learners and their families.

The Pasifika School Community Parent Liaison project is designed to improve learning outcomes for Pasifika learners by:

- promoting evidence-based quality teaching for Pasifika learners
- improving school and teacher liaison with Pasifika parents and communities
- ensuring that a target is included in each school's charter relating to improved Pasifika learner learning outcomes (along with the resources committed to this), and that a comment on progress towards the targeted outcomes is part of each school's annual report.

There were five clusters of schools involved in 2011, all in the Auckland region. The clusters include four secondary schools, four intermediate schools and thirteen primary schools. Clusters are supported through a funding agreement with the Ministry for a maximum period of three years. The schools in each cluster focus on achieving the overall project goals above, but each determines how these will be achieved. Clusters are required to employ a Pasifika liaison advisor to facilitate engagement with Pasifika learners and their families and communities.

School leadership

School leadership is one of the most frequently identified indicators of school effectiveness and learner achievement. It includes the work done by principals, senior managers, middle managers, teacher leaders and school trustees.

The educational leadership Best Evidence Synthesis focused on leadership and practice that contribute to improved outcomes for learners across English and Māori medium schools (Robinson et al., 2009). The analysis showed that the impact of pedagogical leadership that focuses on establishing clear educational goals, planning the curriculum and evaluating teachers and teaching was nearly four times greater than the impact of leadership that emphasises vision and inspiration (transformational leadership). Generic leadership and business skills are important, but not sufficient to ensure positive learning outcomes for learners.

Supply and retention

A recent New Zealand Council for Educational Research (NZCER) report on principal vacancies and appointments in 2008 and 2009 found that most schools with vacancies could shortlist four or five applicants (Wylie, 2010). Preliminary 2009 survey data showed a median of nine applicants per school, ranging from 1 to 30. NZCER's national survey data also indicated that principals have been staying longer in their positions. Only 12% of the principals responding to a 2003 survey said their current school had had only one principal in the last 10 years: this had risen to 28% by 2009.

Readiness to implement the National Standards within The New Zealand Curriculum

In 2012 ERO examined the steps being taken by school leaders towards using the National Standards within The New Zealand Curriculum (ERO, 2012e). Effective professional leadership is an essential part of schools working well with the standards. The achievement information gathered as part of fulfilling National Standards requirements can be used by these leaders to guide decision-making within schools, and to ascertain which teaching strategies prove effective for their schools.

Effective leadership ensures that:

- trustees are provided with appropriate information to set realistic targets and make resourcing decisions
- teacher confidence in making/moderating OTJs is developed
- teachers are aware of school targets for specific learner groups, and are able to respond accordingly
- teachers know, or are provided with clear guidance on, how to use data to inform teaching and how to involve learners in goal setting and assessment processes
- teachers create and manage partnerships with parents, families and whānau, keeping them informed about, and involved with, how their children are progressing against the standards.

ERO found that leaders from 31% of the schools sampled were working well with the National Standards, 50% were developing processes to work with all the requirements of the standards, and 19% were not working with all the requirements of the standards.

In the schools where leaders are working well with the standards, it was primarily because they had taken part in targeted PLD, which developed a greater understanding of the National Standards. They could then use this knowledge to help teacher development and provide information and guidance to the wider school community on the standards.

Professional leadership development

Leadership practices within schools are key points of influence for improving the quality of teaching and outcomes for learners. The most important leadership practices are promoting and participating with teachers in PLD (Robinson et al., 2009). Effective PLD management depends on the quality of the principal's leadership and management of the school's PLD programme. ERO found that good management of PLD is not necessarily related to a school's decile, location or available funding for PLD. PLD was not managed well in 22% of primary schools and in 43% of secondary schools (ERO, 2009).

The Ministry's leadership strategy targets Māori medium leadership, first-time principals, aspiring principals, and middle and senior leaders. Leaders are supported through a range of national programmes and smart tools. The following are national programmes aimed at each of these groups.

- 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. In 2011, 119 new principals started the 18-month programme. Management support is provided for all first time principals.
- He Kākano builds 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 learners and whānau. It was delivered to 86 secondary and area schools across the country during 2011.
- The National Aspiring Principals Programme (NAPP) prepares middle and senior leaders for principalship, with the aim of building a quality pool of applicants for school leadership. In 2011, 221 middle and senior leaders took part in the programme.

- Leadership and Assessment facilitators employed by the University of Auckland and the University of Waikato supported the middle and senior leaders of 179 schools across New Zealand in 2011 for in-depth PLD in reading, writing and mathematics, and a further 189 schools had flexible support.
- 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.
- The Secondary Literacy Project (SLP) 2009-2011 supported the development of strong literacy leadership and effective literacy teaching across the curriculum with the outcome of raising learner achievement in literacy in Years 9–10, particularly for underachieving Māori and Pasifika learners in the 60 participating schools. Achievement data for the 30 participating 2011 schools reflected shifts in learner achievement. Māori and Pasifika learners made progress at the same rate as NZ European and Other ethnicities, with Year 9 Māori and Pasifika learners, and Year 10 Māori learners in focus classes making significant gains.

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 and 2010. 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 learners' educational success.

If different groups in a community actively participate in the planning, development and delivery of educational services, those services are more likely to be appropriate and effective. Representation on Boards of Trustees is a way for parents and whānau to contribute to decision-making about the education of their children. It also gives parents an opportunity to share their expertise and build schools' understanding of the life context and specific requirements of different groups of children.

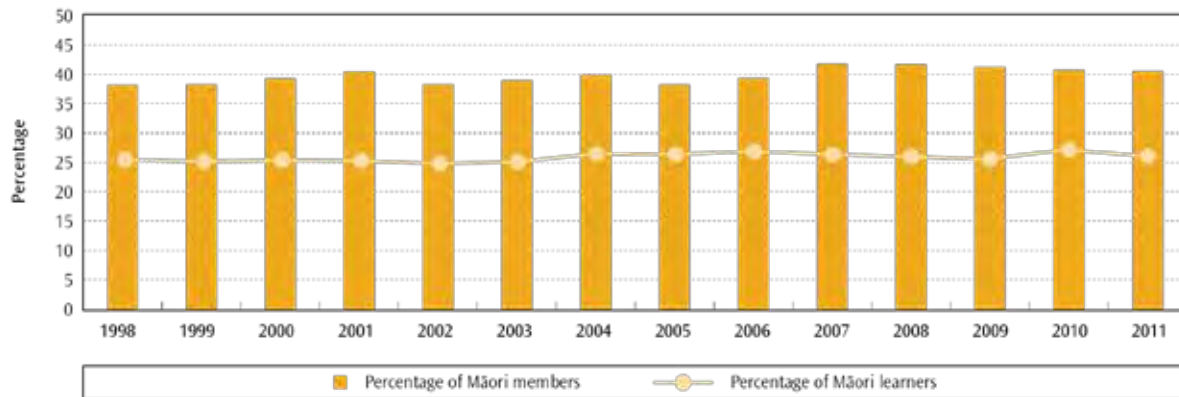
In December 2011 there were 1,876 schools with a sufficient number of Māori learners that, for the learners to be fairly represented, we would expect to have at least one Māori parent on the school Board of Trustees.³⁴ The proportion of these schools that had fair Māori representation increased from 32% in 1998 to 37% in 2011.

The number of Māori parent representatives in the remaining 1,190 schools (63%) does not reflect the number of Māori learners in these schools. However, demographics, such as family size, may contribute to this under-representation. Based on the Population Census 2006, for every school-aged Māori child (5–19 years old) there are 1.24 Māori adults aged 25 to 49. In comparison, there are 1.81 Pākehā/European adults for every Pākehā/European school-aged child.

34 This expectation is based both on the number of Māori students and the number of positions on the Board.



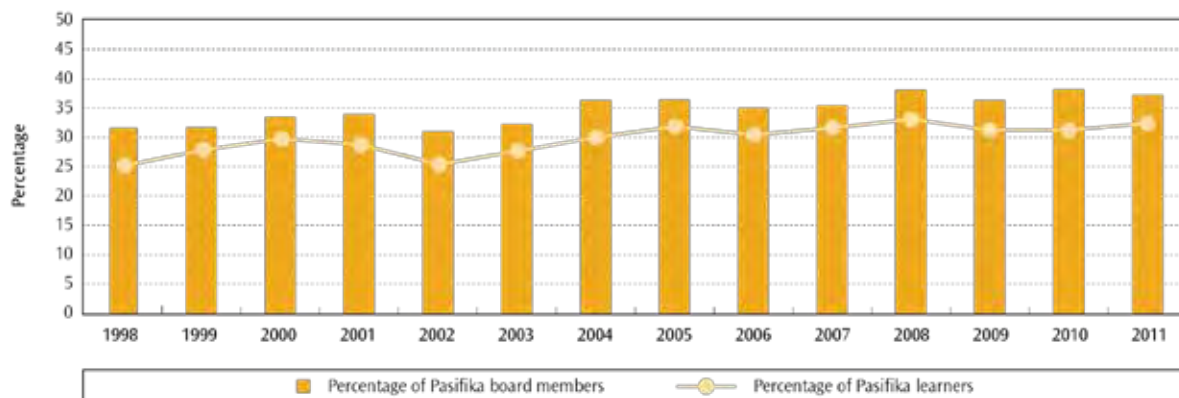
Figure 30: Proportion of schools with expected Māori representation versus proportion of Māori learners, 1998–2011



In 2011 there were 453 schools with a sufficient number of Pasifika learners such that we would expect these learners 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 learners and the number of positions on the Board.

The proportion of schools with the expected level of Pasifika representation increased from 26% in 1998 to 33% in 2011.³⁵ The number of Pasifika parent representatives in the remaining 304 schools (67%) does not reflect the number of Pasifika learners in these schools. As with Māori, demographics such as family size are a possible contributor to this under-representation. Based on the Population Census 2006, for every school-aged Pasifika child (5–19 years old) there are 1.17 Pasifika adults aged 25–49. In comparison, there are 1.81 Pākehā/European adults for every school-aged Pākehā/European child.

Figure 31: Proportion of schools with expected Pasifika representation versus proportion of Pasifika learners, 1998–2011



35 Using prioritised ethnicity data collection.

Appendix one

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 learners 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 learners. 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 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. Hingaia Peninsula School opened in 2012. A primary and a secondary school are currently being built at Hobsonville, using a Public Private Partnership (PPP) model. Hobsonville Point Primary School is expected to be operational from the beginning of 2013 and Hobsonville Point Secondary School from 2014. Planning is also underway for an additional primary school and junior high school at Ormiston. These are planned to open in 2014 and 2015, respectively.

Increased demand is also being managed through the use of enrolment schemes and the provision of additional classrooms. During 2011, 136 schemes were reviewed, 132 schemes were confirmed, three were amended and one was abandoned. Six new schemes were implemented. For the 2011 calendar year, roll-growth reports recommended that a total of 81 new roll-growth classrooms be provided to schools.

Central North Region

Residential development in Havelock North has slowed. Land for a new primary school has been purchased, but the establishment of a school has not gone ahead because it is not needed at this time. The Ministry will monitor population growth in the area through its regional planning processes to determine when the school will be needed. Enrolment schemes are effectively managing learner movement across the local schooling networks.

School rolls in the Hawke's Bay/East Coast area are not showing increasing trends demographically and this is expected to continue in the foreseeable future.

Two new schools that opened in Papamoa East at the start of 2011 (Papamoa College and Golden Sands Primary School) are now well embedded operationally. Both schools opened with an enrolment scheme to ensure their growth is managed. Additional accommodation will be added to the schools as their rolls grow.

The next focus area of growth in the Bay of Plenty is likely to be Pyes Pa (The Lakes), where the Ministry owns land for future schooling. Information to determine the potential need and timing for a new school is presently being gathered as part of the Ministry's regional network planning.

In Kawerau, the decisions regarding the merger of the primary schools and the establishment of a new Year 1–8 kura were implemented from the beginning of the 2012 school year. The reorganisation of intermediate – secondary schooling will be implemented in 2013.

The outcome of the Murupara Community Initiated Education Planning (CIEP) process has been decided. This will see Rangitahi College and Murupara Primary School close and a new Year 1–13 school open on the existing Murupara Primary School site.

Significant residential developments in the north-east of Hamilton are gathering momentum and have necessitated the development of a schooling strategy for the north-eastern districts. The strategy for this area is likely to see schooling provision in place to meet projected population growth between 2011 and 2031.

Central South Region

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

Across the region approximately 130 schools operated an enrolment scheme and the Ministry engaged with each Board in the annual review of their scheme. From these reviews, schemes were abandoned at four primary schools and six enrolment schemes were amended, including two schemes with major amendments where the home zone was changed through consultation. There were eight new enrolment schemes introduced at primary schools during 2011. Enrolment schemes have generally been effective in assisting schools to manage their rolls.

Maximum Roll Increases for state-integrated schools were approved for two schools in the region. As these school networks are under roll pressure, the approvals add a little extra capacity in the network.

Wellington City Council building assessments identified some earthquake-prone school buildings which required the Ministry to work with Boards to implement interim arrangements while longer-term property solutions were considered. The Ministry will continue to work with engineers from other councils as structural assessment work is undertaken across the region.

Southern Region

Enrolment patterns across Christchurch City and the neighbouring districts of Waimakariri and Selwyn continue to be disrupted as a result of the earthquakes in September 2010 and February 2011.

Following the opening of Clearview Primary School (Rolleston) and Remarkables Primary (Queenstown) in 2010, both schools continued to have roll growth. In 2011 planning was underway to construct Stage 2 of Clearview Primary School.

Six new enrolment schemes were implemented at schools during 2011 due to continued localised population growth within the region. Two schools abandoned enrolment schemes in 2011.

Underlying growth in some local catchments resulted in additional classrooms being provided at some primary schools. Enrolment schemes have helped schools to manage their rolls and make best use of the existing school property at neighbouring schools.

The Ministry has continued to work with city and district councils in the region to ensure future educational facilities are considered in the planning process.

Schools with enrolment schemes in place for part of or all of 2011

Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists
3700	Abbotsford School	23/08/2005	Yes	813	Boulcott School	30/06/2000	Yes
1680	Aberdeen School	20/12/1999	Yes	20	Bream Bay College	14/12/2007	Yes
1195	Adventure School	23/06/2008	No	2547	Bridge Pa School	29/06/2004	Yes
82	Aidanfield Christian School	8/09/2005	No	3183	Brightwater School	26/07/2010	No
6948	Albany Junior High School	30/10/2004	Yes	1236	Brookby School	30/11/1999	Yes
1202	Albany School	24/10/2000	Yes	2816	Brooklyn School (Wellington)	6/09/1999	Yes
563	Albany Senior High School	22/07/2008	Yes	3303	Broomfield School	16/11/2005	No
6929	Alfriston College	5/05/2003	Yes	1237	Browns Bay School	7/10/1999	Yes
1203	Alfriston School	30/09/1999	Yes	1239	Buckland School	29/10/1999	Yes
1681	Allandale School	10/11/2010	No	1240	Buckland Beach Intermediate	9/08/1999	Yes
3274	Allenton School	31/05/2002	No	1241	Buckland Beach Primary School	12/02/2010	Yes
3276	Amberley School	24/01/2007	No	319	Burnside High School	4/06/1999	Yes
96	Aorere College	4/09/2009	Yes	3306	Burwood School	5/11/1999	Yes
253	Aotea College	30/07/2001	Yes	1700	Cambridge East School	15/03/2005	Yes
2802	Arakura School	12/12/2005	No	142	Cambridge High School	23/05/2011	Yes
1208	Ardmore School	23/09/1999	Yes	1242	Campbells Bay School	6/10/1999	Yes
3930	Arrowtown School	7/01/2002	Yes	211	Campion College	17/07/2006	No
2543	Arthur Miller School	27/02/2004	Yes	3308	Carew Peel Forest School	25/01/2008	No
3284	Ashgrove School	24/01/2003	Yes	2345	Carlton School	7/08/2008	No
3285	Ashley School	7/03/2008	No	35	Carmel College	16/05/2007	Yes
53	Auckland Girls' Grammar School	25/08/1999	Yes	2821	Cashmere Avenue School	12/07/2004	Yes
54	Auckland Grammar	1/12/1999	Yes	340	Cashmere High School	27/05/1999	No
1211	Auckland Normal Intermediate	13/10/1999	Yes	3310	Cashmere Primary School	29/11/1999	Yes
2152	Auroa School	1/10/2008	No	2418	Central Normal School	18/12/2003	Yes
78	Avondale College	3/08/1999	Yes	1581	Chapel Downs School	24/11/1999	Yes
1212	Avondale Intermediate	31/10/2002	Yes	1244	Chelsea School	23/09/1999	Yes
1213	Avondale Primary School (Auckland)	28/09/1999	Yes	3314	Chisnallwood Intermediate	16/09/2005	No
3287	Avonhead School	22/10/1999	Yes	327	Christchurch Boys' High School	4/06/1999	Yes
324	Avonside Girls' High School	3/05/1999	Yes	328	Christchurch Girls' High School	27/05/1999	Yes
1691	Awakeri School	20/12/1999	Yes	3318	Christchurch South Intermediate	4/12/2008	No
2544	Awapuni School (Gisborne)	19/11/2004	No	1246	Churchill Park School	19/10/1999	Yes
3709	Balaclava School	19/03/2009	No	2824	Churton Park School	23/04/2001	Yes
3711	Balmacewen Intermediate	16/08/2010	No	3321	Clarkville School	22/11/1999	No
1219	Balmoral School (Auckland)	29/11/1999	Yes	1247	Clayton Park School	23/03/2001	Yes
3289	Banks Avenue School	26/05/2004	Yes	6980	Clearview Primary	27/08/2009	No
2112	Barton Rural School	31/08/2004	No	1248	Clendon Park School	29/06/2005	Yes
6960	Baverstock Oaks School	25/08/2004	Yes	1249	Clevedon School	6/11/2006	Yes
382	Bayfield High School	13/06/2003	No	2826	Clifton Terrace Model School	24/08/1999	Yes
1220	Bayfield School	7/09/1999	Yes	2549	Clive School	14/06/2004	Yes
3291	Beckenham School	22/10/1999	Yes	2827	Clyde Quay School	3/05/2005	Yes
3292	Belfast School	29/01/2008	No	3725	Clyde School	6/12/2007	Yes
2157	Bell Block School	21/12/2011	No	1252	Coatesville School	23/06/1999	Yes
1225	Belmont Intermediate	3/10/2011	Yes	3323	Cobham Intermediate	22/10/1999	Yes
2807	Belmont School (Lower Hutt)	12/06/2006	No	1253	Cockle Bay School	5/08/1999	Yes
1695	Berkley Normal Middle School	20/09/2007	Yes	2352	Coley Street School	7/09/2006	No
1697	Bethlehem School	13/12/2002	Yes	2353	College Street Normal School	17/08/2004	Yes
2810	Birchville School	25/07/2006	No	386	Columba College	19/07/2004	Yes
1231	Birkenhead School	23/09/1999	Yes	2354	Colyton School	14/05/2008	Yes
3295	Blaketown School	2/11/2007	No	1255	Conifer Grove School	19/10/1999	Yes
2546	Bledisloe School	14/11/2008	Yes	1256	Cornwall Park District School	25/11/1999	Yes
1232	Blockhouse Bay Intermediate	29/08/2008	Yes	3324	Cotswold School	22/11/1999	No
1233	Blockhouse Bay School	8/09/1999	Yes	357	Craighead Diocesan School	10/07/2006	No
1234	Bombay School	14/08/2002	Yes	3729	Cromwell Primary School	22/11/2002	Yes
1235	Botany Downs School	12/03/2004	Yes	3325	Cust School	31/03/2006	Yes
6930	Botany Downs Secondary College	20/12/2002	Yes	2553	Dannevirke South School	1/07/1999	No

Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists
346	Darfield High School	25/08/2006	Yes	1283	Glamorgan School	7/10/1999	Yes
3326	Darfield School	18/10/2006	Yes	1284	Glen Eden Intermediate	22/10/1999	Yes
1709	David Street School	7/07/2003	No	1285	Glen Eden School	10/06/2008	Yes
1710	Deanwell School	30/04/2007	Yes	1723	Glen Massey School	7/03/2011	No
1260	Devonport School	27/11/2009	Yes	1011	Glenbervie School	9/08/1999	No
1635	Discovery One School	27/08/2001	Yes	65	Glendowie College	20/08/1999	Yes
2832	Discovery School	24/08/2004	Yes	1294	Glendowie School	19/10/1999	Yes
1650	Drummond Primary School	27/08/2007	Yes	3347	Gleniti School	30/07/2001	Yes
1263	Drury School	9/08/1999	Yes	3352	Glentunnel School	26/10/2006	Yes
1192	Dunedin Rudolf Steiner School	11/07/2008	No	6070	Golden Sands School	15/06/2010	Yes
3331	Dunsandel School	12/02/2010	No	3741	Goldfields School (Cromwell)	11/12/2009	Yes
2355	Durie Hill School	8/10/2006	No	1727	Goodwood School	30/05/2006	Yes
3733	East Taieri School	12/12/2006	No	1728	Gordonton School	12/12/2011	Yes
2834	Eastern Hutt School	17/10/2001	Yes	3956	Gore Main School	15/12/2011	No
1265	Edendale School (Auckland)	1/03/2010	Yes	2848	Gracefield School	8/08/2005	Yes
3947	Edendale School (Southland)	22/08/2008	No	2111	Grantlea Downs School	14/10/2004	No
79	Edgewater College	22/07/2003	Yes	1299	Greenhithe School	30/11/2011	Yes
1266	Edmonton School	1/11/2002	Yes	1729	Greenpark School (Tauranga)	21/07/2003	Yes
1268	Ellerslie School	27/09/1999	Yes	1301	Grey Lynn School	21/02/2005	Yes
349	Ellesmere College	8/08/2006	Yes	3361	Greymouth Main School	31/03/2009	Yes
3334	Elmwood Normal School	22/11/1999	Yes	2850	Greytown School	17/10/2003	No
1168	Emmanuel Christian School	9/11/2005	No	336	Hagley Community College	13/09/1999	Yes
3189	Enner Glynn School	14/05/2010	No	1302	Halsey Drive School	8/09/1999	Yes
64	Epsom Girls Grammar School	25/08/1999	Yes	3366	Halswell School	22/11/1999	Yes
1270	Epsom Normal School	26/11/1999	Yes	131	Hamilton Boys' High School	10/08/1999	Yes
2557	Eskdale School	28/10/2004	Yes	132	Hamilton Girls' High School	9/08/1999	Yes
2837	Evans Bay Intermediate	9/09/2002	Yes	1733	Hamilton West School	1/05/2007	Yes
1164	Everglade School	30/09/1999	Yes	3367	Hampstead School	28/08/2007	Yes
1715	Fairfield Intermediate	19/06/2008	No	3370	Harewood School	11/11/2004	Yes
3736	Fairfield School (Dunedin)	20/08/2001	Yes	1303	Harrisville School	6/09/2006	Yes
2838	Fairfield School (Levin)	21/09/1999	No	443	Hastings Christian School	30/11/2006	No
2839	Fairhall School	22/11/1999	Yes	228	Hastings Girls' High School	19/06/2003	Yes
1272	Farm Cove Intermediate	20/12/1999	Yes	2570	Hastings Intermediate	2/08/2010	No
1273	Favona School	30/03/2011	Yes	2854	Hataitai School	21/09/1999	Yes
197	Feilding High School	22/11/2006	No	112	Hauraki Plains College	2/12/2003	Yes
3338	Fendalton Open Air School	25/11/1999	Yes	1735	Hautapu School	26/05/2004	No
3707	Fenwick School	10/08/2007	Yes	2572	Havelock North Intermediate	18/06/2002	No
2842	Fernlea School	7/04/2006	No	2573	Havelock North Primary School	28/07/1999	Yes
2843	Fernridge School	18/11/2003	Yes	3747	Hawea Flat School	3/12/2007	No
3340	Fernside School	5/09/2001	No	3371	Heathcote Valley School	22/10/1999	Yes
2117	Fernworth Primary School	31/01/2007	Yes	3372	Heaton Normal Intermediate	8/11/1999	Yes
1275	Finlayson Park School	23/07/1999	Yes	3963	Heddon Bush School	3/09/2007	Yes
1276	Flanshaw Road School	22/12/2011	Yes	45	Henderson High School	24/06/2008	Yes
2560	Flaxmere Primary School	13/10/2004	Yes	1307	Henderson Intermediate	1/08/2001	Yes
1278	Forrest Hill School	4/10/2010	Yes	1308	Henderson North School	7/10/1999	Yes
175	Francis Douglas Memorial College	11/07/2005	No	1311	Henderson Valley School	7/10/1999	Yes
2168	Frankley School	7/04/2000	No	3194	Henley School (Nelson)	4/12/2002	No
1721	Frankton School	31/08/2011	Yes	2172	Highlands Intermediate	27/02/2007	Yes
135	Fraser High School	16/10/2000	Yes	138	Hillcrest High School	9/08/1999	Yes
1279	Freemans Bay School	24/06/2008	Yes	1739	Hillcrest Normal School	5/11/2008	No
3344	Freeville School	22/12/2004	Yes	1312	Hillpark School	30/09/1999	Yes
200	Freyberg High School	3/07/2006	Yes	1313	Hillsborough School	20/09/1999	Yes
2563	Frimley School	14/01/2003	Yes	1740	Hilltop School	20/12/1999	Yes
3740	George Street Normal School	14/02/2011	Yes	341	Hillview Christian School	1/06/2004	No
2107	Geraldine Primary School	21/02/2008	No	2578	Hiruharama School	29/04/2002	No
2564	Gisborne Central School	21/04/2011	Yes	1314	Hobsonville School	25/09/2003	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes	1316	Holy Cross School (Henderson)	6/05/2008	Yes
2845	Gladstone School (Masterton)	11/10/2006	No	557	Holy Family School (Wanaka)	25/07/2008	No

Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists
3379	Hoon Hay School	25/09/2000	Yes	1334	Kohimarama School	2/12/1999	Yes
3381	Hororata School	19/02/2007	Yes	2385	Kopane School	10/10/2008	No
1746	Horotiu School	6/11/2003	Yes	2882	Koputaroa School	17/12/2001	No
1747	Horsham Downs School	15/07/2009	No	2100	Koraunui School	11/12/2008	No
2861	Houghton Valley School	16/09/2005	No	2883	Korokoro School	12/10/2006	No
87	Howick College	6/09/1999	Yes	1784	Koromatua School	22/02/2008	Yes
1318	Howick Intermediate	29/05/2003	Yes	1336	Koru School	30/08/1999	Yes
1749	Hukanui School	20/12/1999	Yes	1337	Kowhai Intermediate	19/10/1999	Yes
2366	Hunterville Consolidated School	6/11/2007	Yes	3402	Ladbrooks School	18/06/2004	No
1018	Hurupaki School	12/09/2005	No	1789	Leamington School	12/09/2011	Yes
2862	Hutt Central School	5/05/2006	No	3410	Leeston School	23/11/2009	No
2863	Hutt Intermediate	5/10/1999	Yes	2182	Lepperton School	14/02/2005	No
261	Hutt Valley High School	21/12/1999	No	2889	Levin School	16/12/2008	No
3384	Ilam School	27/07/2001	Yes	4117	Liberton Christian School	30/08/2004	Yes
2581	Ilminster Intermediate	29/04/2002	Yes	3975	Limehills School	6/12/2002	Yes
3966	Invercargill Middle School	15/11/2005	Yes	347	Lincoln High School	4/06/1999	No
224	Iona College	2/04/2004	Yes	3412	Lincoln Primary School	14/11/2001	No
2865	Island Bay School	7/11/2005	No	230	Lindisfarne College	6/04/2004	Yes
552	James Hargest College	13/05/2005	Yes	3415	Linwood North School	24/11/2008	No
387	John McGlashan College	7/07/2004	Yes	3419	Loburn School	3/03/2005	No
532	John Paul College	5/02/2007	Yes	27	Long Bay College	12/09/2005	Yes
2866	Johnsonville School	7/01/2004	Yes	1342	Long Bay School	7/12/2006	Yes
1756	Kaharoa School	21/08/2001	No	3594	Longbeach School	26/05/2008	No
2369	Kai Iwi School	27/06/2008	No	2590	Lucknow School	19/03/2002	Yes
3388	Kaiapoi Borough School	2/03/2006	Yes	75	Lynfield College	27/07/1999	Yes
314	Kaiapoi High School	19/10/2007	Yes	1791	Lynmore Primary School	27/05/2002	No
3389	Kaiapoi North School	1/07/2005	No	41	Macleans College	25/08/1999	Yes
3753	Kaikorai School	15/02/2007	Yes	1792	Maeroa Intermediate	3/09/2002	Yes
1024	Kaingaroa School (Kaitaia)	31/01/2008	Yes	3201	Mahana School	1/07/2005	Yes
2370	Kairanga School	14/04/2011	No	2592	Mahora School	21/05/2002	Yes
2372	Kaitoke School (Wanganui)	10/07/2007	Yes	2893	Maidstone Intermediate	15/08/2000	No
1029	Kamo Intermediate	10/09/1999	Yes	1343	Mairangi Bay School	7/10/1999	Yes
1030	Kamo School	14/11/2006	Yes	3425	Mairehau School	21/09/2004	Yes
3393	Kaniere School	14/12/2006	No	2593	Makaraka School	18/06/2006	Yes
2871	Kapanui School	7/09/1999	Yes	3982	Makarewa School	11/04/2008	No
1325	Karaka School	1/08/2006	Yes	2595	Makauri School	13/05/2005	No
229	Karamu High School	24/04/2002	Yes	2597	Mangapapa School	24/08/2009	No
2874	Karori Normal School	14/12/1999	Yes	2899	Mangaroa School	7/12/2004	Yes
2875	Karori West Normal School	27/04/2010	No	1038	Mangawhai Beach School	23/11/2004	Yes
3394	Karoro School	12/05/2009	No	1346	Mangere Bridge School	29/10/1999	Yes
1326	Kaukapakapa School	17/12/2009	Yes	1347	Mangere Central School	23/10/2007	Yes
1327	Kauri Park School	29/05/2003	Yes	1348	Mangere East School	30/08/1999	Yes
1032	Kaurihohore School	21/04/2009	Yes	2189	Mangerei School	18/10/2000	No
1328	Kaurilands School	3/08/1999	Yes	1354	Manurewa Central School	30/09/1999	Yes
536	Kavanagh College	14/02/2003	Yes	99	Manurewa High School	29/11/1999	Yes
1329	Kedgley Intermediate	30/08/1999	Yes	3768	Maori Hill School	17/12/2009	Yes
2876	Kelburn Normal School	5/05/2006	No	3203	Mapua School	1/07/2005	Yes
2877	Kelson School	7/08/2006	No	566	Maraekakaho School	14/11/2008	No
1332	Kelvin Road School	27/04/2004	Yes	1357	Maraetai Beach School	19/08/2008	Yes
5	Kerikeri High School	30/08/1999	Yes	2094	Marian Catholic School (Hamilton)	15/07/2008	No
1034	Kerikeri Primary School	20/08/1999	No	343	Marian College	15/02/2011	Yes
2880	Kilbirnie School	17/01/2006	No	1592	Marina View School	2/12/1999	Yes
1777	Kimihia School	5/04/2011	Yes	1362	Marshall Laing School	8/09/1999	Yes
1333	Kingsford School	23/10/2007	Yes	3429	Marshland School	10/05/2002	Yes
1779	Kio Kio School	1/12/2006	No	43	Massey High School	18/12/2000	Yes
3397	Kirwee Model School	21/08/2006	Yes	1363	Massey Primary School	19/10/1999	Yes
1781	Knighton Normal School	20/12/1999	No	1813	Matamata Primary School	15/09/2010	No
6939	Kohia Terrace School	10/12/1999	Yes	1043	Matarau School	1/12/2009	No

Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists
1820	Matua School	17/12/2007	Yes	1860	Omanu School	19/07/2004	No
2968	Maungaraki School	27/01/2006	No	2214	Omata School	6/11/2007	Yes
1821	Maungatapu School	16/03/2007	No	1863	Omokoroa School	25/01/2005	No
1367	Maungawhau School	26/11/1999	Yes	86	Onehunga High School	9/08/1999	Yes
1050	Maunu School	24/12/2007	Yes	1399	Onehunga Primary School	25/11/1999	Yes
1370	Meadowbank School	27/09/1999	Yes	108	Onewhero Area School	24/03/2010	Yes
1371	Mellons Bay School	6/10/1999	Yes	2629	Ongaonga School	31/03/2006	No
3434	Merrin School	22/10/1999	Yes	269	Onslow College	21/09/1999	Yes
3436	Methven School	9/05/2008	No	1401	Opapeke School	9/08/1999	Yes
335	Middleton Grange School	2/05/2006	Yes	2936	Opaki School	24/11/2003	No
1375	Milford School (Auckland)	6/10/1999	Yes	3455	Opawa School	19/11/1999	Yes
2916	Miramar North School	6/04/2001	No	2937	Opiki School	20/10/2009	No
553	Mission Heights Junior College	15/05/2008	Yes	1867	Opoutere School	25/10/2011	No
570	Mission Heights Primary School	15/05/2008	Yes	1404	Oratia School	7/10/1999	Yes
2403	Mosston School	29/03/2005	Yes	25	Orewa College	30/08/2004	Yes
3206	Motueka South School	29/11/1999	Yes	1407	Orewa School	21/04/2006	Yes
2404	Mount Biggs School	17/09/1999	No	564	Ormiston Senior College	19/04/2010	Yes
348	Mount Hutt College	29/06/2006	Yes	2631	Ormond School	31/03/2006	Yes
69	Mt Albert Grammar School	22/05/2000	Yes	378	Otago Girls' High School	7/06/1999	Yes
1382	Mt Carmel School (Meadowbank)	4/11/2008	Yes	88	Otahuhu College	9/08/1999	Yes
2918	Mt Cook School (Wellington)	8/12/2010	No	21	Otamatea High School	17/11/2008	No
1378	Mt Eden Normal School	26/11/1999	Yes	3073	Otari School	4/12/2011	No
1838	Mt Maunganui School	27/01/2008	Yes	4000	Otatara School	20/05/2011	Yes
3443	Mt Pleasant School	1/11/2005	Yes	6946	Oteha Valley School	25/11/2003	Yes
74	Mt Roskill Grammar	3/08/1999	Yes	1877	Otorohanga South School	23/05/2011	Yes
1383	Mt Roskill Intermediate	29/07/2002	Yes	120	Otumoetai College	9/08/1999	Yes
1384	Mt Roskill Primary School	17/09/1999	Yes	1878	Otumoetai Intermediate	1/07/2003	Yes
3441	Mt Somers Springburn School	18/02/2008	No	3464	Ouruhia Model School	22/11/1999	No
1386	Murrays Bay Intermediate	10/08/1999	Yes	3795	Outram School	14/11/2009	No
3991	Myross Bush School	10/03/2003	Yes	1884	Pahoa School	1/10/2005	Yes
216	Napier Boys' High School	21/06/2002	Yes	2638	Pakowhai School	12/02/2004	Yes
217	Napier Girls' High School	3/06/2001	Yes	80	Pakuranga College	23/09/1999	Yes
2619	Napier Intermediate	2/09/2009	No	1417	Pakuranga Intermediate	19/09/2002	Yes
1841	Nawton School	14/12/2000	Yes	202	Palmerston North Boys' High School	8/07/2005	No
2620	Nelson Park School	30/09/2002	No	203	Palmerston North Girls' High School	20/05/1999	No
1389	New Lynn School	24/10/2007	Yes	2419	Palmerston North Intermediate	15/12/1999	No
2406	Newbury School	23/10/2003	No	2946	Papakowhai School	12/02/2007	No
268	Newlands College	14/05/2004	No	1421	Papakura Central School	10/08/2005	Yes
1391	Newmarket School	26/11/1999	Yes	1423	Papakura Normal School	5/12/2001	Yes
1843	Newstead Model School	21/01/2011	No	6963	Papamoa College	27/01/2011	Yes
1392	Newton Central School	2/11/2007	Yes	1885	Papamoa School	9/07/2005	Yes
2205	Ngaere School	23/03/2001	No	316	Papanui High School	2/05/2006	Yes
1844	Ngahinapouri School	9/02/2001	Yes	3467	Paparoa Street School	26/11/1999	Yes
2927	Ngaio School	6/02/2001	No	1426	Papatoetoe Central School	6/08/1999	Yes
1847	Ngapuke School	21/01/2008	Yes	1427	Papatoetoe East School	9/08/1999	Yes
1850	Ngatea School	9/08/2010	No	95	Papatoetoe High School	5/08/1999	Yes
2206	Norfolk School	26/08/2005	No	1428	Papatoetoe Intermediate	30/08/1999	Yes
3447	North Loburn School	4/09/2006	Yes	1429	Papatoetoe North School	9/08/1999	Yes
32	Northcote College	30/05/2003	Yes	1430	Papatoetoe South School	9/08/1999	Yes
1395	Northcote School (Auckland)	1/12/2011	Yes	1431	Papatoetoe West School	9/08/1999	Yes
2931	Northland School	14/02/2001	Yes	2948	Paraparaumu Beach School	15/07/2002	Yes
3450	Oaklands School	22/11/1999	Yes	248	Paraparaumu College	23/04/2002	No
2208	Oakura School	19/05/2004	No	2950	Paremata School	3/11/1999	Yes
2933	Ohau School	15/10/1999	No	2424	Parkland School (P North)	1/11/2007	Yes
1856	Ohinewai School	20/12/2010	No	2641	Parkvale School	28/11/2003	Yes
3451	Ohoka School	7/03/2001	Yes	1436	Parnell School	27/09/1999	Yes
1857	Ohope Beach School	12/12/2008	No	1438	Patumahoe Primary School	21/06/2007	Yes
7	Okaihau College	1/12/1999	Yes	2953	Pauatahanui School	23/06/2005	No

Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists
1892	Peachgrove Intermediate	24/10/2002	Yes	1924	Rhode Street School	22/02/2008	Yes
1893	Pekerau School	11/05/2007	No	334	Riccarton High School	16/06/1999	Yes
3737	Pembroke School (Oamaru)	31/05/2007	No	1463	Richmond Road School	21/12/2004	Yes
2644	Peterhead School	22/11/2002	No	4006	Rimu School	30/08/1999	Yes
1439	Pigeon Mountain School	25/11/1999	Yes	2437	Riverdale School (P North)	21/10/1999	Yes
1894	Pillans Point School	20/12/1999	Yes	1464	Riverhead School	5/02/2009	Yes
2957	Pinehaven School	27/02/2009	No	2981	Riverlands School	22/11/1999	Yes
6932	Pinehill School (Browns Bay)	27/10/1999	Yes	1594	Riverview School	30/08/2011	No
1897	Pirongia School	18/02/2002	Yes	3217	Riwaka School	25/08/2003	No
2959	Plateau School	6/09/2006	No	1467	Robertson Road School	23/12/2008	Yes
2960	Plimmerton School	18/06/1999	Yes	23	Rodney College	26/07/2008	No
6921	Point View School	9/09/1999	Yes	3488	Rolleston School	21/05/2003	Yes
1442	Pokeno School	24/06/2008	Yes	1470	Roscommon School	17/12/2003	Yes
1445	Ponsonby Intermediate	16/10/2002	Yes	3812	Rosebank School (Balclutha)	1/10/2001	Yes
1446	Ponsonby Primary School	7/09/1999	Yes	102	Rosehill College	6/09/1999	Yes
255	Porirua College	27/01/2010	No	2440	Ross Intermediate	3/06/2009	No
2965	Poroutawhao School	10/07/2006	Yes	1927	Roto-O-Rangi School	10/08/2007	Yes
2648	Port Ahuriri School	27/05/2009	No	1930	Rotokauri School	20/12/1999	Yes
2650	Poukawa School	19/04/2006	No	1933	Rotorua Intermediate	23/10/2002	No
3478	Prebbleton School	24/11/2003	Yes	6976	Rototuna Primary School	10/09/2002	Yes
1440	Pt Chevalier School	28/09/1999	Yes	1351	Royal Oak Intermediate School	28/11/2002	Yes
1441	Pt England School	23/07/1999	No	1475	Royal Oak School	19/10/1999	Yes
1902	Puahue School	12/05/2010	No	3493	Roydvale School	11/05/2006	Yes
1448	Puhinui School	9/08/1999	Yes	2669	Ruahine School	5/05/2006	No
2651	Pukehamoamo School	18/06/2007	Yes	2441	Russell Street School	3/09/2001	Yes
2652	Pukehou School	16/05/2007	Yes	3496	Russley School	5/06/2007	Yes
1449	Pukekawa School	14/05/2008	Yes	40	Rutherford College	17/06/2003	Yes
1450	Pukekohe East School	24/08/2004	Yes	59	Sacred Heart College (Auckland)	3/03/2006	Yes
103	Pukekohe High School	16/07/2002	Yes	174	Sacred Heart Girls' College (N Plymouth)	16/02/2006	Yes
1451	Pukekohe Hill School	29/10/1999	Yes	4014	Salford School	12/11/2002	Yes
1452	Pukekohe Intermediate	1/08/2006	Yes	491	Sancta Maria College	20/11/2003	Yes
1454	Pukeoware School	1/12/1999	Yes	1479	Sandspit Road School	26/09/2009	Yes
1907	Puketaha School	4/07/2003	Yes	2987	Seatoun School	1/01/2001	No
2654	Puketapu School (Hawkes Bay)	11/04/2003	Yes	3501	Sefton School	1/11/2006	No
1455	Puni School	6/04/2000	Yes	6945	Selwyn Ridge School	6/12/2001	No
1916	Pyes Pa Road School	20/11/2011	Yes	1480	Shelly Park School	16/12/2003	Yes
3479	Queenspark School	21/02/2003	Yes	1481	Sherwood School (Auckland)	3/04/2008	Yes
1456	Ramarama School	27/11/2009	Yes	321	Shirley Boys' High School	29/05/1999	Yes
6944	Randwick Park School	1/11/1999	Yes	3504	Shirley School	21/09/2004	Yes
1457	Rangeview Intermediate	27/05/2004	Yes	1482	Silverdale School	7/09/2007	Yes
3481	Rangiora Borough School	28/11/2008	No	2990	Silverstream School	24/08/2004	No
312	Rangiora High School	8/03/2006	No	1251	Sir Edmund Hillary Collegiate Junior Sch	10/10/2006	Yes
418	Rangiora New Life School	28/11/2008	No	1217	Sir Edmund Hillary Collegiate Middle Sch	10/10/2006	Yes
28	Rangitoto College	1/12/1999	Yes	97	Sir Edmund Hillary Collegiate Senior Sch	10/10/2006	Yes
2972	Raroa Normal Intermediate	30/05/2005	No	6759	Snells Beach Primary School	12/06/2008	No
2974	Raumati Beach School	14/05/2007	No	2991	Solway School	20/11/2003	Yes
2975	Raumati South School	30/11/2010	No	3506	Somerfield School	18/12/2006	Yes
1194	Red Beach School	19/10/1999	Yes	6760	Somerville Intermediate School	10/12/1999	Yes
3483	Redcliffs School	8/11/1999	No	1149	Sonrise Christian School	20/11/2006	No
1459	Redhill School	28/08/2007	Yes	2993	South Featherston School	30/09/2004	No
1460	Redoubt North School	14/05/2008	Yes	2446	South Makirikiri School	6/09/1999	No
3484	Redwood School (Christchurch)	17/08/2004	Yes	3508	South New Brighton School	23/10/2008	No
2663	Reignier Catholic School	7/07/2008	No	3509	Southbridge School	10/02/2010	No
6783	Remarkables Primary School	28/08/2009	Yes	3510	Southbrook School	30/05/2001	No
1461	Remuera Intermediate	19/10/1999	Yes	452	Southern Cross Campus	20/11/2002	Yes
1462	Remuera School	22/12/1999	Yes	404	Southland Boys' High School	10/07/2006	Yes
2978	Renwick School	18/05/2011	Yes	405	Southland Girls' High School	10/07/2006	Yes
6978	Reremoana Primary School	12/07/2005	Yes	3512	Spreydon School	19/02/2007	Yes

Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists
2996	Springlands School	12/06/2007	Yes	3228	Tasman School	25/04/2005	Yes
3516	Springston School	31/03/2006	Yes	1107	Tauhoa School	12/10/2011	Yes
3517	St Albans Catholic School (Christchurch)	6/07/2006	Yes	1529	Taupaki School	4/12/2000	Yes
3518	St Albans School	12/12/2003	Yes	121	Tauranga Boys' College	9/08/1999	Yes
315	St Bedes College	12/04/2011	Yes	122	Tauranga Girls' College	9/08/1999	Yes
3521	St Bernadette's School (Hornby)	8/08/2006	No	1990	Tauranga Intermediate	24/01/2000	Yes
3835	St Clair School	2/12/1999	No	1991	Tauranga Primary School	21/02/2000	Yes
47	St Dominic's College (Henderson)	1/08/2006	Yes	1994	Tauriko School	20/12/1999	Yes
1489	St Heliers School	29/11/1999	Yes	1995	Tauwhare School	5/04/2011	Yes
380	St Hildas Collegiate	4/08/2004	Yes	257	Tawa College	4/07/1999	Yes
1490	St Ignatius School (St Heliers)	13/09/2006	Yes	3034	Tawa Intermediate	30/07/1999	No
226	St John's College (Hastings)	24/08/2006	Yes	6940	Te Akau ki Papamoa Primary School	26/11/1999	Yes
4131	St John's Girls' School (Invercargill)	21/03/2003	No	3037	Te Aro School	5/11/2003	Yes
2450	St John's Hill School	3/09/2001	No	2002	Te Awamutu Primary School	29/03/2011	Yes
222	St Joseph's Maori Girls' College	5/12/2004	No	1532	Te Hihi School	1/09/2004	Yes
3530	St Joseph's School (Kaikoura)	15/12/2006	No	3038	Te Horo School (Otaki)	16/05/2011	No
3531	St Joseph's School (Papanui)	14/12/2004	No	2005	Te Kowhata Primary School	20/12/2010	No
4016	St Joseph's School (Queenstown)	21/10/2002	No	2007	Te Kowhai School	7/10/2003	Yes
2678	St Joseph's School (Waipukurau)	7/07/2008	No	1888	Te Kura o Te Paroa	20/12/1999	Yes
1499	St Leonards Road School	9/12/1999	Yes	2697	Te Mata School (Havelock North)	28/03/2003	Yes
3534	St Martin's School	18/11/1999	Yes	6741	Te Matauranga	22/08/2003	Yes
1958	St Mary's Catholic School (Rotorua)	12/12/2007	Yes	2020	Te Rapa School	6/09/2001	Yes
265	St Oran's College	1/01/2007	No	577	Te Totara Primary School	29/08/2007	No
252	St Patrick's College (Silverstream)	30/08/2006	No	2025	Te Waotu School	19/02/2003	Yes
3537	St Patrick's School (Bryndwr)	15/06/2004	No	3555	Templeton School	28/06/2004	No
3541	St Paul's School (Dallington)	16/05/2004	Yes	6947	The Gardens School	1/10/2001	Yes
1643	St Paul's School (Massey)	6/07/2006	Yes	3844	The Terrace School (Alexandra)	13/08/2010	Yes
1627	St Paul's School (Richmond)	18/02/2003	Yes	4028	Thornbury School	28/07/2008	No
1510	St Thomas School (Auckland)	19/10/1999	Yes	3040	Thorndon School	30/09/2002	Yes
331	St Thomas of Canterbury College	2/12/2008	No	3557	Thorrington School	22/10/1999	Yes
1511	Stanhope Road School	18/08/2009	Yes	1535	Three Kings School	19/10/1999	Yes
1512	Stanley Bay School	15/02/2002	Yes	3561	Tinwald School	31/10/2007	No
1514	Star of the Sea School (Howick)	10/11/2006	Yes	1536	Tirimoana School	8/05/2000	Yes
1663	Stella Maris Primary School	18/07/2008	Yes	2467	Tiritea School	14/08/2006	Yes
565	Stonefields School	10/05/2010	Yes	4029	Tisbury School	26/07/2004	Yes
6937	Summerland Primary	8/10/2001	Yes	1537	Titirangi School	9/08/1999	Yes
3546	Sumner School	25/08/2006	Yes	2038	Tokoroa North School	22/09/1999	No
1516	Sunnybrae Normal School	19/10/1999	Yes	212	Tolaga Bay Area School	8/12/2004	No
1515	Sunnyhills School	6/10/1999	Yes	1538	Torbay School	6/10/1999	Yes
1518	Sunnynook School	6/10/1999	Yes	143	Trident High School	31/08/2001	Yes
1520	Sutton Park School	3/05/2010	Yes	3050	Tua Marina School	26/10/1999	Yes
3547	Swannanoa School	21/10/2004	Yes	2711	Twyford School	25/05/2002	Yes
6742	Tahatai Coast School	26/11/1999	Yes	483	Unlimited Paenga Tawhiti	24/05/2005	No
3839	Tahuna Normal Intermediate	5/05/2004	No	6955	Upper Harbour Primary School	8/08/2005	Yes
3549	Tai Tapu School	27/06/2005	Yes	250	Upper Hutt College	18/11/2003	No
495	Taieri College	27/07/2006	No	3053	Upper Hutt School	22/10/2004	Yes
231	Taikura Rudolf Steiner School	9/03/2009	No	1540	Valley School	29/10/1999	Yes
3841	Tainui School	12/07/2005	No	1541	Vauxhall School	14/04/2003	Yes
1523	Takanini School	18/06/2007	Yes	1544	Victoria Avenue School	27/09/1999	Yes
36	Takapuna Grammar School	13/10/1999	Yes	3565	View Hill School	24/11/1999	No
1524	Takapuna Normal Intermediate	9/08/1999	Yes	1546	Viscount School	14/10/2009	Yes
1976	Tamahere Model Country School	21/12/2004	Yes	3055	Wadestown School	26/01/2011	Yes
2685	Tamatea Intermediate	14/11/2003	Yes	6922	Waiheke Primary School	10/08/2004	Yes
2686	Tamatea School	10/06/2009	No	2048	Waihi Beach School	20/08/2011	No
58	Tangaroa College	13/09/2004	Yes	114	Waihi College	5/09/2005	No
215	Taradale High School	16/06/2004	Yes	4035	Waihopai School	13/12/2004	Yes
2687	Taradale Intermediate	19/04/2002	Yes	3056	Waikanae School	26/01/2004	Yes
2688	Taradale School	16/05/2003	Yes	1548	Waikowhai Intermediate	1/07/2003	Yes

Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme was Approved	Adjacent School with Enrolment Scheme Exists
3570	Waikuku School	24/11/2009	No	1567	Western Heights School (Auckland)	7/10/1999	Yes
3571	Waimairi School	13/08/2001	Yes	48	Western Springs College	5/07/2005	Yes
1550	Waimauku School	8/12/1999	Yes	37	Westlake Boys' High School	29/10/1999	Yes
296	Waimea College	27/07/2005	Yes	38	Westlake Girls' High School	13/10/1999	Yes
3233	Waimea Intermediate	25/07/2007	Yes	1568	Westmere School (Auckland)	29/09/1999	Yes
2721	Wainui Beach School	3/12/2008	No	2480	Westmere School (Wanganui)	22/11/2006	No
1552	Wainui School	30/11/2007	Yes	3864	Weston School	6/03/2007	Yes
3059	Wainuimata Primary School	20/12/2005	No	1570	Weymouth School	23/07/1999	Yes
3060	Wainuioru School	29/07/2005	No	2481	Whakarongo School	21/01/2004	No
2065	Waipahihi School	11/06/2010	Yes	144	Whakatane High School	31/08/2001	Yes
2066	Wairakei School	10/10/2005	No	2082	Whakatane Intermediate	23/09/2005	No
241	Wairarapa College	3/07/1999	No	6763	Whangaparaoa College	1/07/2004	Yes
44	Waitakere College	22/08/2003	Yes	1571	Whangaparaoa School (Auckland)	31/08/2008	No
1557	Waitakere School	28/11/2007	Yes	2736	Whangara School	27/02/2007	Yes
1558	Waitoki School	3/12/1999	Yes	1129	Whangarei Intermediate	10/09/1999	Yes
1559	Waiuku Primary School	24/08/2004	Yes	1130	Whangarei School	27/04/2007	Yes
1560	Wakaaranga School	11/01/2002	Yes	2088	Whenuakite School	22/12/2008	No
3234	Wakefield School	23/08/2010	No	1572	Whenuapai School	20/09/1999	Yes
189	Wanganui High School	6/08/1999	No	1573	Willow Park School	19/10/1999	Yes
2477	Wanganui Intermediate	19/08/2003	No	6959	Willowbank School (Howick)	21/11/2000	Yes
3861	Warepa School	24/10/2008	Yes	2484	Winchester School (P North)	8/06/2004	Yes
1562	Waterlea Public School	25/11/1999	Yes	3074	Windley School	6/07/2001	No
3068	Waterloo School	30/10/1999	Yes	3967	Windsor North School	6/08/2008	Yes
4047	Waverley Park School	6/12/2002	Yes	3596	Windsor School (Christchurch)	5/11/1999	Yes
3585	Weedons School	10/12/1999	Yes	4052	Winton School	4/04/2008	Yes
275	Wellington College	1/07/1999	Yes	1576	Wiri Central School	4/09/2007	Yes
274	Wellington East Girls' College	4/06/2004	No	3075	Witherlea School	1/01/2004	Yes
272	Wellington Girls' College	5/08/1999	Yes	3600	Woodend School	28/06/2006	Yes
273	Wellington High School & Com Ed Centre	5/11/2003	Yes	225	Woodford House	2/04/2004	Yes
2479	West End School (P North)	30/05/2003	Yes	1577	Woodhill School	3/03/2006	Yes
3586	West Eyreton School	4/04/2005	Yes	1578	Woodlands Park School	4/10/2010	Yes
3587	West Melton School	15/11/2005	Yes	2093	Woodstock School	10/04/2006	No
2077	Westbrook School	27/01/2011	Yes	3077	Worser Bay School	2/09/2008	No
3589	Westburn School	22/10/1999	Yes	3602	Yaldhurst Model School	10/09/2001	Yes
151	Western Heights High School	27/01/2011	Yes				

Appendix two

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 Statements of Results 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

Delivering the curriculum for Years 0–8 (new entrant to Form 2) to pupils of State, integrated, private schools and The Correspondence School. Provides roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

Intended Impacts, Outcomes or Objectives

- Every child achieves literacy and numeracy levels that enable their success.
- Māori achieving education success as Māori.
- The Ministry is capable, efficient and responsive to achieve education priorities and deliver core business functions.

Description of Activities

This expense includes the number of learners 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	2010/11 Actual Standard	2011/12 Budgeted Standard	2011/12 Actual Standard
Quantity			
Number of students to receive the curriculum as at census date of 1 July.	475,797	494,000–500,000	475,908
Number of Full-time Teacher Equivalents teaching in primary schools (excluding The Correspondence School).	27,374	26,000	27,533
Quality			
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 	<p>2010/11 financial year No actions taken during this period (financial year). But there will be during the next six months.</p> <p>2011 Calendar year 77 schools had not met the standards as at 9 September (96.2%).</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.	<p>2012 Calendar year. 64 schools³⁶ failed to meet the standard as at 6 September (97% met the standard).</p>
<ul style="list-style-type: none"> being governed by Boards of Trustees. 	98.6% 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 integrated schools ³⁷ were governed by Boards of Trustees.
Timeliness			
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	The 2011 year is yet to finish. At this stage all schools, with the exception of schools affected by the Canterbury earthquakes, are on track to open for no fewer than 390 half days.	No fewer than 390 half-days in 2011 and 388 half-days in 2012.	With the exception of schools affected by the Canterbury earthquakes, in 2011 no schools were open for fewer than 390 half-days. The 2012 year is yet to finish. At this stage all schools are on track to open for no fewer than 388 half days.

Results – Financial

Expenses	2010/11 Actual	2011/12 Estimates	2011/12 Supp Estimates	2011/12 Actual
	\$000	\$000	\$000	\$000
Total Appropriation	2,659,081	2,730,145	2,741,794	2,696,374
Salaries Funding	2,016,473	2,045,308	2,049,337	2,020,431
Operations and Other Funding	642,608	684,837	692,457	675,943

36 All schools that have students in Years 0-8 are included.

37 That had any students in funding Years 1-8.

The increase in appropriation for 2011/12 compared to 2010/11 was mainly owing to a combination of:

- impact of increased rolls in primary schools
- increased rates for schools' operations funding
- increased salaries related to settlement of the primary principals' and primary teachers' collective agreements
- support for students to meet literacy and numeracy standards
- increased classroom release time in area schools
- one-off funding for 2010/11 related to the Canterbury earthquake
- revised average teacher salary rates, and
- changes to teacher holiday pay calculation, including different term dates between years.

The increase in funding during 2011/12 was mainly owing to a combination of:

- increased effective average rates for teachers and principals and expected incremental creep
- settlement of the Secondary Teachers', Area School Principals' and Area School Teachers' Collective Agreements
- redistribution of salaries funding over the non-departmental other expense appropriations for Primary Education, Secondary Education and Special Needs Support
- additional funding for costs of changes in school classifications, integrations and closures
- a transfer from the previous financial year after delays in support for students to meet literacy and numeracy standards.
- an increase in the rates for accident compensation levies, and
- lower national school roll projections.

Expenditure at the end of 2011/12 was less than budget mainly due to:

- lower than expected teacher numbers
- lower than expected student rolls, and
- lower than expected uptake of some programmes.

Secondary education

Scope of appropriation

Delivering the curriculum for Years 9–13 (Forms 3–7) to pupils of State, integrated, private schools and The Correspondence School. Provides roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

Intended impacts, outcomes or objectives

- Every young person has the skills and qualifications to contribute to their and New Zealand's future.
- Māori achieving education success as Māori.
- The Ministry is capable, efficient and responsive to achieve education priorities and deliver core business functions.

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	2010/11 Actual Standard	2011/12 Budgeted Standard	2011/12 Actual Standard
Quantity			
Number of students to receive the curriculum as at census date of 1 March.	273,802	284,000–285,000	286,408
Number of Full-time Teacher Equivalents teaching in secondary schools (excluding The Correspondence School).	20,137	20,418	19,659
Quality			
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 	<p>2010/11 financial year No actions taken during this period (financial year). But there will be during the next six months.</p> <p>2011 calendar year Three schools failed to meet the standard as at 9 September (one is a composite school) (99.5%).</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.	2012 Calendar year. 21 schools failed to meet the standard as at 6 September (95.5% met the standard). ³⁸
<ul style="list-style-type: none"> being governed by Boards of Trustees. 	98.3% 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.	98.6% of all registered State and integrated schools ³⁹ 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. ⁴⁰	Māori = 15.3% Pasifika = 9.8% September quarter 2010	<10%	Māori = 16.0% Pasifika = 9.8% September quarter 2011 (most recent available)
Percentage of Māori and Pasifika students leaving school with NCEA Level 2 ⁴¹ or above will increase in comparison to the current percentage.	Māori = 55 % Pasifika = 68%	Māori >50% Pasifika >62%	Māori = 60.9 % Pasifika = 71.8%
Timeliness			
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	The 2011 year is yet to finish. At this stage all schools, with the exception of schools affected by the Canterbury earthquakes, are on track to open for no fewer than 380 half days.	No fewer than 380 half-days in 2011 and 380 half-days in 2012.	With the exception of schools affected by the Canterbury earthquakes, in 2011 no schools were open for fewer than 380 half-days. The 2012 year is yet to finish. At this stage all schools are on track to open for no fewer than 380 half days.

38 All schools that have students in Years 9-13 are included.

39 That had any Year 9-13 students.

40 The Ministry of Business, Innovation and Employment have changed the way they report NEETs: they have aligned with the official measure that Statistics New Zealand now reports and now treat caregivers as NEET.

41 This uses prioritised ethnicity collection, and a historical paper based definition used for long-term trend analysis.

Results – Financial

Expenses	2010/11 Actual	2011/12 Estimates	2011/12 Supp Estimates	2011/12 Actual
	\$000	\$000	\$000	\$000
Total Appropriation	1,974,326	2,006,499	2,032,020	2,005,760
Salaries Funding	1,437,588	1,441,691	1,473,607	1,461,745
Operations and Other Funding	536,738	564,808	558,413	544,015

The increase in appropriation for 2011/12 compared to 2010/11 was mainly owing to a combination of:

- the impact of increased rolls in secondary schools
- increased rates for schools' operations funding
- funding for expanding provision for trade academies
- full year impact of implementing quarterly roll counts
- one-off funding for 2010/11 related to the Canterbury earthquake, and
- changes in term dates between financial years.

The increase in funding during 2011/12 was mainly owing to a combination of:

- settlement of the Secondary Teachers', Area School Principals' and Area School Teachers' Collective Agreements
- increased effective average rates for teachers and principals and expected incremental creep
- additional funding for costs of changes in school classifications, integrations and closures
- an increase in the rates for accident compensation levies
- lower national school roll projections
- redistribution of salaries funding over the non-departmental other expense appropriations for Primary Education, Secondary Education and Special Needs Support
- a transfer to Vote Tertiary Education (non-departmental output expense Tertiary Education Grants and Other Funding) to reflect higher than predicted enrolments in tertiary-led Trade Academies, and
- a transfer of truancy funding to non-departmental output expense Curriculum Support for the new Student Attendance and Engagement service.

Expenditure at the end of 2011/12 was less than budget mainly due to:

- recovery payments for over used staffing
- lower than expected demand across several programmes.

Special needs support

Scope of appropriation

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

- Increasing opportunity for children to participate in high-quality early childhood education.
- Every child achieves literacy and numeracy levels that enable their success.
- Every young person has the skills and qualifications to contribute to their and New Zealand's future.
- The Ministry is capable, efficient and responsive to achieve education priorities and deliver core business functions.

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	2010/11 Actual Standard	2011/12 Budgeted Standard	2011/12 Actual Standard
Quantity			
Numbers of Resource Teachers: Learning and Behaviour.	780 headcount	700–800	709 Headcount
Numbers of students in residential care.	290		
	300–400	116 students	
Number of English for Speakers of Other Languages learners funded.	32,651 (April , 2011)	32,000–35,000	32,487 (April 2012)
Link alienated young people to alternative educational programmes.	3,490	2,500 –4,000	3,667
Feedback from key Royal New Zealand Foundation for the Blind stakeholders is reflected in production and service improvements.	100%	100%	100%
Items requested by individuals are supplied by Royal New Zealand Foundation for the Blind within a month.	100%	100%	100%
Number of students supported through the Special Education Equipment Fund.	600	600 –900	1,202
New schools participating in the school-wide process.	100	90–100	89
Teachers participating in the Incredible Years teacher programmes.	1,239	1,700–1,900	2,277
Number of students supported through the wraparound service.	50–75	50–75	100
Parents participating in the Incredible Years parent programme.	1,900	N/A	N/A
Quality			
Resources targeted and delivered according to documented criteria.	100%	100%	100%
Timeliness			
Resources for services will be delivered according to documented timeframes.	100% Compliance	100% Compliance	100% Compliance

Results – Financial

Expenses	2010/11 Actual	2011/12 Estimates	2011/12 Supp Estimates	2011/12 Actual
	\$000	\$000	\$000	\$000
Total Appropriation	310,103	317,750	321,443	323,226
Salaries Funding	164,298	161,874	168,316	168,993
Operations and Other Funding	145,805	155,876	153,127	154,233

The increase in appropriation for 2011/12 compared to 2010/11 was mainly owing to a combination of:

- delivery of the Positive Behaviour for Learning programme
- increased rates for schools' operations funding
- increased support for the Alternative Education programme
- increased salaries related to settlement of the primary principals' and primary teachers' collective agreements
- changes to teacher holiday pay calculation, including different term dates between years
- support of school children affected by the Christchurch Earthquake through the interim response fund in 2010/11
- one-off funding for 2010/11 related to the Canterbury earthquake, and
- addressing special education cost pressures and funding for additional therapy.

The increase in funding during 2011/12 was mainly owing to:

- redistribution of salaries funding over the non-departmental other expense appropriations for Primary Education, Secondary Education and Special Needs Support
- increased effective average rates for teachers and principals and expected incremental creep
- additional funding for costs of changes in school classifications, integrations and closures
- increased roll projections for special education schools
- settlement of the Secondary Teachers', Area School Principals' and Area School Teachers' Collective Agreements
- transfer of funding for the Positive Behaviour for Learning programme to departmental output expense Interventions for Target Student Groups, and
- a transfer to non-departmental output expense Professional Development and Support for induction training for new cluster managers and lead schools principals and Board of Trustees for the Resource Teacher: Learning and Behaviour service.

Expenditure at the end of 2011/12 was more than budget mainly due to:

- reimbursement of unused staffing entitlements for special schools
- higher than expected costs of the Resource Teacher: Learning and Behaviour service, and
- costs of surplus staffing provisions related to closure of health camp schools at the end of 2011 which were not budget.

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