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New Zealand Schools

Ngā Kura o Aotearoa

A report on the compulsory schools sector in New Zealand – 2010

MINISTER OF EDUCATION

New Zealand Government

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An unwavering focus on lifting education standards and keeping all students engaged to achieve will be a critical aspect of this Government's plans for strengthening the New Zealand economy.

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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. By providing all students with a good education throughout their schooling years, our nation's youth will be better prepared for further education and employment.
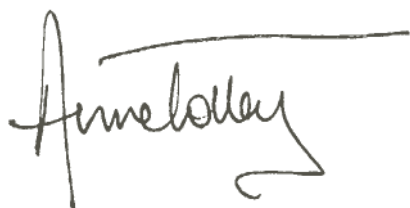
The 2010 year was one of changes and challenges in the New Zealand schooling system. The National Standards policy was in its first year of implementation for English medium schools, Ngā Whanaketanga Rumaki Māori (standards for Māori medium settings and kura) were in development for implementation in 2011, and Christchurch schools were having to recover from a major earthquake. The performance of Christchurch schools following the 2010 earthquake, and the subsequent major earthquakes in 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 increasingly knowledge-based society and, along with teachers, are often heavily engaged in their child's learning. National Standards have been designed to support *The New Zealand Curriculum*. The standards are aimed at establishing high expectations for students at the national level. The 2010 year was the first in which schools reported to parents on their child's progress and achievement against the National Standards (English medium). This reporting gives parents feedback on areas where they may need to help their children and what they may need to discuss with teachers. Schools are setting targets in 2011 based on National Standards data they have collected in 2010.

Our Youth Guarantee programme continues, and new trades academies have opened throughout the country to provide opportunities for 16- and 17-year-olds who are disengaging in traditional school settings. These trades academies mean that, for zero fees, students get further education and worthwhile qualifications that make the move into employment or continuing education more likely.

This report shows that the New Zealand school sector is performing well, but there is still room for improvement. The spread of achievement of our students is expansive. Too many pupils do not achieve to their full potential because the system does not engage and support them in their learning. Progress is being made towards a number of goals that have been set in previous years, and with the introduction of the National Standards and other initiatives we expect to see continuing progress towards addressing achievement disparities. The Government's emphasis will continue to be on lifting educational standards so that the students 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 – 2010*.

Hon. Anne Tolley
Minister of Education

Chapter 1: Key features of the 2010 year

Background

Schools in 2010

In July 2010 there were 2,577 schools with 764,398 students, 52,563 staff and 17,860 board of trustee members. A further 6,782 students were home schooled.

For students 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 student needs, fluctuations in student numbers and the changing composition of the school-aged population.

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

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

Figure 1: Schooling options for young people of compulsory school attendance age
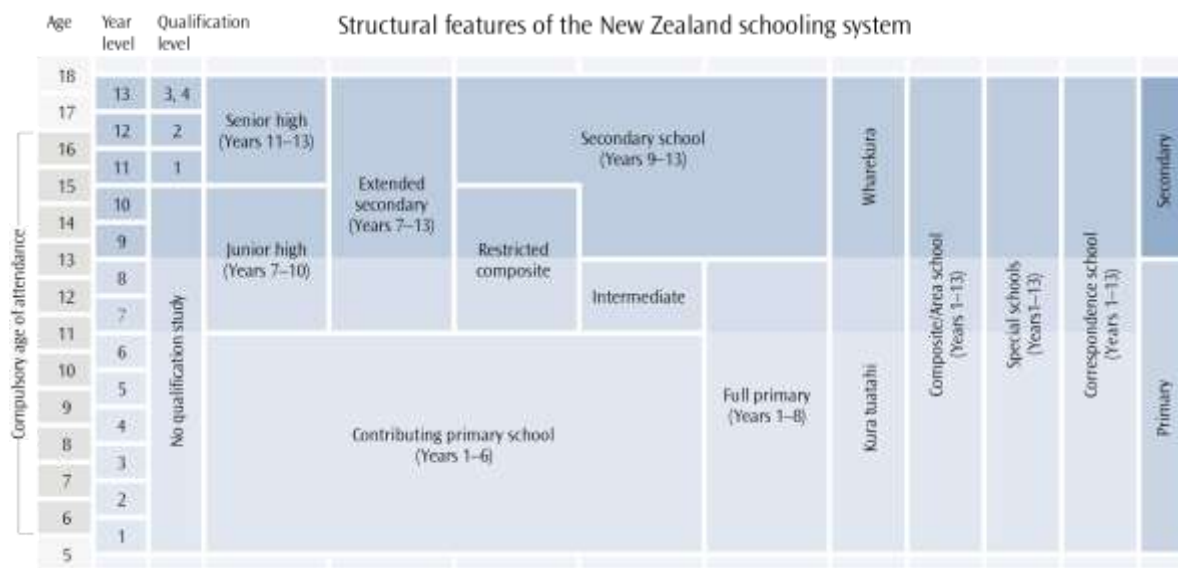
New Zealand provides a free education system through state-owned and -operated schools. However, both state integrated and private options exist. State-integrated schools are a part of the state system but retain their special character.

An overview of performance

Ensuring all students in New Zealand schools gain foundation skills in literacy and numeracy is a priority for the Government. Every young New Zealander deserves the opportunity to reach their potential, and to do this they must have the literacy and mathematics skills they need to succeed in the 21st century. The Government is responding with urgency to the need to lift student achievement in foundation areas. This is necessary if we want the economic performance of our country to improve and our standard of living to rise. For this reason, the National Standards was a significant policy implemented in 2010 (see page 11).

Since the introduction of NCEA more students have left school with qualifications. A formal qualification at Level 2 or above is a benchmark which young adults need to complete as a minimum; 74% of 2010 school leavers attained this benchmark, compared to 73% of 2009 school leavers, meaning more students are leaving school with meaningful qualifications that enable them to participate in tertiary education if they wish.

Māori outcomes have improved, but they remain a concern: 55% of Māori school leavers in 2010 had attained a Level 2 qualification or higher; 24% of Māori school leavers in 2010 attained University Entrance or a Level 3 qualification. Pasifika outcomes have also improved: 68% of 2010 Pasifika school leavers had attained a Level 2 qualification or higher, and 30% had attained University Entrance or a Level 3 qualification.

Continuing a trend that began in 2007, the number of early leaving exemptions granted dropped further to 7 per 1,000 15-year-olds in 2010. Retention rates have been increasing since 2008. However, substantial differences still exist between girls and boys, and between Māori and non-Māori students.

Expectations of schools in 2010

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' operations 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 desirable 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.

National-level evidence on the success of schools 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.

Implementing the national curricula

The national curricula for New Zealand schools includes two parallel curriculum documents: *The New Zealand Curriculum* (Ministry of Education, 2007), used in English medium settings, and *Te Marautanga o Aotearoa* (Ministry of Education, 2008d), used in Māori medium settings. *The New Zealand Curriculum* has been mandatory in English medium schools from 1 February 2010, and *Te Marautanga o Aotearoa* are mandatory from 2011 in Māori medium settings.

New Zealand is the first country to produce and implement national school curricula in two languages that are not direct translations of each other. Both curriculum documents set out the valued educational outcomes for New Zealand students in compulsory schooling, as well as their entitlement in terms of depth and breadth of learning opportunities. *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* contain achievement objectives that provide indicators of expected performance by curriculum level in each curriculum learning area: Te Reo Māori (for Māori medium settings), English (Te Reo Pākehā), Mathematics and Statistics (Pāngarau), Science (Pūtaiao), Social Sciences (Tikanga-ā-Iwi), the Arts (Ngā Toi), Health and Physical Education (Hauora), Technology (Hangarau), and Languages (Ngā Reo).

In August 2010 ERO evaluated a sample of 228 schools to examine how many were implementing *The New Zealand Curriculum.* ERO found that by the end of the first two terms in 2010, 78% of schools were either fully implementing the curriculum or were making good progress towards giving effect to the curriculum (ERO, 2010d). These findings were similar to the findings in ERO's June 2010 report, which indicated that 76% of schools were either implementing the curriculum or were well on their way (ERO, 2010a).

In their August 2010 evaluations ERO found that 88% of schools had teachers that were using student assessment data to assist their teaching. In just over a third of all schools the data were being used well.

Designing and implementing standards for English and Māori medium schools

The English medium National Standards provide reference points, or signposts that describe the achievement in reading, writing and mathematics that will enable students to meet the demands of *The New Zealand Curriculum* in all subjects. National Standards have been designed to support *The New Zealand Curriculum*. Implementation of the English medium standards began in 2010, and they are being phased in over three years.

Ngā Whanaketanga Rumaki Māori[1] support *Te Marautanga o Aotearoa* in Māori medium education. The whanaketanga describe the skills and knowledge students in years 1 to 8 need in kōrero (oral language), pānui (reading), tuhituhi (writing) and pāngarau (mathematics) in all areas of the curriculum. The inclusion of oral language within Ngā Whanaketanga Reo emphasises the importance Māori medium education places on students having quality oral language proficiency to support their learning.

Due to the relative newness of the Māori medium education sector, the development of Ngā Whanaketanga Rumaki Māori used a different approach from that used for the English medium National Standards and required a different timeframe. The approach taken with Ngā Whanaketanga Rumaki Māori helped to build the stronger evidence base needed to support the validity of the whanaketanga. The approach also provided opportunities to work collaboratively with Māori medium settings to identify professional learning, assessment and resource needs that will help to improve student literacy and numeracy.

Consultation with the Māori medium sector and whānau enabled the Ministry of Education to gather feedback to ensure the draft Ngā Whanaketanga Rumaki Māori:

- align to the outcomes set in *Te Marautanga o Aotearoa*
- are set at the right levels
- will ensure teachers and principals can contribute to the design of the draft Ngā Whanaketanga Rumaki Māori and are well prepared to work with them.

Ngā Whanaketanga Rumaki Māori were revised in 2010 and will be implemented from 2011. Ngā Whanaketanga Rumaki Māori are part of a wider work programme designed to strengthen Māori medium education.

The National Standards policy and the requirements described in the National Administration Guideline 2A cover all state and state-integrated schools. From 2010[2], all teachers in English medium schools were required to:

- Assess individual students' progress and achievement in relation to the standards using a range of assessment information.
- Support students to use assessment information to inform their own learning goals and their next learning steps.
- Provide regular reports to students, family and whānau in plain language about the student's progress and achievement in relation to the standards, at least twice a year in writing.
- Provide clear information to parents, families and whānau so they can support their children's learning at home.

To support the implementation of the standards the Ministry has been providing a range of support to schools. This support includes online and print reference resources, alignment of assessment tools to the standards, and professional learning and development. Sector led pilot projects were conducted to inform spending on additional learning programmes for those students who are below the standard.

The Ministry is using a range of information sources to track the implementation and outcomes of National Standards. This information will contribute to Ministry decision-making about ongoing implementation and support

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[1]   See www.minedu.govt.nz/theMinistry/EducationInitiatives/NgaWhanaketangaRumakiMaori.aspx.

[2]   School planning using school level data will take place from 2011, and boards will report this data in their annual reports from 2012.

for the standards. This includes an independent monitoring and evaluation project with a sample of English medium state schools. The project's main purpose is to get a broad overview of schools' implementation. It 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 student progress and achievement.
- Use National Standards progress and achievement information to monitor student progress and achievement, identify students requiring targeted teaching interventions, inform teachers' ongoing professional development; and report to parents, whānau, and Boards of Trustees (eg, Maths Technology Ltd, 2010; Thomas & Ward, 2011).

ERO has been evaluating English medium schools progress with implementing the National Standards and reports that by term 3 and 4, 2010, 90% of schools were either well prepared, or were making progress in preparing to work with the National Standards (ERO, 2011b) [3]. The Ministry also established two advisory groups drawn from sector experts to provide advice on the implementation of the standards.

Youth Guarantee

The goal of the Youth Guarantee is for all 16-17 year old students to achieve at least NCEA Level 2 (or an equivalent qualification on the NZQF). This is seen as the benchmark qualification for post-school success. To achieve this goal, the Government has decided to introduce a number of new measures, as follows:

- The development of coherent vocational pathways at levels 1-3, available in both schools and tertiary providers. Initial pathways are being developed for the following industry sectors:
  - construction and infrastructure
  - primary industries
  - social and community services
  - service industries
  - manufacturing and technology.
- The development of secondary-tertiary programmes such as Trades Academies.
- The introduction of a number of fees-free tertiary education places for 16-17 year olds at levels 1-3.
- Strengthening student, parents, and whānau access to high quality objective career education, information, advice and guidance.
- Improved tracking and monitoring of students as they move through the system.

The progressive implementation of the Youth Guarantee initiatives is designed to provide a coherent framework for secondary-tertiary programmes and partnerships, and support more students to remain engaged and achieving. In combination, these initiatives will enable students to make informed choices about what and where they will study, and provide clear pathways to achieve meaningful qualifications.

As a part of the Youth Guarantee program, trades academies have been set up as a relatively recent addition to the New Zealand education system. In 2010, it was announced that nine trades academies would be opened around the country in 2011. Trades academies are an example of a secondary-tertiary programme that will provide a broad range of learning opportunities for senior secondary students interested in a trades career, to ensure they stay engaged in education for longer.

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[3] Of these schools, 37% were well prepared and 53% had preparation underway. Only 10% of schools were not yet prepared/preparing to work with the National Standards, down from 20% in terms 1 and 2 of the same year. In the schools that were not ready to work with the National Standards, reasons included the lack of effective assessment practices, changes or high attrition rates in school personnel, ineffective leadership, and even resistance to the National Standards.

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 relevant to 2010 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 2010, there were 170,077 students who identified as Māori. This group makes up 22% of the total New Zealand schooling roll. It is the second largest ethnic grouping of students, behind Pākehā/European.

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

Ka Hikitia – Managing for Success sets out key outcomes, goals, actions and targets to better focus the Ministry of Education's activities on achieving educational success for and with Māori learners.

Its strategic intent is **Māori achieving education success as Māori**. This means that a Māori learner's identity, language, culture and experience as Māori is explicitly validated and incorporated into their education experience.

Ka Hikitia – Managing for Success identifies two critical factors that are key to realising Māori education potential in schools:

- Ako, reciprocal teaching and learning, which includes:
    - identity, language and culture count – knowing where learners come from and building on what learners bring with them
    - productive partnerships – Māori learners, families, iwi and educators working together to produce better outcomes
- Māori potential, cultural advantage and inherent capability.

In 2010 -11, a mid-term review was carried out to examine the implementation of the strategy in improving Māori learner outcomes. The overarching finding was that despite improvements across a number of key system indicators, progress is occurring at a much slower rate than is expected. In 2010, as in recent years, the rate of Māori students achieving across a number of indicators has increased, but disparities still exist in achievement between Māori and non-Māori students. Key findings of the mid-term review include:

- The rate of Māori participating in Māori language education has remained constant at around 19-20% between 2008 and 2010.
- There has been a 21% increase in Māori learners achieving NCEA level 2 from 2007 to 2009 (from 39.6 to 47.9%).
- The retention rate to 17 years of age is improving for Māori with an increase of 40.3% to 45.8% staying on to 17 from 2008 – 2009.
- The percentage of Māori accessing Special Education Early intervention services has increased from 19.3% in 2008/09 to 21.1% in 2009/10.
- There was a slight (0.5%) increase in the number of Māori enrolling in Bachelor level study from 2008-2009.
- Over 40% of Māori school leavers from Māori medium schools qualify for direct entry to university, compared to 20% of Māori at English medium schools.

Over the next two years, by increasing the intensity with which *Ka Hikitia – Managing for Success* is implemented and embedded into the compulsory schooling sector the Ministry aims to further improve the system's performance for Māori learners, and reduce the disparities between Māori and non-Māori learners.

We will do this by:

- Ensuring national flagship policy programmes incorporate Māori learner's identity, language and culture into the programme's design, delivery, measures and evaluation

- Working with iwi to explore their ideas and develop some practical examples for change that focus on raising achievement

- Implementing a coordinated action plan by all education sector agencies to increase system performance at a faster rate.

As a result of this more intensive action, the Ministry expects to see improvements in the education experience for school-aged Māori learners over the next five years against the following key system indicators:

Measure	2010 (%)	1 year	2 year	5 year
Not achieved basic literacy and numeracy skills by age 10	18	17	15	10
Frequent truant by Year 9/10	2.8	2.7	2.6	2
Suspended from school each year	1.5	1.4	1.2	1
Students participating in Māori language education[4]	19.5	20.3	21	22
Leave secondary school without a qualification	34	32.5	30	24
Leave school with NCEA Level 2 or better	48	50	53	65
Leave school with a university entrance standard	20	21	22	26

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 50 in February 2011.

These relationships are shaped by the direction of the strategy and the shared education interests of iwi and the Ministry. The common aspirations of the iwi education partners are to support the education achievement of their descendants or Māori learners and ensure the education system takes account of their identity, language and culture.

Iwi that have established relationships are carrying out work programmes that reflect these aspirations. They are doing this in different ways, including, for example, 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. Some iwi are doing this with little or no assistance from government.

Māori medium education

In 2010, there were 6,068 students in kura kaupapa Māori and kura teina, an increase of 11.8% since 2002 when 5,428 were enrolled. Since 1992 there has been a huge increase in the number of kura kaupapa Māori and kura teina, from 13 in 1992 to 73 in 2010. Māori medium education includes teaching and learning in te reo Māori from 51% to 100%. It also includes a variety of settings like Kura Kaupapa Māori, special character schools and immersion and bilingual classes that sit within English medium schools. In 2010, there were 218 English medium schools with Māori-immersion or bilingual classes.

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[4]   This indicator refers to all students – not exclusively Māori students.

Pasifika Education Plan 2009–2012

In 2010, 74,469 (or 10%) of students were classified as Pasifika according to prioritised collection of ethnicity information.[5] In 2009 the Government released the revised *Pasifika Education Plan 2009–2012* to focus activity on what will make the most difference for improving educational outcomes for Pasifika students. The vision expressed in the revised plan is that:

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

The Plan seeks to achieve this vision by focusing action on areas with high Pasifika populations and identifying what will make the most difference for Pasifika students. This has been identified as:

- 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 students 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* also sets targets to monitor success. These targets are monitored through an annual report, the *Pasifika Education Plan Monitoring Report* (eg, Ministry of Education, 2010a).

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[5] When 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

Special education developments in 2010

New Zealand's special education system exists to ensure that every child learns and succeeds. New Zealand has one of the most inclusive special education approaches in the world. In 2010 special education was able to measure this quantifiably and also see areas for improvement. The Ministry of Education and ERO agreed on a number of indicators of inclusiveness. ERO then 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.

The results of the ERO evaluation reinforced the views of more than 2,100 people who made submissions on the Review of Special Education 2010: it is clear that there are some parts of the education system that are working well for children with special education needs and some that are not.

Success for All – Every School, Every Child

In response, 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. This will result in improved educational achievements by students with special education needs, and an improved experience for their families and educators of the special education systems and supports.

The programme of activities includes:

- *Support for students through*: an additional $18 million a year to enable an additional 1,000 children to access the Ongoing Resourcing Scheme (ORS); 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 students 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 resolution process that seeks to resolve concerns fairly and effectively.

- *Equipping schools to include all students 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 student achievement practitioners; education and knowledge about inclusive practice; increased 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 students 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 students with special education needs.

Services and support for children with special education needs

The Ministry of Education, Special Education, every 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 needs. In 2010, $35.7 million was allocated to schools by way of Special Education Grant funding (up from $34.8 million in 2009). In addition, in 2010 Special Education provided:

- communication services to 5,331 children
- behaviour services to 3,386 children
- Ongoing Resourcing Scheme support to 7,742 children
- School High Health Needs support to 627 children
- assistive technology to 1,061 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 students or staff members, lost or missing students, or floods, fires and threats to the safety of children and staff.

In 2010 this traumatic incident support was called upon more than any other year with the Pike River Mine Disaster and the Canterbury Earthquake. The Ministry deployed psychologists and other specialists to both areas to provide welfare recovery services to children, schools and early childhood education services. Immediately following the Canterbury Earthquake the traumatic incident team delivered recovery workshops to over 400 teachers. The Ministry also provided direct support to schools and early childhood education services, as required, and had information and tips for early childhood education centres, schools and parents on its website.

Following are a selection of other special education developments in 2010.

- In June 2010 the Ministry of Education released the *Deaf Education Discussion Paper 2010*. The discussion paper sought feedback from stakeholders to assist the Ministry to improve specialist education services for Deaf and hearing-impaired children and young people. The summary of submissions in response to the discussion paper was released in October 2010.

- In 2009 ERO published a report (ERO, 2009d) on the management of the Resource Teacher: Learning and Behaviour (RTLB) service. In response to the issues raised, the Ministry is working with the education sector and RTLB to transform the service. The transformed service will:
    – deliver better support for schools and students
    – have stronger governance and management of clusters
    – better align with other special education services and support
    – have stronger professional leadership and more consistent practice.

- The Ministry finished developing, and subsequently advertised, the Post Graduate Diploma in Specialist Teaching. Teachers who take part in this course of study go on to specialise in one of six areas, such as autism spectrum disorder. Schools with teachers who complete the qualification will then have someone in-house to turn to for expert advice and support relating to specialist cases. At present, Canterbury and Massey Universities offer the courses.

The Canterbury earthquakes

At 4:35 am on 4 September 2010 the Canterbury region was shaken by a 7.1 magnitude earthquake. Although there was damage caused to some of the Canterbury infrastructure during this event, the human cost and psychological impact were relatively small. Most people were in bed, and damage to buildings was largely minor.

At 12:51 pm on 22 February 2011 a severe aftershock of magnitude 6.3 hit the region. This second earthquake was shallower and had stronger peak ground acceleration than the previous earthquake. The social impacts were much greater. Structural damage and liquefaction were widespread throughout the city of Christchurch, and sadly 181 people passed away due to the events of that afternoon.

Both earthquakes had an impact on New Zealand schools, especially those in the Canterbury region. The September earthquake had an obvious impact on schools in 2010, forcing short-term school closures throughout the region. The February 2011 earthquake, though not in 2010, had such an immediate and major impact on New Zealand schools it would be remiss to postpone some discussion of the problems faced, and the challenges met, by schools and the education system as a whole.

4 September earthquake

Damage to schools

Considering the large magnitude of the September earthquake the damage to schools was minimal. This was due to the rigorous building codes we have in New Zealand. In addition, New Zealand schools have structural strengthening standards, systematic replacement of tile roofs with modern materials, and a dedicated school seismic strengthening programme.

In general, schools fared very well in this initial quake, with only one state school considered to have sustained severe damage. Other state schools had relatively little damage, and this was confined to a few buildings at each school.

Response

Following the earthquake of 4 September 2010 work quickly began on assessing education sites to make sure they were safe before they were reopened. Announcements were made to notify the public that all schools would remain closed for the first week following the earthquake so that damage assessments could be completed.

If there was any sign or suspicion of major damage, schools were cordoned off for further inspection. Within 2 weeks of the earthquake, 98% of schools had reopened to students, but 100% of schools were running classes either on-site or off their usual premises.

22 February earthquake

Damage to schools

Within 24 hours of the 22 February earthquake schools were contacted by the Ministry and damage assessment was started. For all school properties owned by the state, rapid visual assessments were undertaken to ascertain the extent of damage (see Table 1). Initially many Christchurch schools were unable to open because of lack of access to essential utilities (power, water and wastewater). Trying to locate portable toilet facilities as a stopgap measure proved difficult due to the overwhelming demand in the city outweighing supply.

Table 1:   Rapid categorising of property damage after the 22 February earthquake

Damage	Definition	No. of school sites
Category 1 Major level	Structural collapse, failed infrastructure, heavy subsidence or significant damage. Rebuilding will be required involving detailed documentation and consent applications.	29
Category 2 Medium level	Structural issues, severe non-structural damage (including extensive cracking to internal finishes). Repairable work needed, but this will not require consent applications.	49
Category 3 Minor level	Superficial damage, including minor cracking or minor service issues. Damage can be remediated while school is in operation.	136

Note: These initial assessments covered all 214 school sites within Canterbury.

Comparative reopening dates

Reopening schools and, more generally, educational facilities provides communities with psychological and practical assurance that things are returning to normal (OneResponse, 2009), not only for the students but also for their families. For this reason it was important to get schools up and running as quickly as possible following the earthquakes, while making sure they were safe places to work and learn. Compared to the September earthquake, resumption of studies/teaching took much longer following February's quake. Following the September quake, 98% of schools reopened within 2 weeks, whereas it took 5 weeks following the February quake to reach the same percentage.

Response

In the immediate aftermath of the February earthquake the first priority within schools was to ensure staff and students were present and accounted for and any injuries were treated. In addition, schools quickly confirmed the safety of their students to the Ministry of Education and kept them in safe areas during subsequent aftershocks until they could be collected.

Supporting the community

In addition to providing education following the earthquake, several schools played a vital role in providing other forms of support. A large number of people needed accommodation and care close by because:

- their own usual accommodation was damaged or unsafe
- transport infrastructure was damaged and roads needed to be kept clear for emergency vehicles
- many were without power, water or sewerage
- there was a need for communication and to be informed of civil defence directives.

Civil defence has long seen schools as focal points for communities and good sites for organisation and co-ordination during times of emergency. Following the initial impact on 22 February, schools in Christchurch quickly showed why this is the case. School sites in Christchurch that were safe for occupation were immediately requisitioned as evacuation centres. By evening of the day of the earthquake Burnside High School and Mt Pleasant School were converted into evacuation centres. On the day following the quake six schools became water distribution centres as Christchurch residents were unable to drink mains water.

By Saturday 26 February, four days after the earthquake, Windsor School was set up as a welfare centre and the evacuated campuses of McKenzie and Halswell residential schools became accommodation for state sector relief workers.

Recovery

Before the 22 February earthquake 76,143 students were at school in the Canterbury region. Most of these received their schooling in the Christchurch City area. Because this area was the hardest hit in the quake, significant disruptions to education were caused for students, their families and communities in general.

Various recovery efforts were required to ensure that schooling services and the sense of normalcy they can provide were quickly and effectively rolled out. From 14 March learning hubs were set up to ensure educational opportunities for local students prior to the reopening of their schools. All of these hubs were staffed by qualified teachers and had learning resources and stationery for the students, so that pupils could carry out challenging age- and stage-appropriate schooling tasks.

Several schools within Christchurch City were badly damaged in the February earthquake. While assessment on the repair and recovery of these schools was carried out, temporary arrangements were made for those students who could not attend school at their regular campus.

Five schools that were adversely affected during the quake shared sites with schools that were not badly affected. In these arrangements, one school operated from early morning through to early afternoon and the other operated from early afternoon through until evening.

In the immediate aftermath of the earthquake three schools made alternative arrangements for their students. Halswell residential students were distributed among schools outside of Canterbury and Glenelg Health camp delayed intake of referrals. Students from Nova Montessori were educated offsite for a time.

Three schools that could not reopen on their original sites immediately following the earthquakes arranged short-term alternative venues to continue teaching their students. Due to the clearance of Halswell residential school, two schools used their premises to continue teaching. In addition, one school moved into a previously vacant school site.

Due to the relocation of many students to temporary sites, and the pressure on teachers and leadership staff, extra transport and staff were arranged to help deal with the process of getting schools back up and running. As at May 2011, 98 buses were being used to transport students to their relocated schooling sites, and over 35 teachers and principals had been brought in to help support Canterbury schools.

Student migration

We can see through enrolment data how the schooling population has been affected by the movement of families, temporarily or more permanently. Students were re-enrolled in other schools throughout Canterbury and the rest of the country following the earthquake.

By Monday 28 of February, 1,650 students had enrolled in schools that were in territorial authorities other than Christchurch City, Waimakariri and Selwyn. By 13 September, a cumulative total of 12,071 students had enrolled at a new school following the quake (8,892 in schools outside of the three Canterbury territorial authorities mentioned). Of these, 6,629 students had since returned to their school of origin, and 286[6] students had left the new school in which they enrolled following the quake and were not currently enrolled in any school.

Education disruption and behaviour

The earthquakes in Canterbury had a disruptive effect on communities across the region, including students and teachers in Canterbury schools, particularly in Christchurch City. For many students, a number of learning days have already been lost during the period of safety assessment and organising temporary schooling arrangements (see Table 2).

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[6]   These students have either finished their schooling, or are being followed up via usual processes.

Table 2:   Lost learning time of schools students (cumulative totals)

Date	Learning Days lost	Christchurch City Schools open	Selwyn Schools open	Waimakariri Schools open
28 Feb	3 days	0 schools	19 schools (73%)	17 schools (65%)
7 Mar	8 days	16 schools (10%)	All 26 schools	All 26 schools
14 Mar	13 days	114 schools (70%)	All 26 schools	All 26 schools
21 Mar	18 days	151 schools (93%)	All 26 schools	All 26 schools
23 Mar	20 days	158 schools (98%)	All 26 schools	All 26 schools

During 2011 teachers and Ministry staff will monitor the progress of students who experienced disruptions due to the earthquakes. This will ensure additional support is put in place for those who need it, and will help build the evidence base for any special considerations that need to be given with respect to qualifications.

In response to the 22 February 2011 Christchurch earthquake, NZQA has developed 'the Earthquake exemption' for course endorsement for 2011. NZQA will:

- Maintain the requirement to gain 14 credits at Merit or Excellence to be awarded course endorsement.
- Relax the requirement that three of these credits be internally assessed and three be externally assessed: the Earthquake exemption.
- Make this exemption available to all students enrolled in earthquake affected Christchurch schools on 22 February 2011, or subsequently enrolled in those schools prior to 1 September 2011.

Students who left Christchurch after the earthquake can apply for the exemption provided their application is supported by their new school. This exemption is in recognition of the reduced time for teaching, learning and assessment as a result of school closures in February and March, shortened school days and the on-going disruption, difficulties and stress caused by the earthquake and the aftershocks (NZQA, 2011).

Chapter 2: Resourcing

School resources

Background

Funding compulsory education is one of the major responsibilities of the Government. 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 expenditures where funding is not necessarily provided to schools but students directly benefit from the educational programmes and initiatives. School transport and school property funding are examples of such funding.

Operational grants and teacher salaries are directly transferred to educational institutions or 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, which 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 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.

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

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

Government funding to schools

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 $1,159 million in 2010)
- staffing ($3,396 million in 2010)
- property capital works ($628 million in 2010).[7]

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[7] All government funding components are exclusive of GST. The base year for real funding is 2010. The figure for property capital works is an estimate from cash payments made during 2010 and includes both capital and operating expenditure.

Operational funding to schools

Operational funding consists of several components, each with its own formulae and drivers. Detailed descriptions of each component, their drivers and formulae can be found in the *Funding, Staffing and Allowance Handbook.*[8] Figure 2 shows that total operational funding has increased over the last 10 years, both in nominal and real (2010) terms. Between 2000 and 2010 operational funding provided to schools increased by 20.3% in real terms.

Figure 2:   Nominal and real operational grants to schools, 2000–2010
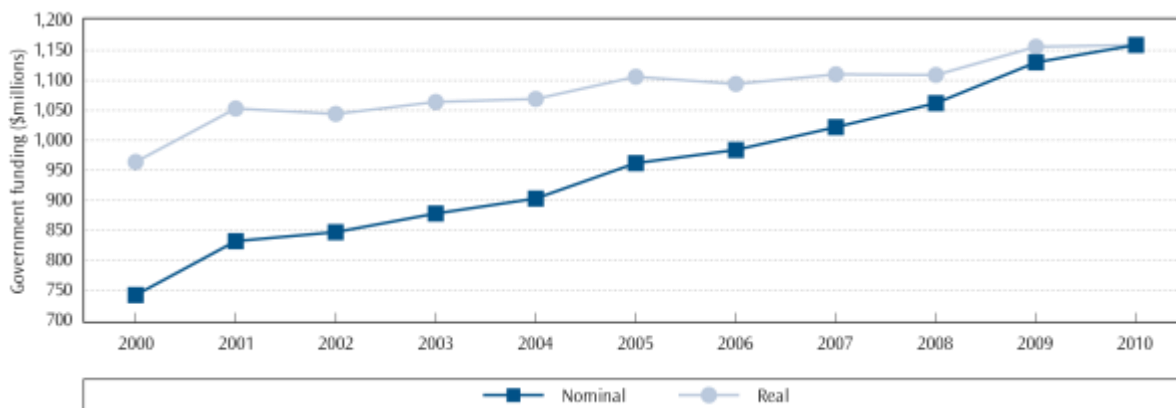
Over the past year operational funding stayed relatively stable, with a 0.25% increase in real terms. A more detailed breakdown of operational grants to schools is available on the Education Counts website.[9]

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.*[10] Figure 3 presents the total funding for teacher salaries from 2000 to 2010, in nominal and real (2010) terms.

Government funding for teacher salaries increased by 74.1% in nominal terms, or by 34.1% in real terms, between 2000 and 2010. In 2010 teacher salaries increased by 1.6% in real terms from 2009. A more detailed breakdown of salaries funding to schools is available on the Education Counts website.[11]

Figure 3:   Teacher salary funding to state and state-integrated schools, 2000–2010

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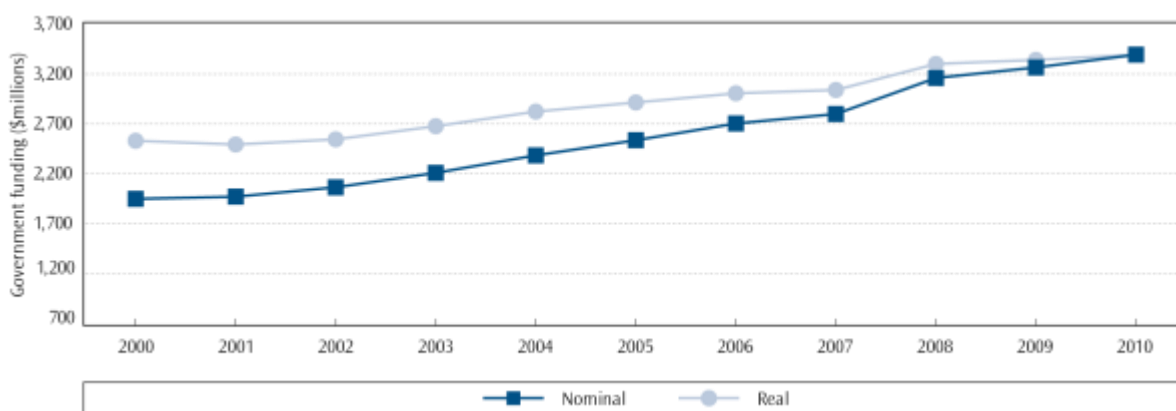
[8]   This handbook is available electronically from the Ministry of Education website: www.minedu.govt.nz.

[9]   See: www.educationcounts.govt.nz/statistics/schooling/funding/47696.

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

[11]   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 2000 to 2010.

Figure 4:   Direct property funding to schools, 2000–2010
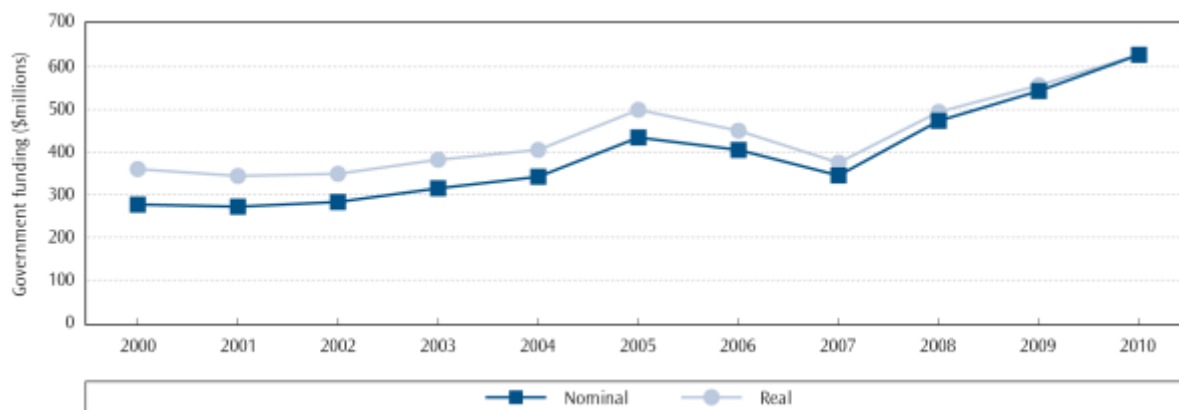
Over the past year, direct property funding increased by 13% in real terms. Between 2000 and 2010 the capital investment in school property increased by 74.6% in real terms. A more detailed breakdown of property funding to schools is available on the Education Counts website.[12]

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

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 this 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 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 2007 and 2010, broken down by the main source categories, is presented in Table 3.

Proportion of government funding

The trend in government funding as a proportion of total school revenue is presented in Table 3. The table includes the components of schools' revenue in gross terms.

Table 3:   School revenue (2007–2010)

Revenue	2007	2008	2009	2010 (est)
Government grants	4,030,402,108	4,386,988,511	5,446,244,516	5,596,998,542
Local funds	444,697,349	464,470,503	474,809,280	488,044,703
International students	99,994,104	102,471,032	99,209,939	107,463,358
Investments	60,220,137	68,879,049	36,449,549	39,342,034
Hostels	25,556,350	26,303,846	30,140,179	20,857,874
Other revenue	22,478,905	16,281,994	70,981,481	97,592,447
Total revenue	**4,683,348,953**	**5,065,394,935**	**6,157,834,944**	**6,350,298,958**
Proportion of government funding	86.1 percent	86.6 percent	88.4 percent	88.1 percent

Notes:
Figures are GST exclusive.
From 2009 on, includes use of land and building grants from government and proprietors.
Figures for 2010 in this and other tables, unless specified, are estimates based on the 2010 financial accounts returned by 2,255 (92%) schools at the time of writing, and estimates based on previous accounts data for 200 of the remaining schools.

Local funds revenue generated by schools include donations from parents and community and fundraising activities. In 2010 these sources represented 9% of all revenue. A further 2% of revenue was attributed to income from international students.

Expenditures

Operating a school incurs expenditure in a number of different areas. In 2010 total school expenditure was $6.3 billion, a 3.3% increase from the previous year. Table 4 contains the breakdown of school expenditure by main expenditure categories.

Table 4:   Expenditure of state and state-integrated schools, by main expenditure categories, 2007–2010

Expenses ($)	2007	2008	2009	2010 (est)
Learning resources	3,516,599,105	3,845,014,060	4,026,962,236	4,167,801,946
Administration	339,890,948	362,718,478	371,521,182	392,911,826
Property	1,139,913,446	1,219,125,275	1,265,696,207	1,283,505,609
Local funds	207,637,624	216,625,244	221,434,608	231,136,548
Depreciation	151,180,921	153,458,388	157,684,491	163,498,185
International students	38,079,300	42,758,714	43,185,843	46,435,301
Hostel	16,843,943	23,137,175	20,757,383	16,697,256
Loss on asset disposal	13,123,236	6,946,248	5,617,128	6,698,453
Amortisation of equitable leasehold interest	234,545	2,591,860	659,775	949,969
Finance costs	1,139,310	1,404,576	1,497,450	1,409,953
Impairment	2,058,162	458,299	296,965	1,338,025
Other expenses	19,315,858	27,651,960	16,538,987	23,558,629
Total expenditure	**4,643,045,622**	**5,036,662,496**	**6,131,852,255**	**6,335,941,700**

Notes:
Figures are GST exclusive.
From 2009 on, includes use of land and building grants from 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 2010 learning resources comprised 65.8% of all school expenditure.

The majority of administration expenses are the salaries of principals and other administrators. Administrative expenses also include the expenses of boards of trustees and all communication- and audit-related expenses. Administration expenses comprised 6.2% of total school expenditure in 2010.

Depreciation includes the depreciation on furniture, equipment and physical assets of schools, and comprised 2.6% of total school expenses in 2010.

Expenses to raise funds from local sources include expenses for trading and fundraising activities. In 2010 these comprised 3.6% 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 2010 the property expenditure comprised 20.3% (when use of land and buildings are 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 give some 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 general 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 0.2% of total revenue in 2010, compared with 0.4% in 2009.

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 6 presents the proportion of schools that have reported one, two or three years of operating surplus during the last three years (2007–2010).

Table 5:   Percentage of schools with an operating surplus, 2008–2010

Surplus	All schools	Primary schools	Secondary schools	Other schools
One year of operating surplus	29.4	29.8	27.0	35.6
Two years of operating surplus	31.1	32.5	25.8	20.0
Three years of operating surplus	23.1	22.9	23.4	28.9
Operating surplus in 2008	56.9	59.1	47.2	51.1
Operating surplus in 2009	55.1	56.3	49.8	53.3
Operating surplus in 2010	49.1	48.3	52.0	57.8

Generally around half of schools have operated in surplus in each of the last three years. In the previous two years, primary schools were more likely to have a surplus than secondary schools, but the opposite was true in 2010.

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 6 presents the working capital ratios of schools in 2010. 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 1.35:1, 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 6:   Percentage of schools in different working capital ratio bands, 2010

Working capital ratio	All schools	Primary schools	Secondary schools	Other schools
< 1.0	8.2	6.7	15.7	2.2
1.0 - 2.0	43.8	41.2	56.8	33.3
2.0 - 3.0	24.2	25.7	17.1	22.2
3.0 +	23.9	26.3	10.5	42.2

Table 6 shows that over 90% 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 $1,660 million in 2010, which is a 3.4% increase from the previous year. Table 7 shows the trends in total public equity of state and state-integrated schools over the last three years.

Table 7:   Public equity trends ($), 2007–2010

Year	All schools	Primary schools	Secondary schools	Other schools
2008	1,568,995,509	847,546,198	671,959,069	49,490,242
2009	1,606,235,442	881,831,724	690,012,260	34,391,458
2010 (est)	1,660,572,388	892,884,821	715,878,056	51,809,511

Table 8 shows the proportion of schools that have contributed to this increase in public equity.

Table 8:   Percentage of schools with an increase in public equity, 2010

Equity change	All schools	Primary schools	Secondary schools	Other schools
Equity increase in 2009	58.6	59.6	54.3	53.2
Equity increase in 2010	53.2	51.8	58.9	58.7
Equity increase in 2009 and 2010	36.6	35.7	40.2	42.2
No increase in equity for 2009/10	24.9	24.3	27.4	26.7

Chapter 3: Foundation skills

How well students settle in when they begin their schooling can have an important influence on children's achievement into secondary schooling years (Bishop, Berryman, Tiakiwai, & Richardson, 2003; Learning Media Ltd, 2006; Rubie-Davies, Hattie, & Hamilton, 2006; Tunmer, Chapman, & Prochnow, 2003; Wylie & Hipkins, 2006). Teachers can support a smooth transition to school by positively linking school expectations and learning with children's prior experiences (Peters, 2010; Turoa, Wolfgramm, Tanielu, & McNaughton, 2002).

Mastering literacy competencies early is essential to enable students to learn effectively across the curriculum. The first years of primary school are critical for children to master the foundations of reading and writing. A strong foundation in mathematics enables children to continue to have the ability and inclination to use mathematics effectively - at home, at work and in the community.

The 2010 year was the first in which English medium schools reported to parents and whānau on student reading, writing and mathematics achievement against the National Standards. In 2011, schools will set targets against the standards in their charters. Schools will be able to use their student achievement data as evidence on which to base decisions about teaching methods and professional development requirements. In 2010, Ngā Whanaketanga Rumaki Māori were revised and developed. The Ministry of Education gathered information with 42 kura and schools with Māori medium settings in order to revise the whanaketanga and to identify what was required to support the implementation of the whanaketanga in 2011.

Reading and writing literacy

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

Early years of learning are vital for acquiring basic reading and writing skills to provide the foundation for the rest of a student's schooling career. ERO reported that, in 2009, 70% of teachers in a sample of 212 schools used effective teaching methods for reading and writing at this early stage of learning; around a third of teachers did not (ERO, 2009c). It appears to be an area with some room for improvement, which the introduction of National Standards should support.

Reading literacy in primary schooling

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), pānui (reading) and tuhituhi (writing).
- The National Standards focus on creating a clear picture of what students should be achieving in reading and writing, and at what stage.
- Ngā Whanaketanga Rumaki Māori describe the kōrero, pānui and tuhituhi skills and knowledge students need in all learning areas across *Te Marautanga o Aotearoa*, at different points of their year 1 to 8 schooling.

Reading Recovery

Reading Recovery is an early literacy intervention 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.

In 2010 Reading Recovery was offered in two-thirds (66%) of state and state-integrated schools with six-year-old students (comparable to 67% in 2009 and 66% in 2008). Approximately one in seven six-year-old students (n=8,290) attending state and state-integrated schools entered Reading Recovery in 2010.

Most students (80%) who exited the intervention in 2010 had reached the average level of reading and writing for their classroom cohort and were "successfully discontinued". A further 13% of students were referred on for further specialist reading support. Where Māori learners are accessing Reading Recovery, results show that gains for Māori children are consistently greater than for Asian and Pākehā learners (Lee, 2010). The review of Reading Recovery funding to increase access for students with the greatest need has been completed and is expected to benefit more Māori learners whose schools access this intervention.

Resource Teachers of Literacy

Resource Teachers of Literacy (RTLit) are specialist teachers who assist students in Years 1 to 8 who are experiencing difficulties with literacy learning (predominantly reading literacy, 88%). A total of 3,995 students were on the RTLit roll for 2010. Over half (52%) of these students received direct instruction (individual or small-group tutoring) by the RTLit and 67% received indirect support (where RTLit provided modelling, advice and guidance to classroom teachers).

Consistent with ongoing trends, more boys (68%) than girls (32%) received RTLit support in 2010. Half (52%) of RTLit students were New Zealand European, just over one-third (35%) were Māori, 8% were Pasifika and less than 2% were Asian. On average, students spent just over six months receiving RTLit support.

Nearly two-thirds (61%) of all students had made improvements in their text readability levels of one year or more during their time receiving RTLit support.

International differences

The Progress in International Reading Literacy Study (PIRLS) assesses reading literacy at primary school (Year 5) every five years[13] (Chamberlain, 2007; Chamberlain, 2008). In PIRLS-05/06, the mean score for New Zealand Year 5 students (532) was significantly higher than the international PIRLS scale mean (500) for the 40 countries that took part in PIRLS-05/06. There was no significant change in the New Zealand mean from 2001 to 2005/6. New Zealand's standing relative to the 25 other countries with comparable data from both cycles did, however, move down from 11th in 2001 to 14th in 2005/06. This change was largely due to significant improvements in achievement by three countries – Singapore, Hong Kong-China, and the Russian Federation

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[13] The latest PIRLS data was collected in New Zealand at the end of 2010, while the Northern hemisphere countries' data were collected in mid 2011. The newest data/findings will be released at the end of 2012.

Reading literacy in secondary schooling

To achieve a National Certificate of Educational Achievement (NCEA) Level 1 qualification, all students must fulfil specific numeracy and literacy requirements[14]. In 2010, 78% of candidates met the literacy requirements for NCEA Level 1 by the end of Year 11, the same percentage as in 2009.

Figure 5:   Proportion of students who met the literacy and numeracy requirements for NCEA Level 1 by the end of Year 11, 2004–2010
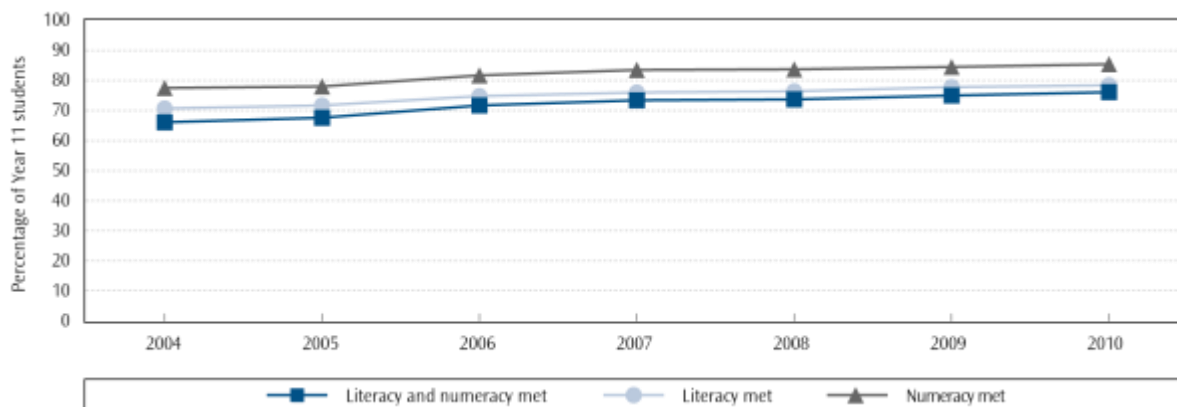
International differences

Every three years since 2000 the Programme for International Student Assessment (PISA) has assessed 15-year-old students' 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[15], with only 2 out of 34 OECD 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.

New Zealand students consistently perform well in PISA. PISA 2009 shows that many New Zealand 15-year-olds students 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 students did not achieve above the lowest levels of reading literacy in 2009; this was a similar result to Australia and Japan, but statistically 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 these lower levels.

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[14]   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 come into effect in 2011 in a transition arrangement, and will be in full effect in 2012.

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

Ethnic group differences

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

Figure 6:   Year 11 students meeting NCEA Level 1 literacy and numeracy requirements, by ethnicity, 2004–2010
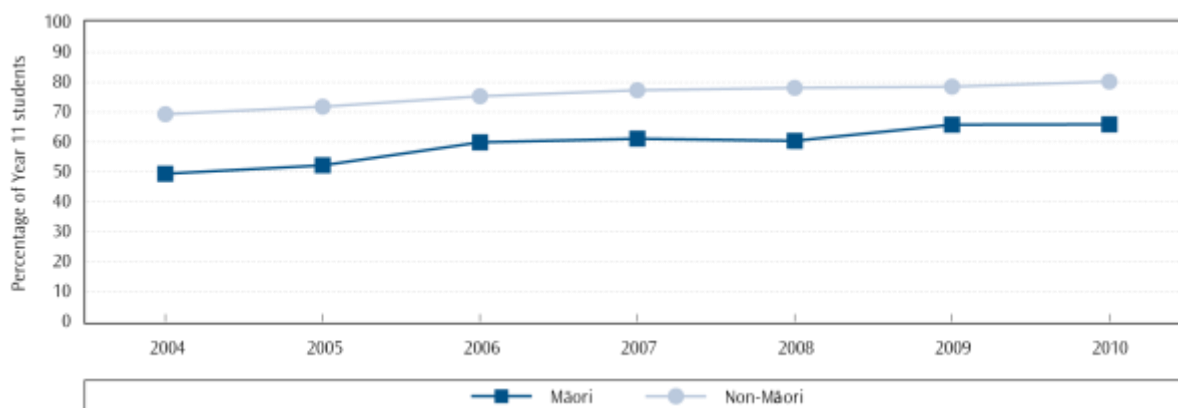
NCEA

In 2010, 70% of both Māori and Pasifika students met the literacy requirements for NCEA Level 1 by the end of Year 11. In comparison, 79% of Asian students and 84% of Pākehā/European students reached this level

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 students in English medium settings. In 2010, 97% of Māori students in Māori medium settings achieved the literacy requirements, compared with 74% of Māori candidates in English medium settings and 86% of non-Māori candidates. This has been relatively consistent since 2006, when 95% of candidates in Māori medium settings met the NCEA Level 1 literacy requirements compared with 71% of Māori candidates in English medium settings.

PISA

In PISA 2009 the mean scores for Pākehā/European and Asian 15-year-old students were significantly higher than the OECD average, while Māori and Pasifika mean scores were significantly lower than the OECD average. Lower proportions of Māori and Pasifika students achieved at the highest levels of proficiency in reading, and they were over-represented at the lower levels when compared with Pākehā/European and Asian students.

Ka Hikitia - Managing for Success sets out an action plan to increase the effectiveness of teaching and learning for Māori students in Years 9 and 10. To provide an indication of progress against this goal, one of the targets is to improve the proportion of Year 11 Māori students achieving the reading literacy and numeracy criteria for NCEA Level 1 from 59.4% in 2006, to be equal to or better than the proportion of non-Māori by 2012. There has been good progress made towards reaching this target (which is 68% in 2010),[16] with the proportion of Māori achieving this standard in 2010 sitting at 66%.

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[16]   This percentage includes New Zealand Agency for International Development (NZAID) and International Fee Paying (IFP) students. If these are excluded, the percentage for domestic non-Māori is 75%.

Figure 7:   Year 11 candidates at Māori medium and English medium schools meeting both the literacy and numeracy requirements for NCEA Level 1, 2007–2010
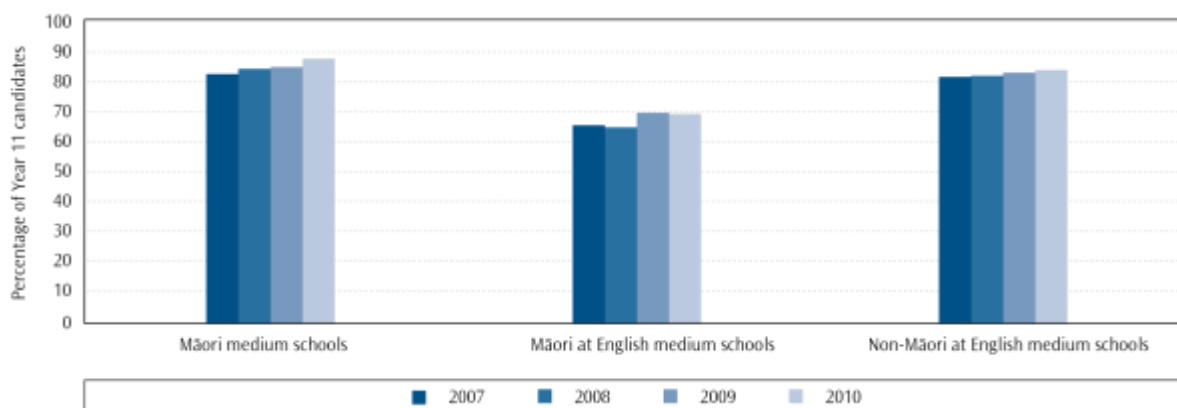
For the schooling sector the *Pasifika Education Plan 2009–2012* focuses on increasing Pasifika achievement levels in literacy and numeracy, and gaining secondary school qualifications. It sets a target of increasing the percentage of school leavers reaching NCEA Level 1 numeracy *and* literacy from 84% in 2008 to 93% in 2012. Results from 2010 indicate that progress is being made towards reaching this target, with the figure at nearly 87%. However, this is not very different to the 86% in 2009, and to reach the current target larger increases will be required over the next two years.

Gender differences

In 2010, 74% of males and 82% of females achieved the literacy requirements for NCEA Level 1 by the end of Year 11.

Figure 8:   Year 11 students meeting the NCEA Level 1 literacy requirements, by gender, 2004–2010
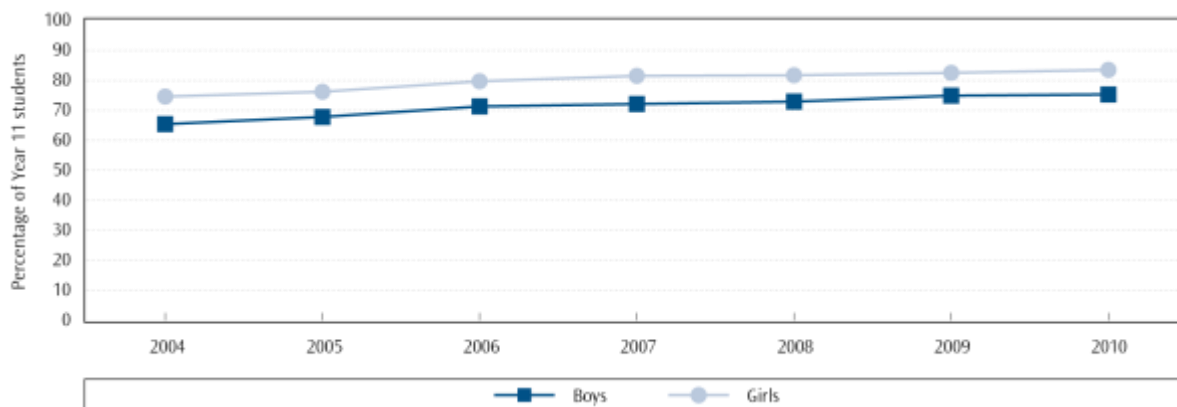
As with NCEA results, 15-year-old New Zealand girls achieved a significantly higher mean reading literacy score than boys in PISA 2009. This gender difference was common to all of the 65 countries participating in PISA 2009 for reading, although New Zealand had a larger gender difference than many other countries. This gender difference has been the same since PISA 2000.

Socio-economic differences

In 2010 there was a large (18%) 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. However, since 2004 there has been an 11% decrease in the difference between the lowest quintile (deciles 1 and 2) and the highest quintile (deciles 9 and 10), showing a promising reduction in the performance gap caused by differences in socio-economic conditions.

Attitudes towards reading

New Zealand 15-year-olds 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 students 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-olds digital reading skills. Participants taking part in the computer assessment had navigation tools and features that allowed them to move freely through pages of hypertext in a number of ways. 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.

Mathematics

To participate successfully in a knowledge-based economy and society all students should be provided the opportunity to achieve highly in mathematics. Mathematics in primary schooling provides a strong foundation in numeracy skills, which become the building blocks for further mathematics and statistics learning in secondary school.

Mathematics in primary schooling

Successful participation in a knowledge-based economy and society requires that all students have the opportunity to achieve highly in mathematics. Mathematics in primary schooling provides a strong foundation in numeracy skills to enable students to 'have the ability and inclination to use mathematics effectively – at home, at work and in the community.'(Ministry of Education, 2008b). The research sitting alongside the Numeracy professional development informed and contributed to the knowledge base about mathematics education.

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

For the past ten years, the Numeracy Development Projects (NDP) have focused on improving mathematics teaching and raising student achievement in all primary schools across New Zealand. Young-Loveridge's (2010) review of a decade of NDP points out that if we want our students to succeed at expected levels identified in the mathematics standards, there is a need for further professional support to develop teachers' deep conceptual understanding and pedagogical knowledge in mathematics.

Mathematics in secondary schooling

Mathematics and statistics is compulsory in Years 9 and 10. From Year 11 it is no longer compulsory, but in Years 12 and 13 participation in mathematics remains high: 79% of Year 12 students and 57% of Year 13 students took at least one mathematics subject in 2010. In 2010, 85% of students achieved the numeracy requirements for NCEA Level 1 by the end of Year 11.

Mathematical attainment at the senior secondary level contributes to preparation for successful participation in tertiary education and the ability to contribute to, and participate in, a changing labour market and an increasingly knowledge-based society. Attainment level is also related to individual well-being.

International differences

PISA assesses 15-year-old students' mathematics literacy compared with that of students in other OECD countries. Overall, New Zealand 15-year-old students 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 students 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 student 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 students (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 students did not reach beyond the lowest level of mathematical literacy (that is, achieving Level 2); this proportion was similar to that of Australia and was lower than the average across the OECD countries (22%).

Ethnic group differences

In PISA 2009 lower proportions of 15-year-old Māori and Pasifika students achieved at the highest levels of proficiency in mathematics, and students from these ethnic groups were over-represented at the lower levels when compared with Pākehā/European and Asian students. Asian students have the highest proportion of school leavers achieving NCEA Level 1 literacy and numeracy with 92% in 2010, which was 3% higher than the percentage of Pākehā/European students (90%). Pasifika (80%) and Māori (73%) students had the lowest rates.

Figure 9:   Percentage of school leavers with NCEA Level 1 literacy and numeracy, by ethnic group, 2010
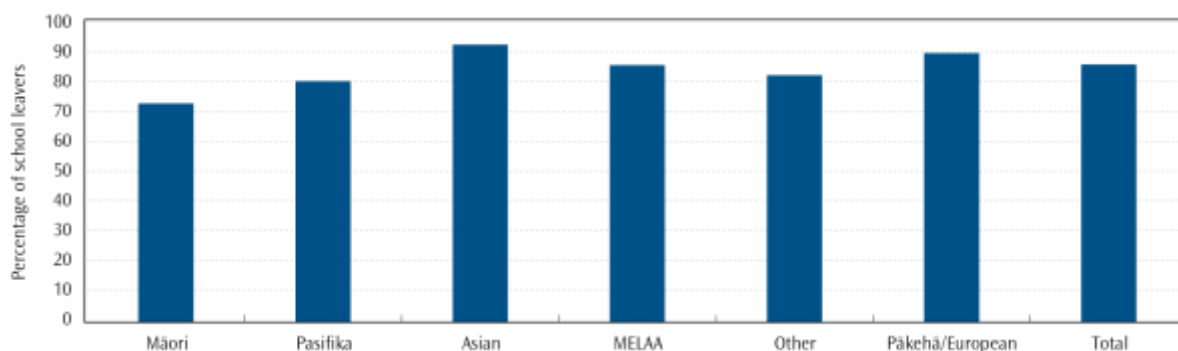
Notes:
For this graph, students who identified in more than one ethnic group have been counted in each ethnic group.
MELAA refers to Middle Eastern/Latin American/African.

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 2010, 84% of girls achieved NCEA Level 1 numeracy requirements by the end of Year 11 compared with 78% of boys.

Socio-economic differences

NCEA results from 2010 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 (77%) and 2 (86%) students was below that of students from decile 9 (92%) and 10 (95%) schools.

Science

The Prime Minister's Chief Science Advisor, Sir Peter Gluckman, 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 where science education is becoming so important (Gluckman, 2011).

Science in primary schooling

The most recent data that we have on science in primary schools are from the 2006 Trends in International Mathematics and Science Study (TIMSS). TIMSS assessments included questions on the classification of living things, human health, uses of water, rusting, common energy sources, light, the weather, and changes in the environment (Caygill, 2008).

New Zealand Year 5 students' mean performance in science was significantly higher than 13 of the 36 countries that also tested at Year 5 level, but it was significantly lower than 21 countries, including Singapore, England, the United States and Australia.

Science in secondary schooling

In PISA 2009 New Zealand performed very strongly in scientific literacy, with only Finland among OECD countries achieving a significantly higher mean score. Shanghai-China, Hong Kong-China and Singapore also achieved a significantly higher mean score than New Zealand. New Zealand's performance was similar to six other OECD countries, including Australia, and significantly above 29 other OECD countries, including the United Kingdom and the United States.

New Zealand was one of the four best-performing countries in terms of reaching the highest proficiency levels in scientific literacy, with 18% reaching Level 5 or above. Thirteen percent of New Zealand 15-year-old students did not reach beyond the lowest level of scientific literacy (Level 1), a proportion that was significantly lower than the average across the OECD countries. New Zealand's 15-year-olds mean performance in scientific literacy did not change significantly between 2006 and 2009.

Figure 10: Percentage of New Zealand 15-year-old students reaching the PISA scientific literacy proficiency levels, 2009
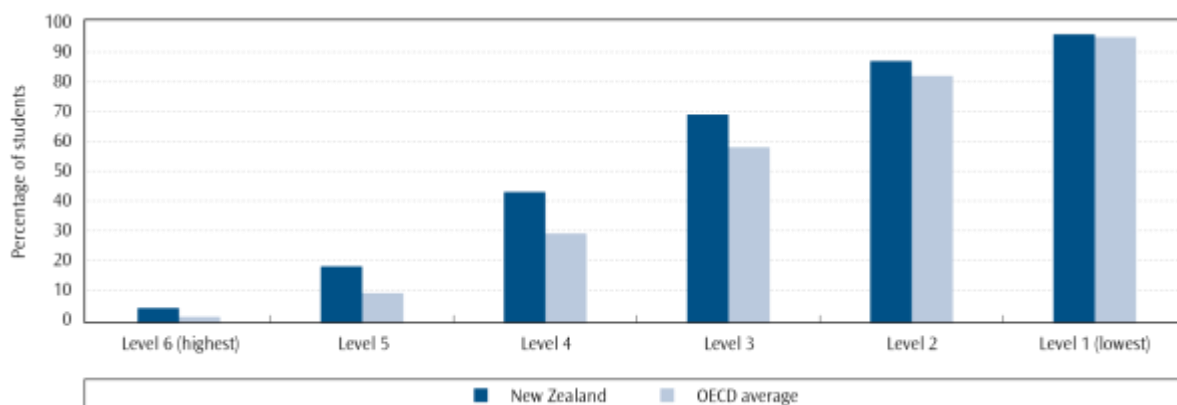
Ethnic group differences

In PISA 2009 the mean score for both Pākehā/European and Asian students in New Zealand was significantly above the OECD average, with Pākehā/European students in particular performing very strongly in scientific literacy. Māori and Pasifika student performance was significantly below the OECD average

Gender differences

In PISA 2009 there was no significant difference between the mean science scores of New Zealand 15-year-old boys and girls. This was consistent with the other OECD countries.

Where to find out more

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education COUNTS

Indicators → Education and learning outcomes → Schooling → Science achievement: primary schooling
Science literacy achievement: senior secondary schooling

Chapter 4: Student outcomes

A successful school produces school leavers who are motivated, self-directed, lifelong learners. The choice of subjects at secondary school can open up or close off future opportunities for young people. For example, to enter degree-level tertiary education, in most institutions students 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. A 2009 report (Madjar, McKinley, Seini Jensen, & Van der Merwe, 2009) found that school students who choose or are directed into applied versions of core subjects[17] or unit standards courses can find that this pathway "fizzles out", with no higher-level study options. The report suggests that possible reasons for these choices are the nature of the timetabling and other restrictions in some secondary schools. In other cases, school staff guide students into decisions. Māori and Pasifika students are more likely than most to choose courses (or be directed by teachers, deans, or guidance counsellors into courses) that do not lead to higher-level study options.

Over a quarter (28%) of both parents and students want more guidance in making decisions about subjects in Years 9 and 10 before it is too late (Wylie & Hipkins, 2006). Information from schools is often inadequate to enable parents, families and whānau to feel confident about making informed decisions (Madjar et al., 2009).

A 2010 report (Dalziel, 2010) on the links between education and employment in New Zealand highlighted the views of employers and training providers: students need early guidance to make decisions about learning and careers throughout their lives. These informants suggested that many students leave school without realising the potential worth that career services can provide (Vaughan, Phillips, Dalziel, & Higgins, 2009).

Completion of senior secondary education is associated with a range of economic and social benefits. Students who enrol in tertiary education straight from school have higher retention and completion rates and are more likely to go on to higher levels of study than students who return to education later in life (Scott & Smart, 2005). Successfully completing a tertiary education qualification early in adult life also provides better employment opportunities, income and associated benefits. Diploma- or degree-level qualifications provide the greatest benefits (Earle, 2009). This is why the Government is focusing on increasing the proportion of students achieving higher-level qualifications before they are 25 (Ministry of Education, 2010b).

School-leaver qualifications

The qualifications a student 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, from 2008. For the 2010 school-leaver indicators, this has allowed the identification of school leavers previously not identified and for ethnic group analysis to take account of all the ethnic groups a student belongs to. Based on this new system it was found that, in 2010, 82% of all school leavers attained at least NCEA Level 1. Female school leavers (84%) achieved at a higher rate than their male counterparts (80%).

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[17]　Defined by the authors as "those subjects considered to be central to school students' studies, particularly English, mathematics, and science" (Madjar et al., 2009, Pg 110).

Ethnic group differences

When looking at total responses for ethnic group, in 2010 Asian students had the highest proportion of school leavers attaining at least NCEA Level 1 (91%), which was 6% higher than the percentage of Pākehā/European (86%) students. Pasifika (76%) and Māori (66%) students had the lowest rates.

Figure 11: Percentage of school leavers with NCEA Level 1 or above, by total response ethnic group, 2010
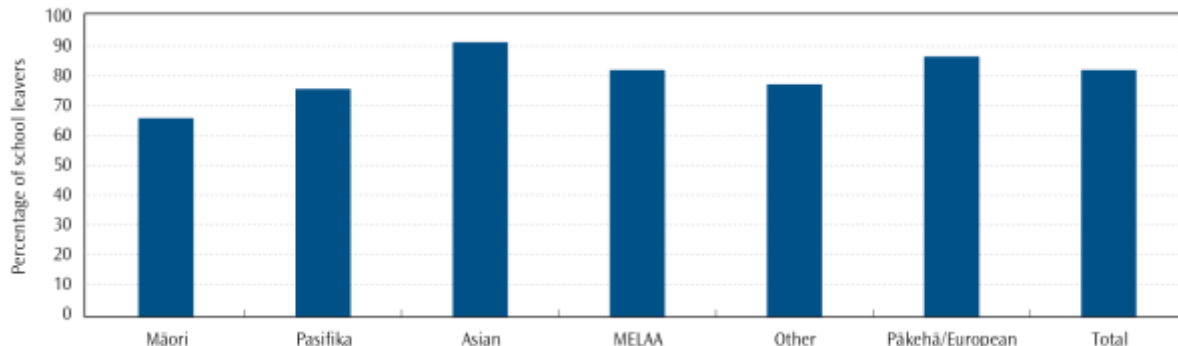
Note: For this indicator, students who identified in more than one ethnic group have been counted in each ethnic group.

For a trend comparison of recent years, the school leavers who are newly included in 2010 need to be excluded to allow a fair comparison with previous years. Since 2002 there has been an increase of 30% in those who attain at least NCEA Level 1, with 87% in 2010 compared to 67% in 2002.

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 69% between 2002 (44%) and 2010 (74%), and Pasifika school leavers, with an increase of 41% between 2002 (59%) and 2010 (83%). This can be compared to the non-Māori and non-Pasifika school leavers, who had a smaller proportional increase of 24% between 2002 (73%) and 2010 (91%). This shows that, for this measure, the disparities between the different ethnic groups are reducing.

Figure 12: Percentage of school leavers with an NCEA Level 1 qualification or above, by ethnic group, 2002–2010
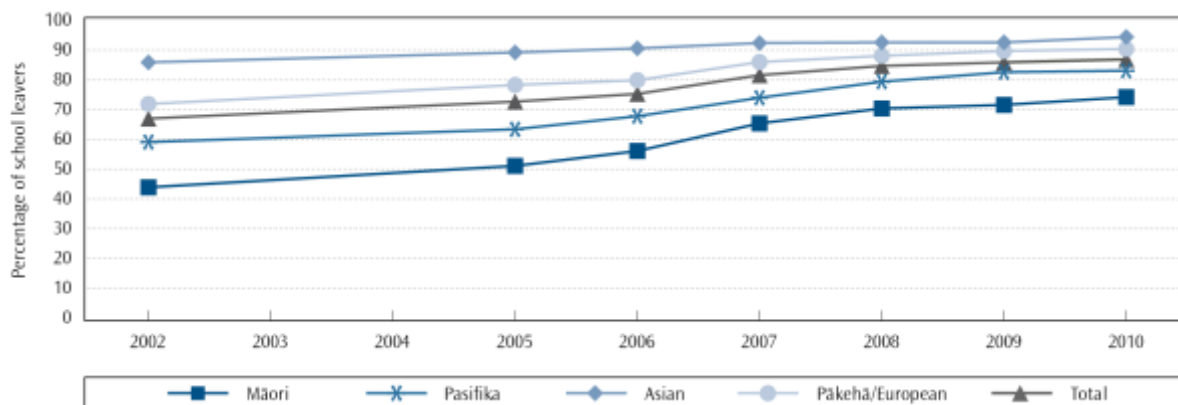
Notes:
Due to methodological changes in the allocation of attainment levels in 2003 and 2004, for leavers achieving a qualification between little or no formal attainment and UE standard, the percentages of leavers with at least NCEA Level 1 in both 2003 and 2004 are not comparable with other years and have been omitted.
In order to allow a comparison over time, school leavers are defined using the historical paper-based collection definition, and ethnicity is prioritised.

Socio-economic differences

A positive correlation can be seen between the socio-economic mix of the school and the percentage of school leavers attaining at least an NCEA Level 1 qualification. Schools in the lowest deciles (1 and 2) draw their students from communities with the highest degree of socio-economic disadvantage. In 2010, 94% of students from schools in the highest deciles (deciles 9 and 10) left school with at least an NCEA Level 1 qualification. This was 34% higher than the lowest two deciles (70%).

School leavers with NCEA Level 2 or a higher qualification

A formal school qualification at Level 2[18] or above is a benchmark, which young adults need to complete to have a basic prerequisite for higher education and training, and for many entry-level jobs. In 2010, 74% of school leavers attained at least NCEA Level 2, compared with 73% in 2009 and 71% in 2008. Over 63% of school leavers with NCEA Level 2 or above also achieved a University Entrance standard.

Ethnic group differences

Using total response ethnicity,[19] Asian students had the highest proportion of school leavers attaining at least NCEA Level 2 in 2010 (84%), followed by Pākehā/European (74%) students. There is a substantial gap between these and the proportion of Pasifika (59%) and Māori (48%) school leavers attaining at least NCEA Level 2.

When looking at trends, we need to use prioritised ethnicity and a more restrictive definition of school leavers.[20] Relatively high rates of improvement can be seen for Pasifika and Māori since 2003 compared to other ethnic groups.[21] This implies that the disparities between ethnic groups are reducing.

The gap between the proportion of Māori and non-Māori school leavers with NCEA Level 2 or above is also closing. In 2003 non-Māori school leavers were twice as likely to obtain NCEA Level 2 or above as Māori school leavers (29% for Māori school leavers and 58% for non-Māori school leavers). In 2010 results have increased for both groups, to 57% for Māori school leavers and 79% for non-Māori school leavers.

Similarly, the gap between the proportion of Pasifika and non-Pasifika school leavers with NCEA Level 2 or above is closing. In 2003 non-Pasifika school leavers were 26% more likely to obtain NCEA Level 2 or above than Pasifika school leavers, compared with 11% more likely in 2010. However, progress has slowed in recent years, and this is a similar disparity to 2008 and 2009.

Ka Hikitia - Managing for Success sets a target[22] to increase the proportion of Māori school leavers with NCEA Level 2 or above from 48% in 2010 to 65% by 2015.

A key target[23] in the *Pasifika Education Plan 2009–2012* is to increase the proportion of Pasifika students leaving school with at least NCEA Level 2 or equivalent, from 63% in 2008 to 75% by the end of 2012. In 2010, 68% of Pasifika school leavers and 75% of non-Pasifika school leavers had NCEA Level 2 or above (compared to 63% and 72%, respectively, in 2008). The current trend suggests the 75% target will either be met or come very close to being met.

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[18] NCEA Level 2, an international equivalent Level 2 school qualification or a tertiary qualification at ISCED 3 or higher is the minimum qualification that individuals need to attain for upper-secondary graduation in OECD indicators.

[19] A new, more inclusive definition of "school leaver" was used in 2010 for total response collection. It included alternative education students, failed transfers, part-time students, young students and students who had left to go overseas. See appendix for more details.

[20] Prior to 2008 school-leaver information was predominantly collected using paper-based forms. As a result, prioritised ethnicity was used and some students were not counted; for example, students over 16 who said they were transferring school but subsequently did not enrol in another school.

[21] Due to methodological changes in the allocation of attainment levels in 2004, for leavers achieving a qualification between little or no formal attainment and UE standard, the percentages of leavers with at least NCEA Level 2 in 2004 are not comparable with other years, and these have been omitted. In order to allow a comparison over time, school leavers are defined using the historical paper-based collection definition and ethnicity is prioritised.

[22] Targets in *Ka Hikitia* are based on prioritised ethnicity and the more restrictive definition of school leavers.

[23] Targets in the *Pasifika Education Plan 2009–2012* are based on prioritised ethnicity and the more restrictive definition of school leavers.

Figure 13: Percentage of school leavers with an NCEA Level 2 qualification or above, by ethnic group, 2003–2010
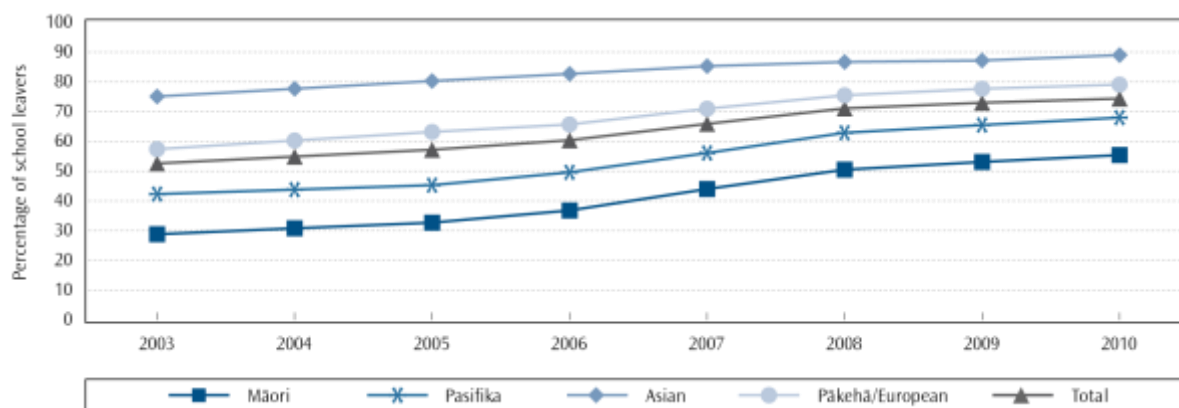
Gender differences

Girls performed better than boys, with 79% attaining at least NCEA Level 2 in 2010 compared with 70% of boys.

Socio-economic differences

In 2010, 87% of students from schools in the highest deciles (deciles 9 and 10) left school with at least NCEA Level 2. This was 34 percentage points higher than the lowest two deciles (53%). This gap has narrowed since 2006, when students from schools in the highest quintile were almost twice as likely to leave school with at least NCEA Level 2 compared with students from schools in the lowest deciles.

School leavers achieving University Entrance standard

Students leaving school having achieved University Entrance requirements and/or attaining NCEA Level 3 or above are considered to have successfully completed their final year of schooling. In 2010, 47% of school leavers achieved at least a University Entrance standard,[24] an increase of 15 percentage points from 2004 (32%).

One of the aims of the Tertiary Education Strategy 2010–2015 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 students 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% of leavers chose to study below bachelor level, and the remainder did not continue on to tertiary study in New Zealand. In general, students with higher school achievement[25] were more likely to progress to bachelor-level study, but higher-achieving Māori and Pasifika[26] students and students from low-decile schools were less likely to progress to bachelor-level study.

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[24]   Under the old definition of the school-leaver cohort.

[25]   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.

[26]   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 2010, using total response ethnicity, Asian students had the highest proportion of school leavers achieving a University Entrance standard (65%), compared to Pākehā/European (47%), Pasifika (26%) and Māori (20%) students.

Figure 14: Percentage of school leavers with University Entrance standard, by total response ethnic group, 2010
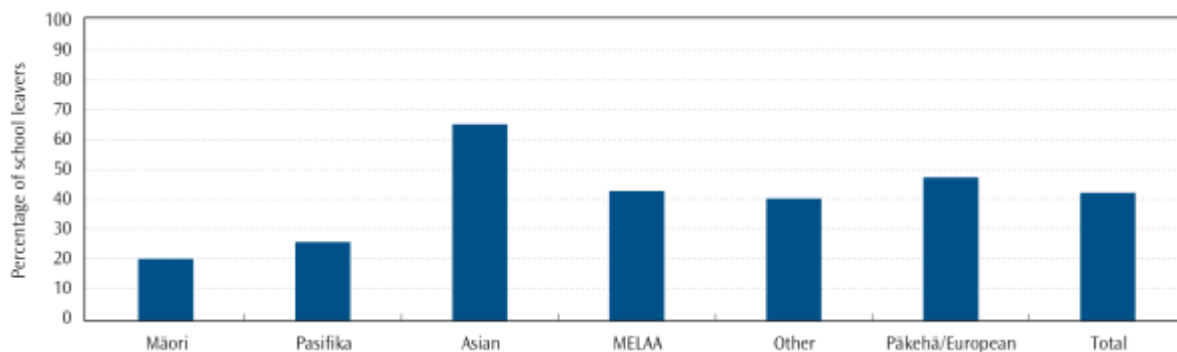
Note: For this indicator, students who identified in more than one ethnic group have been counted in each ethnic group.

Using prioritised ethnicity, we can examine the trends in University Entrance achievement over the last few years. The proportion of Māori school leavers achieving a University Entrance standard increased 12 percentage points between 2004 and 2010 (12% in 2004 to 24% in 2010). This compares with an improvement of 15 percentage points for non-Māori school leavers (37% in 2004 compared to 52% in 2009).

Figure 15: Percentage of school leavers with University Entrance standard, by ethnic group, 2004–2010
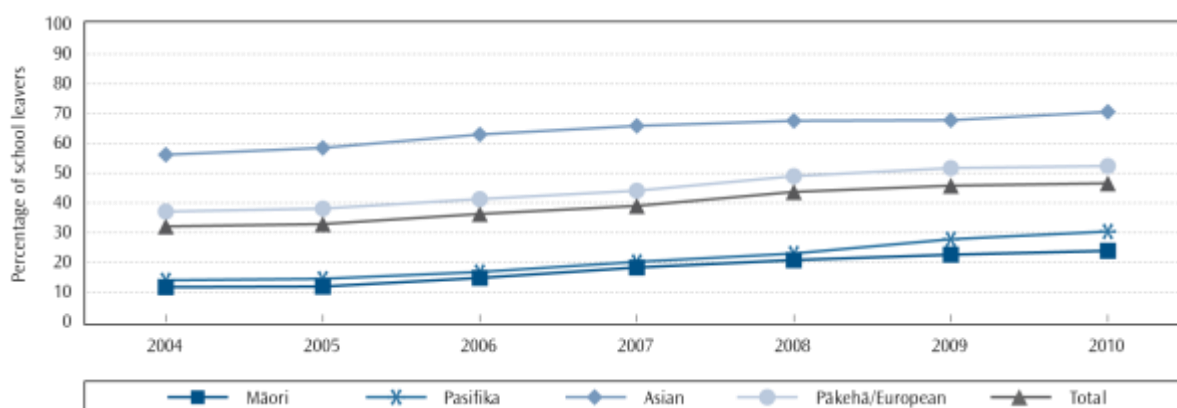
Note: In order to allow a comparison over time, school leavers are defined using the historical paper-based collection definition and ethnicity is prioritised.

Ka Hikitia - Managing for Success sets a target to increase the proportion of Māori school leavers qualified to attend university from 20% in 2010 to 26% by 2015. A key target in the *Pasifika Education Plan 2009–2012* is to increase the proportion of Pasifika students leaving school with a University Entrance standard from 23% in 2008 to 30% by the end of 2012. Since 2004 the proportion of Pasifika school leavers achieving a University Entrance standard improved by 16 percentage points (from 14% in 2004 to 30% in 2010). The gap between the proportion of Pasifika and the proportion of non-Pasifika students leaving school achieving a University Entrance standard has stayed relatively the same.

Gender differences

Girls performed better than boys, with 49% of 2010 female school leavers achieving a University Entrance standard compared with 36% of 2010 male school leavers.

Socio-economic differences

In 2010 students from schools in the highest deciles (9 and 10) were three times more likely to leave school having achieved a University Entrance standard compared with students from schools in the lowest decile schools. Their achievement rates were 66% and 22%, respectively.

Where to find out more

Visit: www.educationcounts.govt.nz — education COUNTS

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Māori language in education

Language is the essence of culture, and iwi and Māori leaders aspire to maintain and develop their language and culture. Supporting these aspirations through opportunities to learn in and through te reo Māori is a responsibility of the education system.

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. The proportion of primary and secondary students engaged in Māori-language education has declined since a peak in 2003, when the rate stood at 21.9%. In 2010, 19.5% of students were engaged in Māori-language education.

Enrolments in Māori medium education

Students 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 students 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 9). The number of students in each level of learning in Māori medium education has fluctuated over the last decade.

Table 9:   All students involved in Levels 1-4a of Māori-language learning, 2001–2010

Level of learning	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Level 1: 81–100%	11,155	11,640	12,209	12,580	12,755	12,235	11,991	11,774	11,634	11,738
Level 2: 51–80%	5,305	5,124	4,658	5,360	5,119	5,187	5,424	5,157	5,161	4,587
Sub-total	16,460	16,764	16,867	17,940	17,874	17,422	17,415	16,931	16,795	16,325
Level 3: 31-50%	5836	5531	6024	5345	5761	5450	5154	4795	4649	4904
Level 4(a): 12-30%	5569	5571	6191	6294	5279	6469	5926	7007	6727	6303

Achievement in Māori medium settings

Although the relatively small number of students makes it difficult to draw conclusions, 2010 data shows that students in Māori medium education achieve better in NCEA than Māori students attending English medium schools.

The proportion of students from Māori medium who leave school qualified to attend university (51.5%) is much higher than that of Māori students from English medium schools (23.1%), and above the proportion of non-Māori in English medium schools (50.1%).

Trends in number of students learning te reo Māori and learning through te reo Māori

In addition to those involved in Māori medium education, there were many students learning te reo Māori in English medium settings for at least three hours per week (20,010). This is a decrease of 5.3% from 2009. The proportion of Year 11 students studying te reo Māori and te reo rangatira remained relatively stable, 6.4% in July 2009 compared with 6.3% in July 2010.

Ka Hikitia

Ka Hikitia - Managing for Success sets out targets to monitor the achievement of goals for Māori language in education, as follows:

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

- 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 plus te reo rangatira) from 7.4% in 2006 to 10% by 2012.

- Keep the current participation rate of all (primary and secondary) students engaged in Māori-language education at 21%.

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

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| Topics | Māori |

Chapter 5: Student participation and engagement with learning

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

Students who become disengaged from school often begin to do so before the age of 12 (Wylie, Cameron, Twist, McDowell, & Fisher, 2009). Research shows that disengagement accelerates at secondary school, particularly for Māori and Pasifika boys (Gibbs & Poskitt, 2010), and that lower engagement in learning and positivity about subjects is often reflected in lower rates of achievement (asTTle).[27]

All transition points (eg, moving from one year level to another, or between classes at school) in a young person's schooling are important, but the primary to secondary school transition has the potential to be particularly challenging, especially for students who have largely disengaged from learning or have been struggling with learning and achievement (Ministry of Education, 2008a). The biggest danger period for students to experience concerning levels of negativity to school and learning seems to be during the second half of Year 9, not in the first few weeks following the transition.

The Competent Learners @ 14 study (Wylie & Hipkins, 2006) found that by 14 years of age one-third of those studied did not find school engaging, with one in five wanting to leave school as soon as possible. Disengagement from school is evident in truancy, stand-down, suspension and expulsion rates, which increase rapidly from age 11 (Ng, 2007). Students' attitudes towards reading, writing and mathematics get less positive as they move through the middle years of schooling (Cox & Kennedy, 2008).

There is considerable agreement among principals, teachers and students that to teach students in Years 7 to 10, teachers require specialist knowledge, high pedagogical skills and good personal attributes (Durling & Bishop, 2010). For those students who become disengaged, the source of their disengagement generally includes boredom and being in a learning environment where it was difficult to learn (ie, it was noisy or there were relationship issues with teacher(s) and/or other students) (Wylie et al., 2009). To support student engagement, teachers need to provide varied, interesting and fun learning opportunities that relate to real life. Students appreciate clear explanations and instructions, and regular constructive feedback to help support them with areas of weakness.

A disproportionate number of students who experience disengagement from school are Māori. In 2010, 46.9% of all male students and 43.3% of all female students who left school in year 10 were Māori. Of those who left in Year 11, Māori students made up 40.5% (1,372 Māori boys and 1,149 Māori girls).

This chapter provides a number of indicators of student participation and engagement with learning, including the unfortunate cases where senior secondary aged students, who are disengaged with education, are unable to find employment.

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[27]   asTTle (Assessment Tools for Teaching and Learning) is an educational resource for assessing literacy and numeracy. It provides teachers, students and parents with information about a student's level of achievement. Teachers can use asTTle to create tests designed for their own students' learning needs. See: www.tki.org.nz/r/asttle/

Not in Education Employment or Training

The table below indicates those senior secondary school aged young people, at the transition period between secondary school, and either further education, or employment. The figures give an idea of the number of students that stay engaged with schooling, or education in general, and the types of education that this includes. Not all of the young people will stay engaged in education in its various forms, or alternative training programmes. The table provides an indication of the numbers of young people, that do not stay engaged, and whether or not they are employed.

Table 10: An estimate of the number of domestic students not in education, employment or training (NEET), ages 16 to 18, 2010

	16 years	17 years	18 years
Secondary school (excl. STAR, Gateway)	45,558	36,357	8,284
Teen parent units	80	121	143
STAR	3,195	3,394	836
Gateway	3,922	3,176	274
Home schooling	366	227	100
Total secondary schooling	**53,121**	**43,275**	**9,637**
Youth training	1,793	1,801	558
Skill enhancement / training opportunities	18	97	861
Total youth training	**1,811**	**1,898**	**1,419**
Tertiary (excl. workplace-based learning)	1,437	4,239	22,012
Workplace-based learning (excl. Modern Apprenticeships)	702	1,494	2,499
Modern Apprenticeships	195	797	1,762
Total in tertiary	**2,334**	**6,530**	**26,273**
Usually resident population (excluding long-term study permits)	61,063	62,513	63,420
Total in education	57,266	51,703	37,329
Numbers not in education or training	**3,797**	**10,810**	**26,091**
Proportion of 'not studying' that are unemployed (HLFS)[3]	0.60	0.42	0.41
Not in education, employment or training (NEET)	**2,272**	**4,528**	**10,603**

Note:

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

2. This is not the Governments official ,measure of NEET . It is an analysis based on census data provided by education services

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

Non-enrolled students

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 students are more likely than any other ethnic group to become non-enrolled.

When a student 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 students and, where necessary, assist their return to education. Staff work alongside students, their families, schools and other agencies to discuss and facilitate a return to education.

There is strong evidence that regular attendance at school is one of the most significant factors influencing student achievement. Chronic truancy is also a strong predictor of negative outcomes in later life, including violence, delinquency, substance abuse, unemployment and early parenting.

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

Figure 16: Age-standardised non-enrolment rates per 1,000 students, by ethnic group, 2006–2010
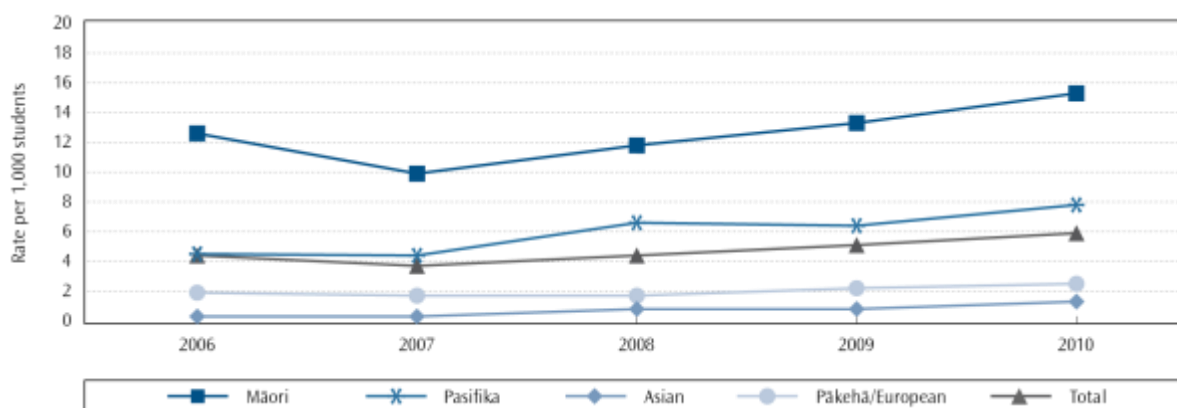
In 2010 there were 3,484 cases of non-enrolment investigated and closed by the Ministry. These cases were caused by 3,329 students, with 149 students having two episodes and three students having three episodes. Of the 3,329 referrals, 2,869 students returned to school, 466 students enrolled in alternative education centres and 149 were granted an early leaving exemption.

The age-standardised rate was the highest for Māori students (15.3 non-enrolments per 1,000 students). The age-standardised rate for Pasifika students (7.8 per 1,000 students) was lower than for Māori students but higher than for Pākehā/European students (2.5 per 1,000 students). The age-standardised rate for Asian students was 1.3 non-enrolments per 1,000 students.

Non-enrolment notifications are more common in secondary school-aged students. Although the non-enrolment rate for 11-year-olds was 3 per 1,000 students in 2010, it increased sharply to a rate of 18 per 1,000 students for 14-year-olds.

Figure 17: Unadjusted non-enrolment rates per 1,000 students, by age, 2007–2010
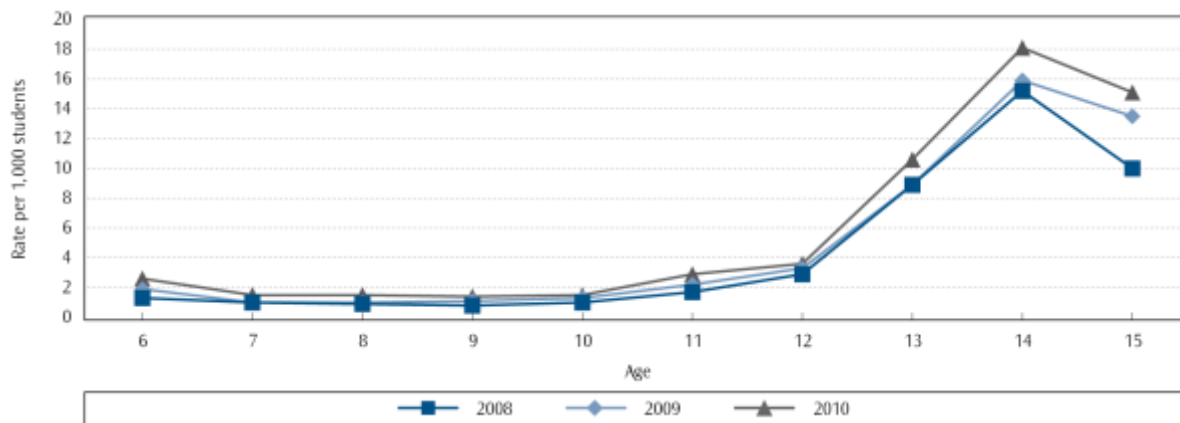
There was no significant difference between male and female students, with age-standardised rates of 5.8 and 6.1 non-enrolments per 1,000 students among females and males, respectively.

The length of time it took to re-engage students in education varied greatly. In 2010, 789 cases took less than 20 days, 1,022 cases took 20 to 39 days and 627 cases took 40 to 59 days. The remaining 1,046 took at least 60 days.

Figure 18: Number of days it took to re-engage the student, 2010
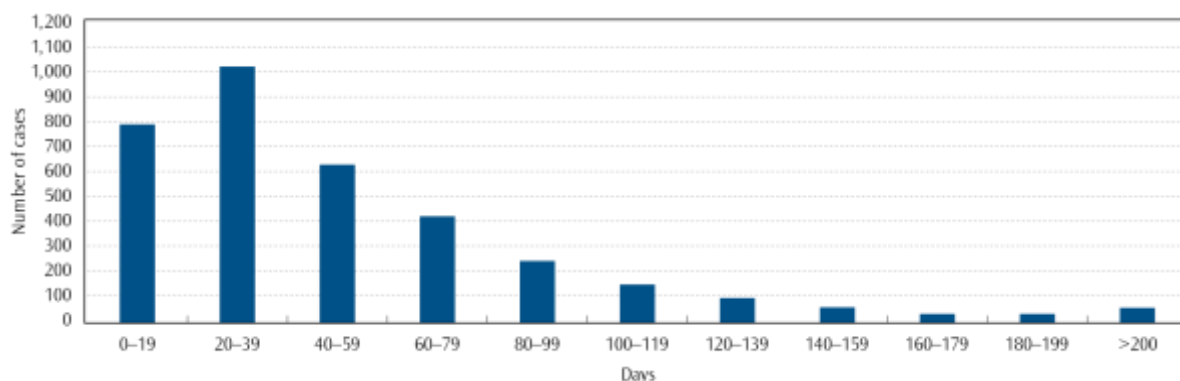
Schools in the lowest quintile (deciles 1 and 2) draw their students from communities with the highest degree of socio-economic disadvantage. In 2010 students in quintile 1 schools were over 10 times more likely to be reported non-enrolled than students from quintile 5 schools. In 2010, 66% of non-enrolment notifications were from schools in quintile 1 or 2.

Figure 19: Age-standardised non-enrolment rates, by school quintile, 2010
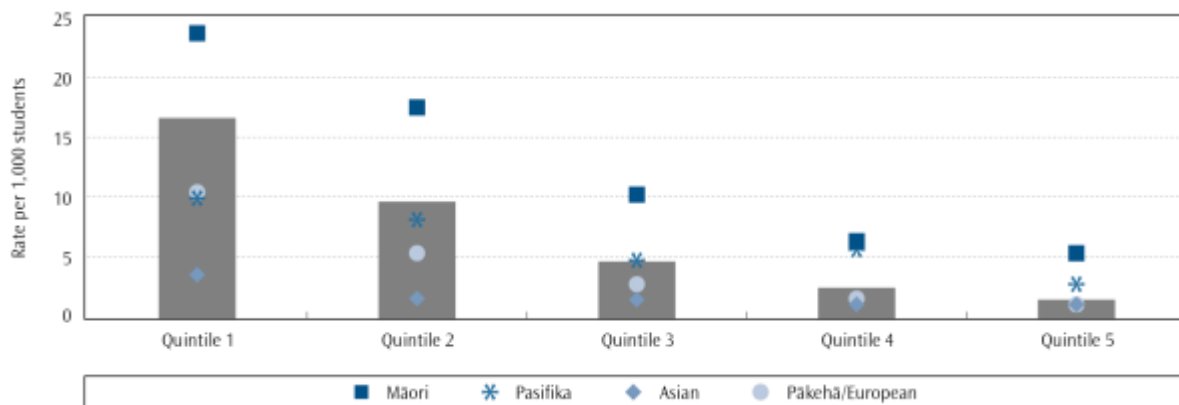
Achievement

The 2010 achievement results show that Year 11 and Year 12 students with a non-enrolment notification between 2008 and 2010 were less likely to meet the NCEA Level 1 literacy and numeracy requirements. Out of the 950 Year 11 students with a non-enrolment history whose achievement data could be obtained, 74% did not meet the NCEA Level 1 literacy and numeracy requirements, compared to 19% of Year 11 students who maintained school presence during that period. A similar gap in performance can be observed in Year 12 students.

Figure 20: Percentage of Year 11 and Year 12 students who did not meet NCEA Level 1 literacy and numeracy requirements, 2010
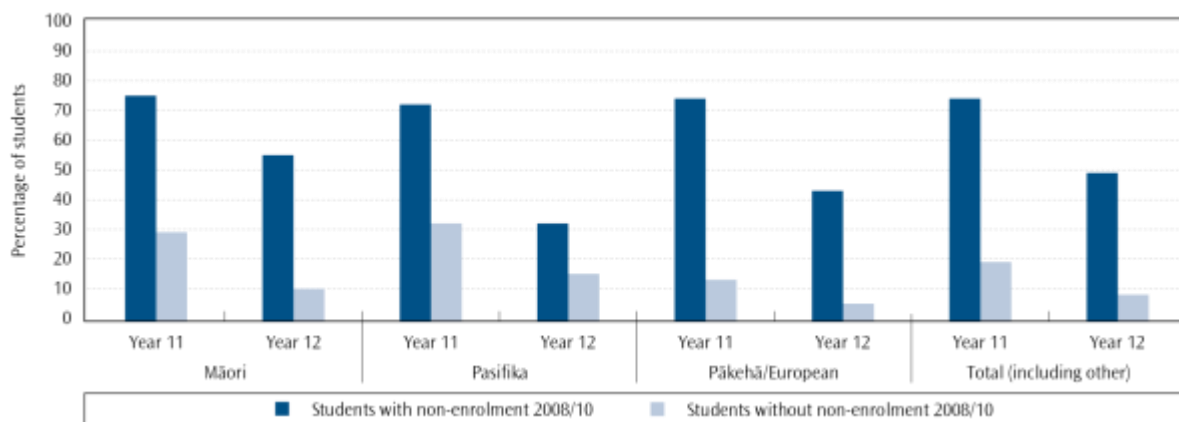
Retention of students in secondary schooling

Completing senior secondary education is associated with a range of economic and social benefits, both in New Zealand and across the OECD. Generally, the longer a student stays at secondary school, the more likely they are to move into tertiary education once they leave school (Ussher, 2007). One of the important success factors for boys is staying at school until the end of Year 13. This is because, on average, it takes boys longer than girls to achieve a high level of maturity and self-management (Lashlie, 2005).

A 2006 study found that over half (56%) of early school leavers said that prior to leaving they had fallen behind in their school work because of truancy, sickness or moving house and school (TNS and Monarch Consulting, 2006). Students who leave school before completing senior secondary education on average have greater levels of unemployment and lower incomes. Young people who leave school without qualifications may also face difficulties in terms of life-long learning or returning to formal study in later years.

Retention of students to 17 years old

In 2008, 81.0% of students stayed at school to their 17th birthday. In 2010 this rate improved to 83.7%.

Figure 21: Retention rate: percentage of school leavers aged 17 or above, 2008–2010
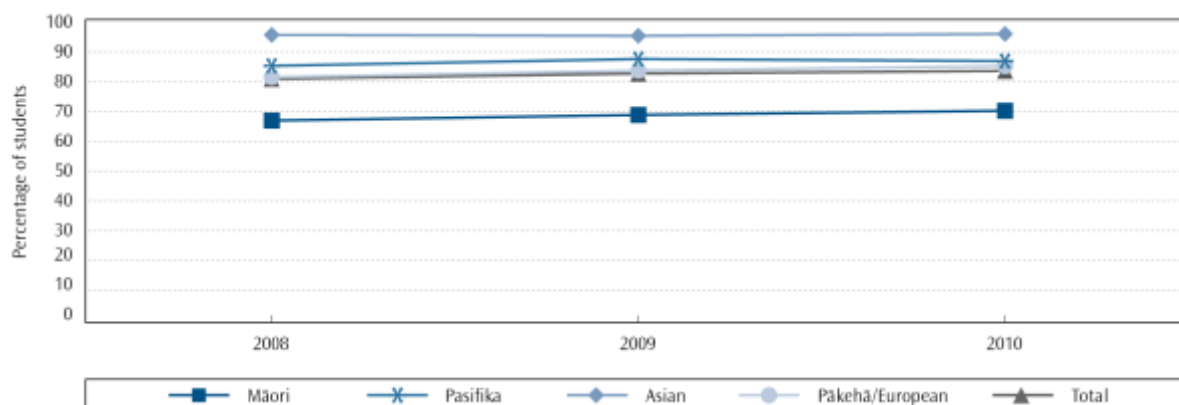
Ethnic group differences

Although the retention rate for Māori is slowly increasing, many Māori students become disengaged with schooling quite early. In many cases this is strongly linked to poor relationships with teachers and low achievement. In 2010 Māori students had the lowest estimated proportion of students remaining at school to age 17, at 70.3%. This compares with a retention rate of 87.0% for Pasifika students and 85.3% for Pākehā/European students.

Gender differences

In 2010 girls were once again more likely to stay at school until 17 than boys (86.1% compared to 81.4%). 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 students from communities with the lowest degree of socio-economic disadvantage. Students from these schools are 1.2 times more likely to remain at school until the age of 17 than students from the lowest quintile (deciles 1 and 2).

Figure 22: Percentage of students who were retained at school to the age of 17, by school decile, 2010
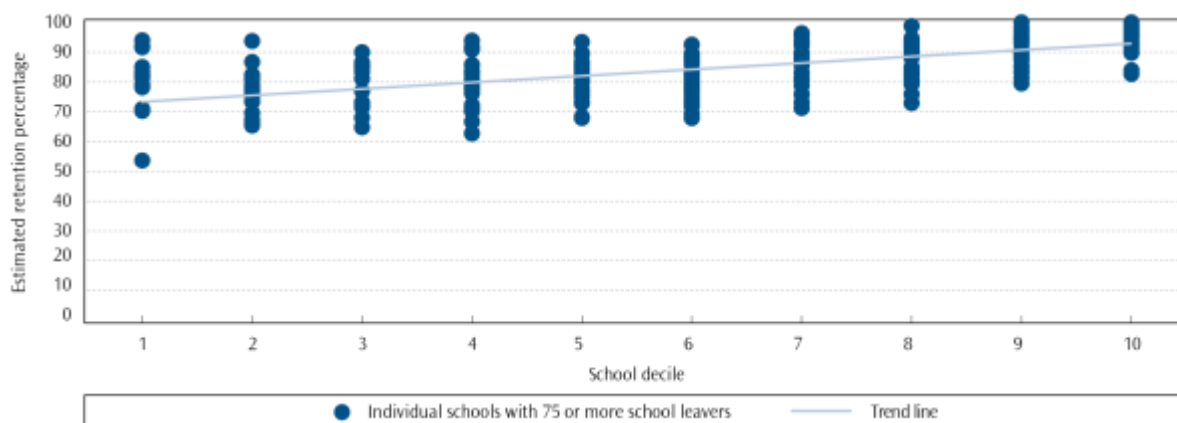
Early leaving exemptions

There were 417 early leavers in 2010. 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 students.

Figure 23: Early leaving exemption application approval and decline rates, 2000–2010
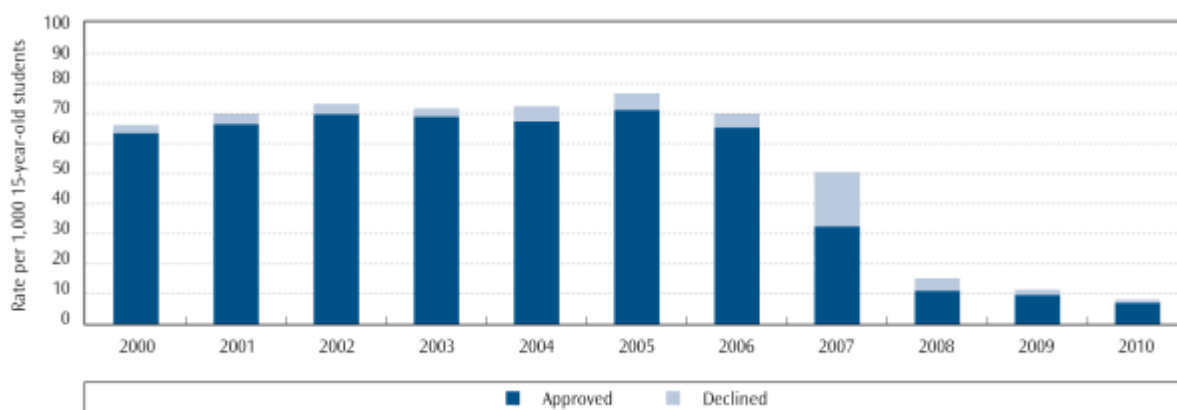
In May 2007 the Ministry of Education strengthened its early leaving application and approval process in order to reduce the number of early leaving exemptions, and thereby the associated social and economic disadvantages that face those students who leave school early. The process involved:

- 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 2010 the early leaving exemption rate dropped by 89%, from 65.3 to 7.0 early leavers per 1,000 15-year-old students.

Ethnic group differences

The decline in rates of early leaving exemptions between 2006 and 2010 was similar for all ethnic groups: 91% for Māori and Pasifika, 88% for Pākehā/European and 93% for Asian. Māori students have higher rates of early leaving exemptions compared with students from other ethnic groups. In 2010 the early leaving exemption rate for Māori students (13.6 per 1,000 15-year-old students) was twice as high as the rate for Pākehā/European (5.9 per 1,000) 15-year-old students. The Pasifika rate was 4.8 early leavers per 1,000 15-year-old students.

Figure 24: Early leaving exemption rates, by ethnic group and school quintile, 2010
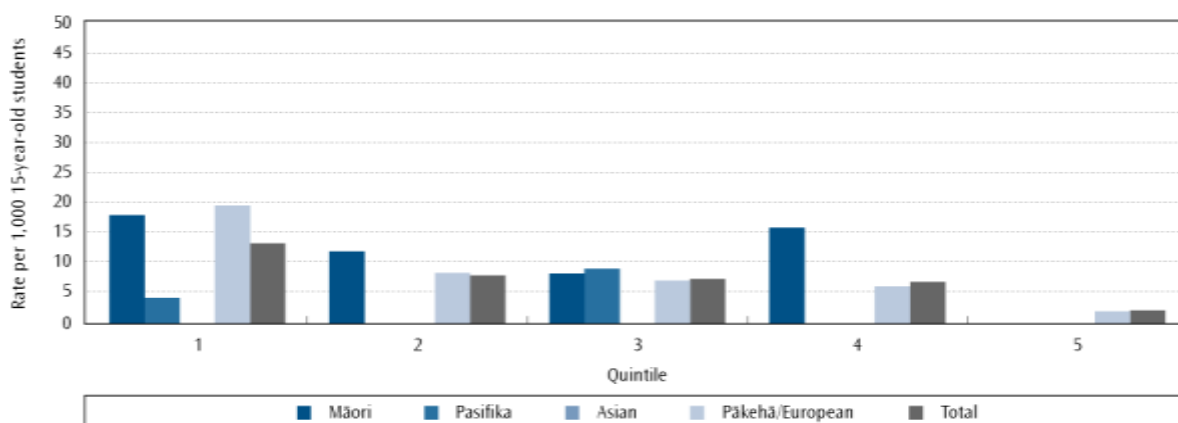
Figure 25: Early leaver exemption rates per 1,000, by ethnicity, 2000–2010
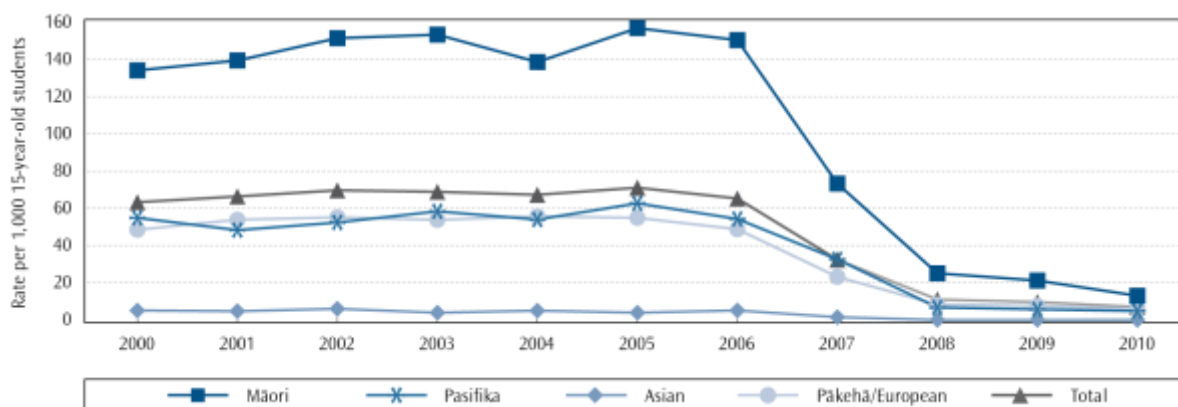
Gender differences

In 2010, 71% of all early leavers were male. The female rate was 4.1 per 1,000 15-year-old students, while the male rate was more than twice as high (9.8 per 1,000 15-year-old students).

Socio-economic differences

There is a clear correlation between the socio-economic mix of the school that students attend and early leaving exemption rates. Schools in the lowest quintile (deciles 1 and 2) draw their students from communities with the highest degree of socio-economic disadvantage. In 2010 the early leaving exemption rate for students from these schools was nearly eight times higher than the rate for students in the highest quintile (ie, deciles 9 and 10): 13.0 per 1,000 15-year-old students in quintile 1, compared to 1.7 per 1,000 students in quintile 5 schools.

Where to find out more

Positive Behaviour for Learning

The Positive Behaviour for Learning programme (PB4L) began in schools in 2010. This programme is a collaborative effort, with a number of education sector agencies working together with the Ministry of Education and schools. By 2014 the school-wide programme will have been implemented in at least 400 schools.

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 a team of experts from the Ministry of Education as they implement the internationally researched School-Wide framework.

Students are taught in very specific terms what behaviours are expected of them, and there is a consistent response to these behaviours across the whole school. The approach means moving away from seeing individual students as the problem, and changing the environment around them to support positive behaviour. It means teaching positive behaviours rather than just expecting students to know what they are meant to do.

The focus is on:

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

The statistics

As at 31 December 2010, 86 schools were participating in School-Wide. This is having a positive impact on more than 35,340 students. The breakdown of the types of schools engaged in School-Wide is:

- 21% secondary schools (Years 9–13)
- 9% composite schools (Years 1–13)
- 28% intermediate schools (Years 7 and 8)
- 42% primary schools (full and contributing).

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 students. 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. In 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 students
- proactively preventing behaviour problems
- using attention, encouragement and praise to turn behaviour around
- motivating students by giving them incentives
- helping students to learn social skills, empathy and problem solving.

The statistics

Currently 1,440 teachers have completed or are participating in one of the 65 programmes being delivered across the country, which is having a positive impact on more than 93,000 children.

PB4L Incredible Years Parent

The programme

Incredible Years Parent is a 14–18-session programme for parents of children aged three to nine, which helps parents 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, 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

Currently 1,823 parents have completed or are participating in one of the 70 Incredible Years Parent programmes being delivered across the country, which is having a positive impact on more than 3,600 children.

Attendance at school

Attendance at school is the first step to ensuring student achievement. The Education Act 1989, the Attendance Regulations 1951 and the NAGs require that parents enrol their children at school and ensure they attend school whenever it is open for instruction, unless there is a good reason for them to be absent. Parents/caregivers of children between the ages of 6 and 16 can be prosecuted if their child is away from school without good reason.

High levels of unjustified absence are of concern because every day a student is not at school is a day they are not learning what they will need to achieve their potential (Sankar & Teague, 2009). Over time, patterns of non-attendance can limit a student's educational success, and regular absence significantly lessens a student's chance of gaining worthwhile qualifications (National Audit Office, 2005). The more time a young person spends out of school, the more likely they are to engage in negative behaviours. Unjustified absence is a strong predictor of detrimental outcomes across a range of social and economic measures, including violence, teenage delinquency, long-term unemployment and early parenting (Poulton, 1997). Persistent truants also have higher rates of illegal drug use, underage drinking and smoking (McAra, 2005). It is important, therefore, to recognise gaps in attendance early on and help students to re-engage in learning as soon as possible.

Principals and other community members believe unjustified absences are becoming more complex in nature and involve a wider group of students. In the past we saw unjustified absences mainly in older students, from Years 10 and 11, whereas now we are seeing poor attendance in Year 9 students too.

A recent study (Beleinakorodawa, 2009), informed by interviewing students and focus groups at an alternative education centre, found that Pasifika students' attendance was influenced by factors such as poverty, cultural practices, the quality of relationships between student and teacher, and the nature of the classroom environment. This study suggested that in order to reduce the level of unjustified absences, schools should employ teachers who understand the cultural aspects of Pasifika students and should have dedicated programmes to accommodate the academic requirements of Pasifika students.

Many schools are using resources to improve the way they analyse and use student attendance data. By the end of 2010, 1,332 schools were approved to use the electronic attendance register (eAR) in their student management system to record attendance. The 2010 year showed a peak in applications to be a part of the initiative, with 438 schools signed on compared to 247 in 2009.

Between August 2010 and June 2011, $162,178 had been spent on the development, delivery and support of five e-workshop training programmes to build schools' capability to effectively analyse eAR data and manage attendance in their schools. The use of the Early Notification (EN) text messaging system has increased over 2010, from 121 schools in June 2010 to 345 in June 2011. This system provides parents with real-time information on their children's attendance and achievement.

National absence rates

The Ministry periodically carries out surveys on attendance in New Zealand schools. The most recent survey with currently available results involved a random sample of 653 schools, which provided data from one week (8–12 June) in term 2 of 2009 (Loader & Ryan, 2010). In addition, 467 schools using eAR provided data for all of term 2 (27 April 2009 to 3 July 2009). The 10-week data were used to show how absence rates vary over the school term.

In 2009 the estimated national absence rate was 12% (based on the random sample of schools in one week of the school term). This rate is not significantly different from 2006 (Ng, 2007) or 2004 (Ministry of Education, 2005). The total unjustified absence rate was 4%.

Age (current year level) and gender

The absence rate, particularly the rate of total unjustified absence, increases rapidly during secondary school. The rate of total unjustified absence for students in Years 1–8 was low, at approximately 2% for both genders in all years. In Years 9–13, however, the total unjustified absence rates increased from 5% in Year 9 to 14% in Year 13 for females, and from 5% to 14% for males. These findings are similar to the absence rates in previous years.

Figure 26: Absence rates, by gender and current year level
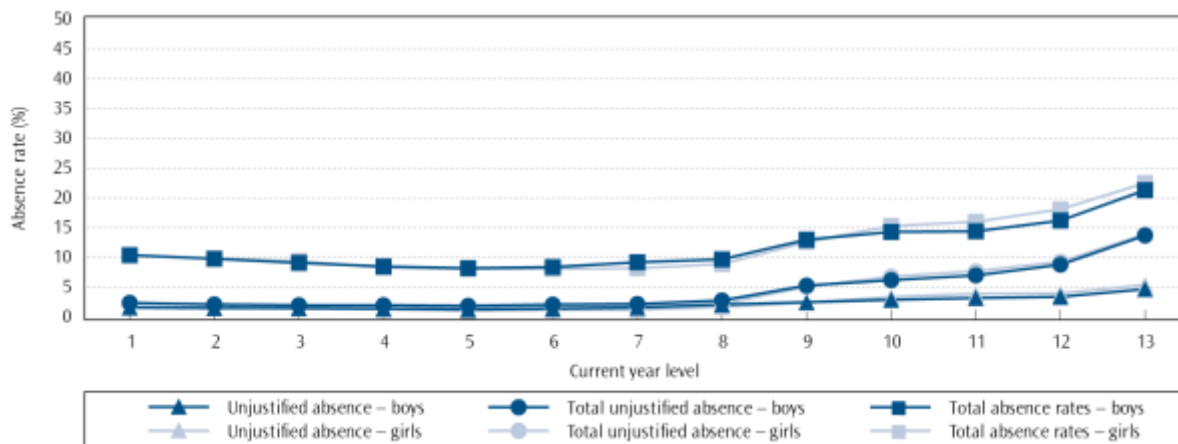
The Youth'07 survey (Youth'07, 2008) on student opinion found that the rate of student self-report truancy increased rapidly, from 16.3% for students aged 13 or less to 34.2% for those aged 17 years and above.

Ethnic group differences

Māori and Pasifika students have higher absence rates than Pākehā/European and Asian students. In 2009, total unjustified absence rates were 6.5% for Māori students and 6.6% for Pasifika students (compared with 7% and 6.2%, respectively, in 2006). The total unjustified absence rates for Pākehā/European students (3%) and Asian students (2.9%) were also similar to 2006.

One of the targets of *Ka Hikitia - Managing for Success* is to reduce the unjustified absence rate of Māori students in Years 9 and 10 by 20%, from 11.8% in 2006 to 9.5% by 2012.[28] In 2009 the rate for Māori students in Years 9 and 10 was 9.3% and therefore on track to meet the target. The justified absence rate has increased for Pasifika students (7.2% in 2009 compared with 5.9% in 2006).

Socio-economic differences

Low-decile schools draw their students from communities with the fewest socio-economic resources. In 2009 decile 1 schools had the highest rate of total unjustified absence (7.5%, compared with the national estimate of 4.2%). By comparison, decile 9 and decile 10 schools had relatively low total unjustified absence rates, at 1.4% and 2.0%, respectively.

The justified absence rates were similar across all deciles. However, decile 10 schools had a slightly lower justified absence rate (6.1%) than lower decile schools; for example, 8.3% for decile 2 and decile 4 schools and 7.7% for decile 1 schools.

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[28] *Ka Hikitia* incorrectly states the unjustified absence rate as 4.1% in 2006, and a target to reduce this to 3.3% by 2012.

Frequent truants

Students who miss more than 10 days of school in a term miss at least 20% of teaching time. Absence for more than 10 days increases with year level. During term 2 of 2009, 13% of Year 1–6 students were absent for at least 20% of term time, compared with 32% of year 11–13 students.[29] *Ka Hikitia - Managing for Success* has a target to reduce the percentage of Māori students who are frequent truants by Year 9/10 from 2.8% to 2% in 2015.

Table 11: Proportion of students absent for more than 10 days of term 2 of 2009, by year level

Year levels	Total absence (%)
1–6	13
7–8	14
9–10	20
11–13	32
Total	21

Where to find out more

Visit: www.educationcounts.govt.nz   education COUNTS

Publications ➤ Series ➤ Attendance and absence in New Zealand schools

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[29] Based on students attending schools that supplied 10 weeks of data.

Stand-downs and suspensions from school[30]

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

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

Stand-downs and suspensions are also associated with a wide range of concerning youth behaviours – including drug and alcohol abuse and violence – that 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 26 students per 1,000 in 2000 to 31 students per 1,000 in 2006, but has decreased by 13% since then to 27 students per 1,000 in 2010. There were 19,389 stand-down cases in 2010, which were received by 15,159 different students. This equates to 2.2% of the student population receiving stand-downs and 78.2% of stand-downs being single instances. In 2010, 71% of stand-downs took place in secondary schools. Only 5% of secondary schools did not use stand-downs, compared to 59% of primary schools.

Ethnic group differences

Schools are standing down more Māori students than students from any other ethnic group. In 2010 the age-standardised stand-down rate for Māori students (51 students per 1,000) was 1.5 times higher than for Pasifika students (34 per 1,000) and 2.6 times as high as for Pākehā/European students (19 per 1,000). The stand-down rate for Asian students is the lowest of all ethnic groups.

Figure 27: Age-standardised stand-down rates, by ethnic group, 2000–2010
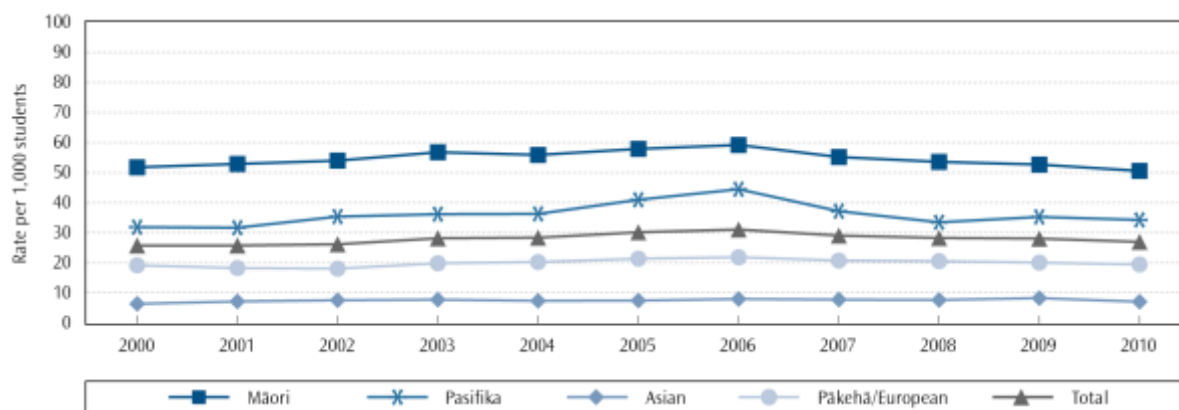
Gender differences

Over time, male students have consistently received stand-downs far more frequently than female students. In 2010 the age-standardised stand-down rate for males was 2.3 times higher than the female rate.

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

For very serious breaches of school rules, a principal 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 either exclude or expel the student.

Age differences

The majority of stand-downs occurred for students aged 13 to 15, accounting for 61% of all stand-downs. The peak was age 14 years, which had a rate of 82 students stood down per 1,000. This substantial variation is why analysis is undertaken using age-standardised rates.

Figure 28: Age-standardised stand-down rates, by ethnic group and school quintile, 2010
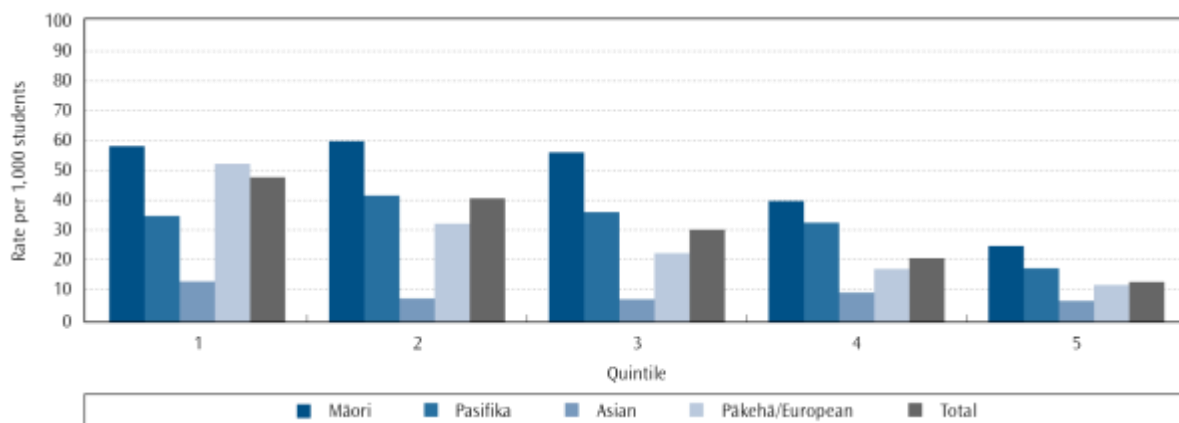
Socio-economic differences

Students in schools in the lowest quintile (deciles 1 and 2) are four times more likely to be stood-down from school than students in the highest quintile (deciles 9 and 10). When considering age-standardised stand-down rates by quintile, the general pattern for the different ethnic groups largely remains. Age-standardised stand-down rates are highest for Māori and Pasifika students in each quintile, with the exception of quintile 1 schools, where the Pākehā/European rate is higher than that of Pasifika students.

Suspensions from school

The incidence of suspensions has decreased by 26% over the last 11 years, from an age-standardised rate of 8 students per 1,000 in 2000 to 6 students per 1,000 in 2010. This is the smallest suspension rate in the 11 years of recorded data. There were 4,223 suspension cases in 2010, which were received by 3,855 different students. This equates to 0.6% of the student population receiving suspensions, and 91.3% of suspensions being single instances.

In 2010, 74.2% 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), only 10.3% of all secondary schools did not use suspensions.

Figure 29: Age-standardised suspension rates, by ethnic group, 2000–2010
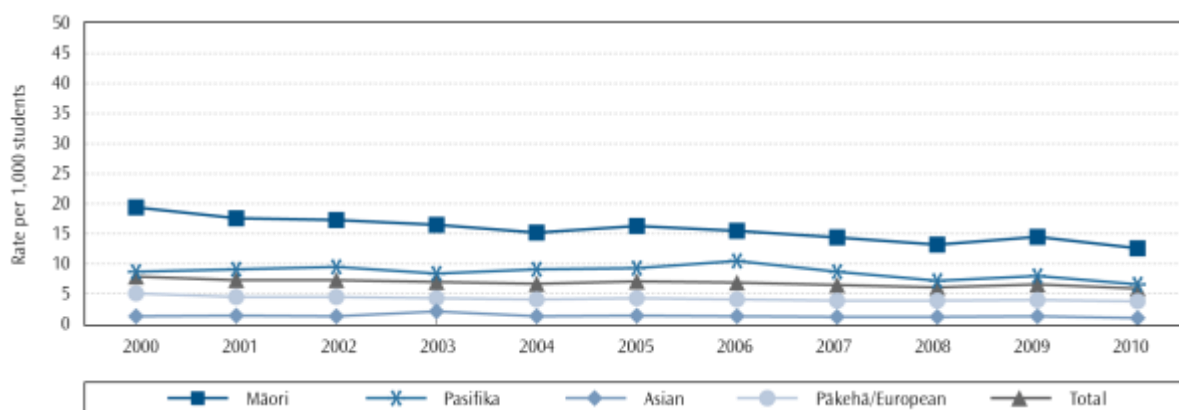
Ethnic group differences

Schools are suspending more Māori students than students from any other ethnic group. In 2010 the age-standardised suspension rate for Māori students (13 per 1,000) was 91% higher than for Pasifika students (7 per 1,000) and 3.3 times higher than for Pākehā/European students (4 per 1,000).

Figure 30: Age-standardised suspension rates, by ethnic group and school quintile, 2010
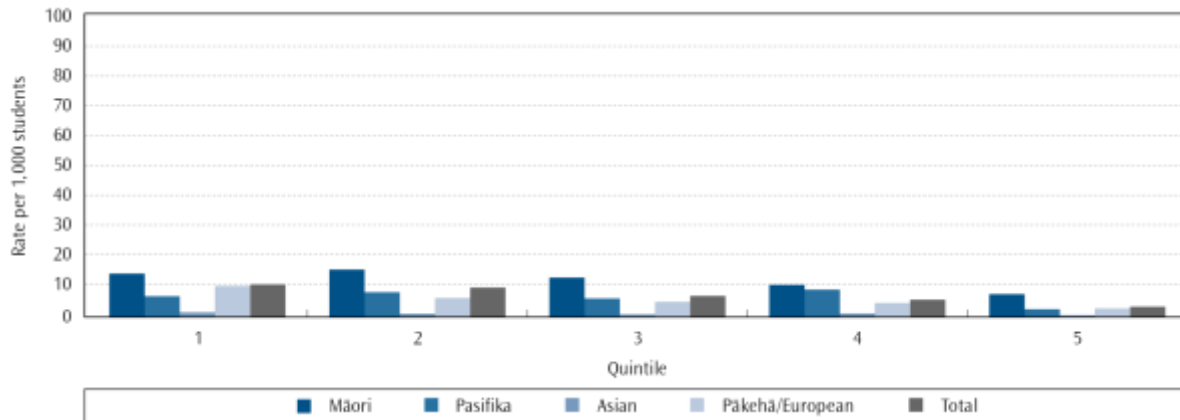
Gender differences

Male students receive suspensions far more frequently than female students. In 2010 the male age-standardised suspension rate was 2.3 times that of females. This pattern is similar to the rate for stand-downs.

Age differences

The majority of suspensions were imposed for students aged 13 to 15, accounting for 70% of all suspensions. The peak age was 14 years, which had a suspension rate of 21.1 students per 1,000 in 2010. This is a similar pattern to that for stand-downs.

Socio-economic differences

Students from schools in quintile 1 (deciles 1 and 2) are 4.2 times more likely to be suspended from school than students 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 students. This mirrors the situation for stand-downs.

Where to find out more

Chapter 6: Parents, families and whānau

Effective partnerships between parents and schools can improve the well-being, behaviour and achievement of children (Biddulph, Biddulph, & Biddulph, 2003). In a 2011 report (ERO, 2011a) ERO found that one of the key components of a good school is active interaction with its community. The better a school's relationship with parents, whānau and community is, the better the learning outcomes for the students. The most effective forms of parent involvement seem to be those in which parents work directly with their children on learning activities at home (Cotton & Wikelund, 2001). The earlier in a child's life this learning-focused relationship begins, and the more involved parents continue to be in their children's learning, the more powerful the effects. However, parents must support learning in the home in positive ways that are consistent with what is known about effective learning.

The educational leadership BES (Robinson et al., 2009) and the community and family influences BES (Biddulph et al., 2003) show that school and family connections that are centred on teaching and learning can dramatically improve student achievement. Joint interventions between parents and teachers that help support learning at home were shown to make the biggest difference to student outcomes (overall effect size = 1.81). Figure 31 illustrates different types of school–home partnerships and the varying effect sizes they have on student achievement.

Figure 31: School–home partnerships and their effect sizes
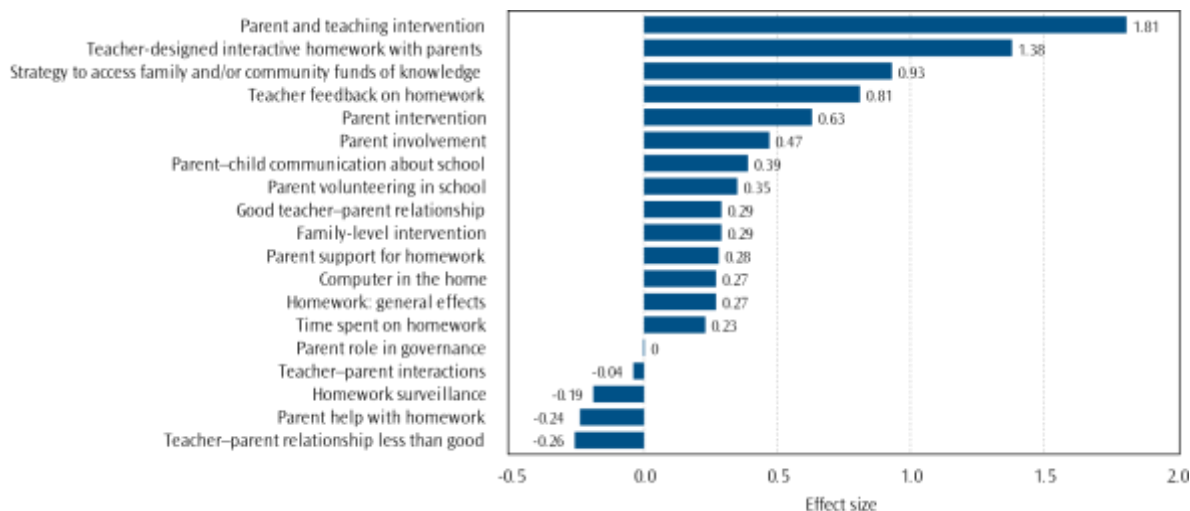
Source: Robinson, Hohepa, & Lloyd (2009) *School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education.

In its 2008 report ERO noted that nearly three-quarters of school reviews included recommendations for improving engagement, particularly with parents, families and whānau of children from non-Pākehā/European backgrounds (ERO, 2008). In 2011 ERO reported that, although all schools have ways of engaging with families and parents, there are a number of factors that set apart those that are best at building relationships with their communities (ERO, 2011a). These factors are:

- leadership – leaders have the foresight and dedication to work with all parents
- relationships – schools encourage formal and informal relationships, whereby staff and parents work together to ensure child learning and safety
- school culture – schools have a culture of including all parents to play an active role in any decisions affecting their child, and respond quickly and effectively when parents have questions and concerns

- partnerships – teachers and parents work together in partnership to enhance a child's learning and development, and contributions from parents are respected

- community networks – schools utilise the skills of parents and others within the community when organising school activities and programmes

- communication – schools communicate with parents and the community effectively, and in a timely fashion; troubleshooting is carried out where there are communication problems, and these problems are solved.

A key part of improving the educational success of Māori and Pasifika students is acknowledging, valuing and incorporating their culture and identities into the classroom and teaching programmes.

A 2010 report (ERO, 2010c) outlined recommendations for school leaders to encourage the success of Māori students. It recommended that school leaders use a variety of methods to consistently engage parents and whānau and include them in students' learning. ERO found that those secondary schools making marked improvements since previous assessments, or maintaining high levels of engagement with Māori communities, employed a variety of initiatives, such as:

- seeking feedback from Māori students, staff and parents through meetings and surveys

- maintaining effective communication

- boards employing a variety of techniques to consult regularly with the Māori community

- boards taking an active interest in Māori achievement trends and patterns, and using them to respond appropriately by allocating resources to support initiatives

- ensuring that parents and whānau were actively involved in the school and in students' learning, with whānau feeling they had effective input in the long-term direction of the school.

During the consultation on the National Standards in literacy and mathematics, Pasifika parents were the group most interested in having timely information about their children's progress and ideas or resources they could use at home (Wylie, Hodgen, Hipkins, & Vaughan, 2008). The *Pasifika Education Plan 2009–2012* has as a key goal to increase the quality of teaching and school leadership by increasing responsiveness to Pasifika learners and families. A 2009 ERO pilot study (ERO, 2009b) of Pasifika student achievement in Auckland schools found that good-quality teaching strategies and strong partnerships with parents and communities were the most influential factors contributing to improved Pasifika student engagement and achievement.

In 2010 ERO carried out a national study examining the promotion of Pāsifika student achievement. They found that almost 30% of schools had maintained a high level of engagement with their Pasifika community or had made substantial improvements in this area. A further 32% had somewhat improved their engagement with the Pasifika community, while 38% were unable to show any improvements in their engagement with the Pasifika community (ERO, 2010b).

Although ERO concluded from its 2010 study that Pasifika student attendance was not a significant problem for 30% of schools, their 2009 pilot study had suggested that students are often not actually engaging in learning in ways that ensure effective learning outcomes. In the 2009 pilot study ERO found that of those schools that did have strategies in place to target Pasifika student engagement, the most effective initiatives included forming school clusters that reviewed teaching in bilingual education, adopting measures to encourage students to share their learning orally by sharing ideas with their peers and parents, and encouraging cultural performance groups and participation in multicultural festivals.

The *Pasifika Education Plan 2009–2012* acknowledges there is a need to increase parent, family and community engagement in education, and that Pasifika representation on boards of trustees is one key mechanism for participation.

Current in-school initiatives involve increasing teachers' knowledge and awareness of Pasifika cultures, the use of Pasifika languages, and inclusion of Pasifika resources and content in classroom settings. Many schools also incorporate Pasifika cultural activities and performing arts. Some schools go further, focusing on improving language and communication skills, creating specialist liaison roles, operating playgroups and homework centres, and inviting Pasifika high achievers as positive role models to speak to students. The Ministry of Education home–school partnership literacy programme (Bull, Brooking, & Campbell, 2008), initially targeting Pasifika families, is a joint intervention to improve home and school relationships and to help parents act as "first teachers". In this programme, parents learn about school literacy practices and teachers learn about Pasifika home literacy practices from the parents. Findings showed that parents established good relationships with schools and changed the way they supported their children at home. Eighty percent of schools reported that this parental involvement had a positive impact on their students' learning.

Where to find out more

Visit: www.educationcounts.govt.nz — education COUNTS

Publications › Series › BES (Iterative Best Evidence Synthesis) Programme

Chapter 7: Quality teaching and education providers

Quality teaching and effective professional leadership are central to schools achieving educational success for all. High-quality teaching depends on excellent initial training, a school culture of inquiry and ongoing learning, and effective in-service professional learning and development (PLD).

In its 2010 report about what factors contribute to a school being effective, ERO identified the key factors of effective teaching, which include:

- Commitment to improving student outcomes.
- Acknowledging individuality.
- Building collaborative learning relationships.
- Having high, but attainable expectations for their students.
- Maintaining learning rich environments that enhance identity, motivation and support.
- Undertaking efficient planning and organisation of learning programmes, so students can see the purpose of their learning, make links to past learning and other curriculum areas, and relate to authentic contexts. This includes high quality assessment and feedback for students.
- Using a differentiated curriculum to tailor learning to individual students' needs.
- Using the wide array of learning media and resources that are available in New Zealand.
- Participating in high quality professional learning and development programmes.

Teachers

The ratio of teachers to students in state schools has grown since 2000. The number of full-time teacher equivalents (FTTEs) increased by 5% between 2006 and 2010. The loss rate (teachers leaving the teaching profession) has decreased: 8% for 2009/10, compared to 10% for 2005/06.

Teachers' influence on students' learning success is moderated by a number of factors, such as students' prior learning, but it is clear that *within schools* teaching has the greatest influence on achievement (Alton-Lee, 2003; Benseman, Sutton, & Lander, 2005; May, Hill, & Tiakiwai, 2004; Wylie, Thompson, & Lythe, 2004). The demand for and supply of teachers is therefore an important foundation of quality. Schools need to have sufficient teachers for the mix of students at different year levels. Within the schooling sector as a whole there is a need to have the right balance of experienced and new teachers, and to ensure that teaching remains a valued profession so that staff can be attracted and retained within schools.

Number of teachers

Funding for teacher places in state and state-integrated schools is largely determined by the number of students and the year level of those students. In 2010 there were 47,693 FTTEs in state and state-integrated schools. Just over half of these positions (53%) were in primary schools, 40% in secondary, with 5% in composite schools and 2% in special schools. Since 2004 the growth in primary schools (6%) has been lower than in secondary (9%) and composite schools (18%).

The majority of the teaching workforce are women, and the percentage continues to increase. In 2010, 71% of teachers were women (up from 70% in 2004). In primary schools the percentage of women has grown from 81% to 82%, and in secondary schools the percentage of female teachers has grown from 56% to 57%.

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. A teacher is considered lost if they were teaching in May of one year but are not teaching in May the following year. Of the 41,303 permanent teachers in May 2009 in state and state integrated schools, 3,460 were not teaching in May 2010, giving a loss rate of 8%. The teacher loss rate for this year was the lowest since 2000.

Table 12:   Teacher loss rates, by school type, May 2005/06 to May 2009/10

	Primary	Secondary	Total
2005/06	10.1%	9.6%	9.9%
2006/07	10.5%	9.9%	10.1%
2007/08	11.4%	10.2%	10.8%
2008/09	9.3%	9.8%	9.5%
2009/10	8.6%	8.2%	8.4%

Beginning teachers

The number of new teachers in schools depends on the demand for teachers, the number of teacher education graduates available, and a school's preference for, or need for, more experienced teachers. 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 2010 school year, 1,720 first-year beginning teachers were in state and state-integrated schools. Since 2004 this number has been slowly but steadily declining. The decrease between 2009 and 2010 was the largest in the past six years. This drop in teacher losses means there are fewer positions available for beginning teachers.

Initial teacher education

A fundamental part of effective teaching is the recruitment of people with the right knowledge and skills into teacher education programmes. In 2010 there were 4,984 students in first-year pre-service teacher education programmes (see Figure 32).

Figure 32: Number of first-year pre-service teacher education students, 2000–2010
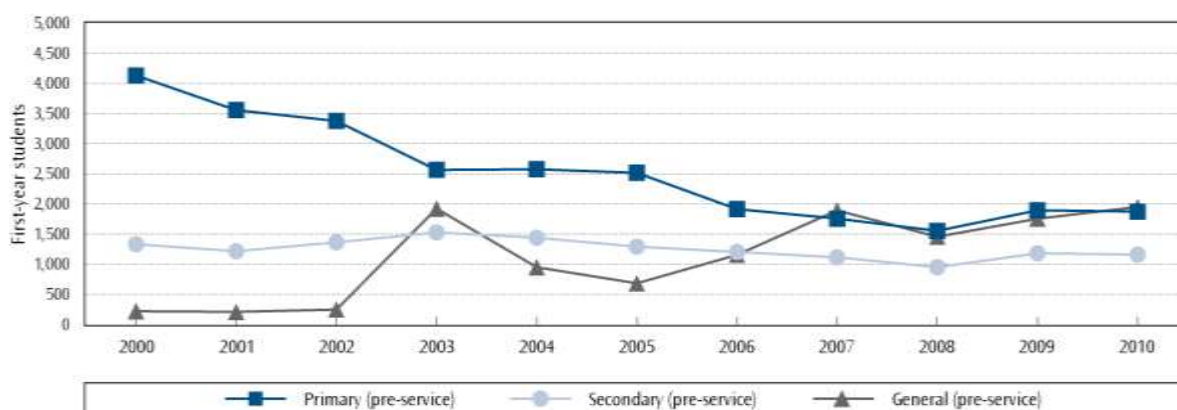
Over recent years the number of first-year students enrolled in both primary and secondary teacher education has been declining. Following a brief resurgence in 2009, there were fewer first-year enrolments for these courses in 2010, with general pre-service enrolments the only area where first-year enrolments increased.

Professional learning and development

Quality teaching has a significant influence on a range of student outcomes. High-quality teaching is dependent on excellent initial training and ongoing in-service professional development. Internationally, teacher 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 students. The most important leadership practices are promoting and participating with teachers in PLD (Robinson et al., 2009).

The Ministry of Education is making significant changes to the professional development provided to schools. Centrally funded professional development is being redesigned. This is aimed at improving the coordination of consistent and high-quality training, and is closely aligned with current goals of lifting student achievement. The emphasis will be on providing professional development based on the evidence of what works best for accelerating student progress.

A critical factor in the success of professional learning is the school's ability to manage it effectively. This includes deciding priorities, selecting appropriate and effective PLD, and supporting and sustaining changes. *Ka Hikitia - Managing for Success* identifies PLD as a key lever for improving system performance to ensure Māori achieve educational success as Māori. It 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 students in their first years of school
- increase the effectiveness of teaching and learning for Māori students in Years 9 and 10
- increase effective teaching and learning of, and through, te reo Māori
- support professional leaders to take responsibility for Māori students' presence, engagement and achievement.

All Ministry-funded professional development programmes must focus and report on their effectiveness and outcomes for Māori students.

Te Kotahitanga

Te Kotahitanga is an evidence-based professional development programme developed and contracted to Russell Bishop and Mere Berryman at the University of Waikato. It has an explicit focus on raising Māori achievement. There were 49 Te Kotahitanga schools in 2010. Phase 5, involving a new cohort of 17 schools, began in February 2010.

The purpose of Te Kotahitanga is to improve classroom and school practices in order to build culturally responsive contexts for learning. It is a cross-curricular professional development programme. Evaluation suggests that Te Kotahitanga has been successful in improving the learning environment for Māori students (Meyer et al., 2010).

Te Kauhua

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

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 students generally, and assistance in the cultural life of the department, school and school community.

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 2010 there were 779 teachers registered with Ako Panuku.

Whakapiki i te Reo

The Whakapiki i te Reo Teachers Professional Development Programme is 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) in designated Level 1 programmes (81–100% reo Māori) – kura kaupapa Māori, wharekura, kura-a-iwi, kura motuhake and immersion units in English medium schools – and Level 2 programmes (51–80% reo Māori) – bilingual units in English medium schools. Between July 2009 and June 2010 the Whakapiki i te Reo programme provided support to 32 Māori medium school settings with a total of 161 kaiako.

The Pasifika School Community Parent Liaison (PSCPL) 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 (PSCPL) project is designed to improve learning outcomes for Pasifika students. PSCPL seeks to do this by supporting schools and teachers to develop, maintain and strengthen sustainable teaching practices. The project aims to improve learning outcomes for Pasifika students by:

- promoting evidence-based quality teaching for Pasifika students
- 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 student 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 PSCPL clusters in 2010, all in the Auckland region. The clusters include five secondary schools, four intermediate schools and eleven 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 students and their families and communities.

e-Learning Capability

The e-Learning Capability programme supports school leaders and teachers to assimilate e-Learning into their everyday teaching practice. The programme comprises a regional model of e-Learning professional leadership and development (PLD) and supporting national initiatives.

Schools work in supported local or regional clusters to develop the capability and capacity to make effective use of information and communications technology (ICT) to improve students' educational outcomes. In 2010 there were 86 local cluster and secondary school projects, involving 442 schools (approximately 13,260 full-time teacher equivalents), and 12 regional cluster projects, involving approximately 271 schools (approximately 8,130 full-time teacher equivalents).

National initiatives include the development of online content and community development of an e-learning hub (Enabling e-Learning), and the development of principal and teacher e-Learning planning frameworks (based on Capability Maturity Models).

School leadership

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

The educational leadership BES focused on leadership and practice that lead to improved outcomes for students across English and Māori medium schools (Robinson et al., 2009). It looked at the types of leadership relevant to education and compared the impact of transformational and pedagogical leadership on student outcomes. 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 were found to be important, but not sufficient to ensure positive learning outcomes for students.

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. In a 2003 survey, only 37% of secondary principals thought they would continue as principal of their school in the next five years; this rose to 59% in 2006 and to 65% in 2009.

Readiness to implement the National Standards within the New Zealand Curriculum

Schools' readiness to give effect to *The New Zealand Curriculum* from 2010 and *Te Marautanga o Aotearoa* from 2011 is primarily the responsibility of school leaders. A 2010 ERO report (ERO, 2010a) found that many school leaders were well underway to giving effect to *The New Zealand Curriculum*. The key factor typically associated with good progress towards implementation was strategic professional leadership.

In 2010 ERO also examined the steps being taken by school leaders towards using the National Standards within *The New Zealand Curriculum* (ERO, 2010d). The achievement information gathered as a 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. ERO found that leaders from 42% of the schools sampled were making good use of this information (among other things) to:

- identify those students most in need
- set and monitor goals to improve achievement
- identify patterns and trends in achievement within their schools
- provide feedback to boards of trustees and the community
- carry out stringent self-review
- decide where priorities lie regarding professional development within their schools, both for individual staff and school-wide.

School leaders in around 5% of schools (in terms 3 and 4 of 2010) had either limited or no understanding of the National Standards. Fifty percent had some understanding, and 38% understood the standards well.

Seventy-nine percent of school leaders used the self-review tools the Ministry provides through the Te Kete Ipurangi website,[31] and many used these tools to assess how their own implementation and understanding of the standards was progressing. Some of the leaders used the self-review tools to include their staff in discussion on progress. Not all of the school leaders who were aware of the self-review tools made use of them.

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[31] See: http://nzcurriculum.tki/National-Standards/Self-review-tools

Professional leadership development

Leadership practices within schools are key points of influence for improving the quality of teaching and outcomes for students. 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, 2009a).

The Professional Leadership Plan (PLP) is the framework for the Ministry's leadership strategy and was developed in partnership with core groups in the school sector along with leadership experts. It aims to address the key challenges to school leadership; specifically, supply, retention and professional development.

The PLP targets five key areas of leadership: experienced principals, Māori medium leadership, first-time principals, aspiring principals, and middle and senior leaders. 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 2010, 130 new principals started the 18-month programme. Sixty-five percent of New Zealand's principals have participated in the programme since it began in 2002, including 98% of first-time principals.

- Completed in 2010, the Experienced Principals' Development Programme was an 18-month pilot for 300 experienced principals that incorporated findings from the educational leadership BES. The pilot aimed to support experienced principals to lead change to create the conditions for effective teaching and learning. Subsequent evaluation found the programme to be effective. Participating principals continued to apply new knowledge and skills in their schools.

- The University of Waikato and Te Whare Wānanga o Awanuiārangi began delivering He Kākano to 89 secondary and area schools across the country during the second half of 2010. The programme focuses on growing culturally responsive pedagogical school leadership, leadership that actively takes account of the culture of Māori learners to build relationships that result in achievement success.[32]

- The year-long National Aspiring Principals Programme (NAPP) incorporated key learning from a 2008 pilot to prepare middle and senior leaders for principalship, with the aim of building a quality pool of applicants for school leadership. In 2010, 230 middle and senior leaders took part in the programme.

- Leadership and management advisors employed by School Support Services at six universities provide government-funded PLD support for middle and senior leaders. These providers supported 2,259 middle and senior leaders in 2010.[33]

Where to find out more

Visit: www.educationalleader.govt.nz

EDUCATIONAL LEADERS

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[32] Māori medium leaders share many leadership practices with English medium leaders but require additional support because there is a greater emphasis on practices such as:
- mana reo – delivery of high-quality education in and through te reo me ōna tīmanga in everyday practices that affirms language, culture and identity
- mana tikanga – ensuring appropriate tikanga in protocols and practice across all aspects of the kura
- mana mātauranga – reflects that the foundation of all learning ensures that being and thinking Māori is an advantage
- mana ā-kura – identifying and developing teaching and learning programmes unique to the goals and aspirations of kura whānau.

[33] Middle and senior leaders are teachers in leadership roles, including assistant/associate principals, deputy principals, syndicate leaders and heads of department.

Community representation by school trustees

Representation on boards of trustees is a key way for parents and whānau to contribute to decision making about the education of their children. It also provides an opportunity for parents to share their expertise and build schools' understanding of the life context and specific requirements of different groups of children. However, it is sustained parental involvement by parents, families and whānau in students' learning at school that is most effective at enhancing learning outcomes (Biddulph et al., 2003).

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 students' educational success.

If different groups in a community actively participate in the planning, development and delivery of education 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.

Active participation by Māori in the planning, development and delivery of education services will help to ensure that those services are appropriate and effective for Māori. Māori representation on boards of trustees is one key mechanism for participation. Other mechanisms include Māori provider development and Māori workforce development.

In December 2010 one-fifth of board members were Māori[34]. Since 1998 the proportion of Māori board members increased from 15.2% to 19.1% in 2010. The proportion of Māori on boards of trustees is four percentage points lower than the proportion of Māori students in these schools (23.1% in 2010). Demographics, such as family size, could be a contributor 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 child.

In 2010 Māori women accounted for 63.7% of all Māori board members. This represents a 5% increase from the proportion of Māori trustees who were women in 1998 (60.6%). In comparison, 45.6% of all non-Māori board members in 2010 were women.

Figure 33: Proportion of board of trustees members who are Māori compared to proportion of students who are Māori, 1998–2010

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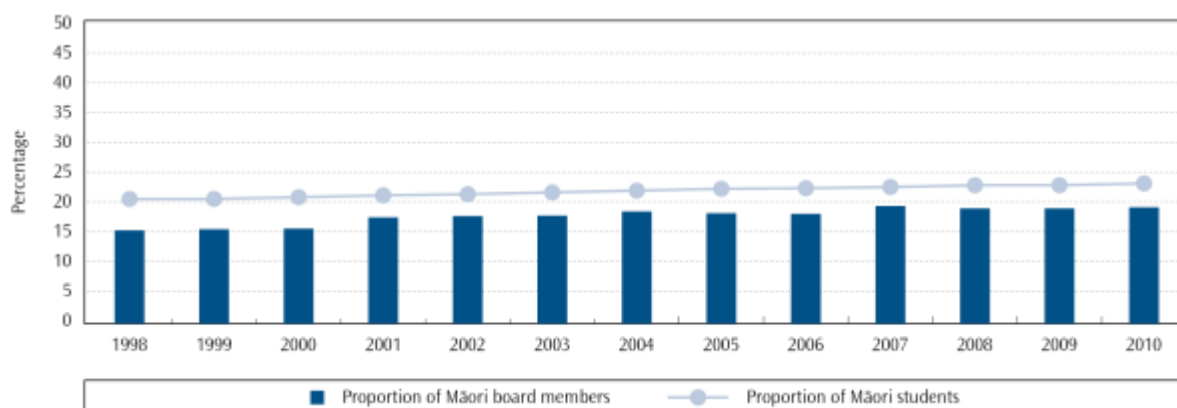
[34] Using prioritised ethnicity data collection.

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

In 2010 there were 451 schools with sufficient numbers of Pasifika students such that we would expect these students to be represented by at least one Pasifika parent on the school board of trustees. This expectation is based on both the number of Pasifika students and the number of positions on the board.

Figure 34: Proportion of schools with expected Pasifika representation versus proportion of Pasifika students, 1998–2010
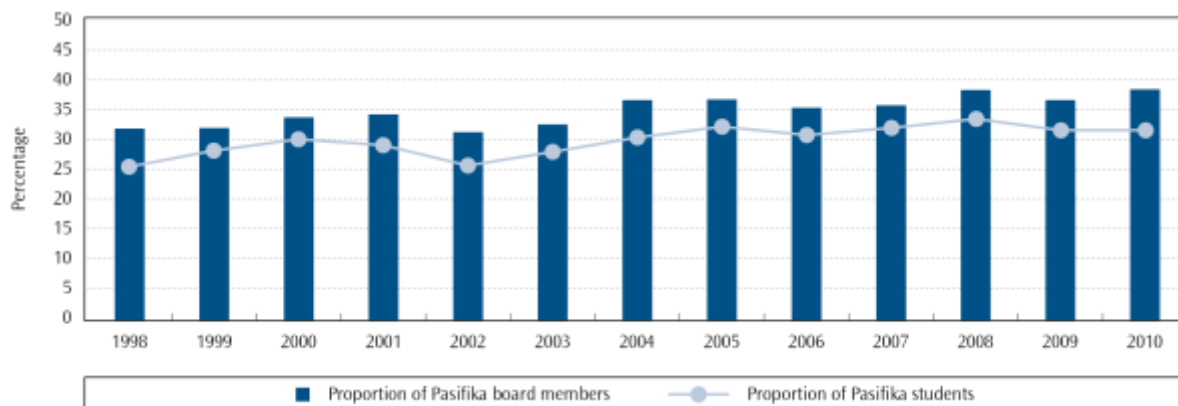
The proportion of schools with expected Pasifika representation increased from 26% in 1998 to 33% in 2010[35]. The trend shows a gradual increase in the last decade. The number of Pasifika parent representatives in the remaining 301 schools (66%) does not reflect the number of Pasifika students in these schools. 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 Pākehā/European child.

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[35]   Using prioritised ethnicity data collection.

Appendix

New Definition of School Leavers for Total Response Data Collection 2010

Students who were not previously counted, but are now included, are in one or more of these categories.

- **Failed transfers**. Historically a student who left one school to transfer to another school or was un-enrolled after failing to attend school for 20 days would not be included as a school leaver. Using ENROL, the Ministry can determine which of these students subsequently decided not to continue their schooling. There were 2,828 of these students in 2010.

- **Alternative education students**. These students were not included in the previous paper-based returns, predominantly because they were often hosted by a number of schools as a regional service. However, using ENROL they can now be included, and, if required (as, for example, in school comparisons in SchoolSMART), alternative education students can be removed from school-specific analysis. There were 724 of these students in 2010.

- **Part-time students**. Historically these were not counted by schools because most were returning students who had previously been included in earlier school-leaver collections by schools. However, the Ministry can now identify students who go from full-time study to part-time study and who have not been included in any school-leaver counts. There were 869 of these students in 2010, mainly leavers from the Correspondence School.

- **Young students**. These are students who were aged 15 at their last day of attendance and were not counted because schools deemed them to be non-enrolled rather than school leavers. However, we can now identify those students who have turned 16 by the collection date and not subsequently returned to schooling, and therefore should be considered to have left school. There were 1,673 of these students in 2010.

- **Gone overseas.** These students were excluded from the collection due to their destination, but many of these students were aged 16 or more, meaning they were no longer required to continue to go to school and had attainment levels that indicated they had completed their schooling. There were 1,980 of these students in 2010.

Plans to address pressures on school capacity

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

The Ministry provides three main responses to school roll growth that places pressure on school capacity. Where growth has resulted from an influx of students from areas served by other schools, a school is usually required to implement an enrolment scheme to ensure it is able to meet its commitment to local students. Roll trends and demographics are monitored, and schools are alerted when an enrolment scheme may need to be considered. Where there is genuine local growth from the natural catchment area of the school, particularly in an area where enrolment schemes already exist, additional classrooms are usually provided. In areas of major population growth, demographic information guides 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 construction of new schools continues. Orimiston Senior College and Stonefields School opened at the beginning of 2011. A primary school in Hingaia, scheduled to open in 2012, is well underway. A primary school and a secondary school are planned to be built at Hobsonville using a Public Private Partnership (PPP). The primary school is expected to be open at the beginning of 2013 and the secondary school in 2014. Planning is underway for a primary school and junior high school at Ormiston for opening in 2014 and 2015 respectively.

Increased demand is also managed through the use of enrolment schemes and the provision of additional classrooms. During 2010, 91 schemes were reviewed, 89 schemes were confirmed, two were amended and none abandoned. Two new schemes were implemented. For the 2010 calendar year, roll growth reports recommended a total of 80 new roll growth classrooms.

Central North Region

School rolls in the Hawke's Bay/East Coast area remain stable and residential development has slowed in Napier, Hastings and Gisborne. Enrolment schemes are effectively managing student movement throughout the local district networks.

Three kura kaupapa Māori change of class applications approved in 2010 are now operating as composite schools providing immersion education for Years 1–13; Te Kura Kaupapa Māori o Kawakawa mai Tawhiti (East Cape), Te Kura Kaupapa Māori o Nga Uri a Maui (Gisborne) and Te Kura Kaupapa Māori o Ngāti Kahungunu o Te Wairoa (Wairoa). Newly established Te Karaka Area School north of Gisborne, also opened for instruction from commencement of the 2011 school year.

Two new schools opened in Papamoa East at the commencement of the 2011 school year – a Year 7 to 13 college (Papamoa College) and a Year 1 to 6 contributing primary school (Golden Sands Primary School). Each school opened with an enrolment scheme in-place to ensure that their growth is managed.

Consultation for the reorganisation of schooling in Kawerau is nearing completion. Decisions regarding the merger of the primary schools and the establishment of a new Year 1 to 8 kura have been made and will become effective from the beginning of the 2012 school year. A decision regarding the final schooling option for intermediate and secondary-age students is pending, but it is intended that this option will be implemented for commencement of the 2013 school year.

The Murupara community initiated education plan (CIEP) is in the final stages of consultation. The option being proposed is for Rangitahi College to subsequently close and for a new Year 1 to 13 school to open on the existing Murupara primary school site. A final recommendation will then be submitted for consideration.

To meet demand for Māori immersion education, two wharekura have been established in the Tauranga area - Te Wharekura o Mauao was established under Section 156 of the Education Act 1989 and Te Kura Kaupapa Māori o Te Kura Kokiri was established under Section 155 of the Education Act 1989. Both are 'composite' wharekura and provide education for Year 1 to 13 students.

In Hamilton, a new site has been purchased for the provision of additional schooling for Year 7 to 13 students. The Ministry will begin collating demographic information for planning purposes over the next few months.

Central South Region

The region operated in 2010 with generally stable rolls. One enrolment scheme was abandoned and four new enrolment schemes were introduced.

The 1:15 staffing improvements for new entrants, effective from term 1, 2009, generated funding for additional teaching spaces at appropriate schools. Apart from this, only a very small number of roll growth teaching spaces were provided. These were at primary schools, to meet growth in the local catchment.

There was growth in Bell Block area, New Plymouth, and an enrolment scheme has been signalled. The small school at Mimi (northern Taranaki) has reached capacity and an enrolment scheme is likely there in 2011. There is an application for a roll growth classroom at Manchester Street (Feilding) that will result in an enrolment scheme being negotiated.

There was growth in pockets and roll growth teaching spaces approved at Raumati South School, Bellevue School, Wadestown School, Te Kura-a-iwi o Whakatupuranga Rua Mano, Mt Cook School and Raumati Beach School. In the cases of Raumati South and Mt Cook Schools enrolment schemes were negotiated.

Southern Region

New primary schools at Rolleston and Frankton were completed and opened to provide schooling to local students.

Seven new enrolment schemes were implemented at primary and intermediate schools during 2010 due to continued localised population growth within the region, including a number of rural schools. As a result, 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 education facilities are considered in the planning process.

Enrolment patterns across Christchurch City and neighbouring districts of Waimakariri and Selywn continue to be disrupted by the earthquakes in September 2010 and February 2011.

Roll pressure at integrated schools is being addressed. In some instances, this is being managed by the Minister of Education approving increases in the schools' maximum rolls. State integrated schools have also been directed to implement enrolment schemes to help manage their rolls and ensure fair and transparent student selection.

Schools with enrolment schemes in place for part of or all of 2010

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	3183	Brightwater School	26/07/2010	No
1680	Aberdeen School	20/12/1999	Yes	1236	Brookby School	30/11/1999	Yes
1195	Adventure School	23/06/2008	No	2816	Brooklyn School (Wellington)	6/09/1999	Yes
82	Aidanfield Christian School	8/09/2005	No	3303	Broomfield School	16/11/2005	No
6948	Albany Junior High School	30/10/2004	Yes	1237	Browns Bay School	7/10/1999	Yes
1202	Albany School	24/10/2000	Yes	1239	Buckland School	29/10/1999	Yes
563	Albany Senior High School	22/07/2008	No	1240	Bucklands Beach Intermediate	9/08/1999	Yes
6929	Alfriston College	5/05/2003	Yes	1241	Bucklands Beach Primary School	12/02/2010	No
1203	Alfriston School	30/09/1999	Yes	319	Burnside High School	4/06/1999	Yes
3274	Allenton School	31/05/2002	No	3306	Burwood School	5/11/1999	Yes
3276	Amberley School	24/01/2007	No	1700	Cambridge East School	15/03/2005	Yes
96	Aorere College	4/09/2009	No	1242	Campbells Bay School	6/10/1999	Yes
253	Aotea College	30/07/2001	Yes	211	Campion College	17/07/2006	No
2802	Arakura School	12/12/2005	No	3308	Carew Peel Forest School	25/01/2008	No
1208	Ardmore School	23/09/1999	Yes	2345	Carlton School	7/08/2008	No
3930	Arrowtown School	7/01/2002	No	35	Carmel College	16/05/2007	Yes
2543	Arthur Miller School	27/02/2004	Yes	2821	Cashmere Avenue School	12/07/2004	Yes
3284	Ashgrove School	24/01/2003	Yes	340	Cashmere High School	27/05/1999	No
3285	Ashley School	7/03/2008	No	3310	Cashmere Primary School	29/11/1999	Yes
53	Auckland Girls' Grammar School	25/08/1999	Yes	2418	Central Normal School	18/12/2003	Yes
54	Auckland Grammar	1/12/1999	Yes	1581	Chapel Downs School	24/11/1999	Yes
1211	Auckland Normal Intermediate	13/10/1999	Yes	1244	Chelsea School	23/09/1999	Yes
2152	Auroa School	1/10/2008	No	3314	Chisnallwood Intermediate	16/09/2005	No
78	Avondale College	3/08/1999	Yes	327	Christchurch Boys' High School	4/06/1999	Yes
1212	Avondale Intermediate	31/10/2002	No	328	Christchurch Girls' High School	27/05/1999	Yes
1213	Avondale Primary School (Auckland)	28/09/1999	Yes	3318	Christchurch South Intermediate	4/12/2008	No
3287	Avonhead School	22/10/1999	Yes	1246	Churchill Park School	19/10/1999	Yes
324	Avonside Girls' High School	3/05/1999	Yes	2824	Churton Park School	23/04/2001	Yes
1691	Awakeri School	20/12/1999	Yes	3321	Clarkville School	22/11/1999	No
2544	Awapuni School (Gisborne)	19/11/2004	No	1247	Clayton Park School	23/03/2001	Yes
3709	Balaclava School	19/09/2009	No	6980	Clearview Primary	27/08/2009	No
3711	Balmacewen Intermediate	16/08/2010	No	1248	Clendon Park School	29/06/2005	Yes
1219	Balmoral School (Auckland)	29/11/1999	Yes	1249	Clevedon School	6/11/2006	Yes
3289	Banks Avenue School	26/05/2004	Yes	2826	Clifton Terrace Model School	24/08/1999	Yes
2112	Barton Rural School	31/08/2004	No	2549	Clive School	14/06/2004	Yes
6960	Baverstock Oaks School	25/08/2004	No	2827	Clyde Quay School	3/05/2005	Yes
382	Bayfield High School	13/06/2003	No	3725	Clyde School	6/12/2007	No
1220	Bayfield School	7/09/1999	Yes	1252	Coatesville School	23/06/1999	Yes
3291	Beckenham School	22/10/1999	Yes	3323	Cobham Intermediate	22/10/1999	Yes
3292	Belfast School	29/01/2008	No	1253	Cockle Bay School	5/08/1999	Yes
2807	Belmont School (Lower Hutt)	12/06/2006	No	2352	Coley Street School	7/09/2006	No
1695	Berkley Normal Middle School	20/09/2007	Yes	2353	College Street Normal School	17/08/2004	Yes
1697	Bethlehem School	13/12/2002	Yes	386	Columba College	19/07/2004	Yes
2810	Birchville School	25/07/2006	No	2354	Colyton School	14/05/2008	Yes
1231	Birkenhead School	23/09/1999	Yes	1255	Conifer Grove School	19/10/1999	Yes
3295	Blaketown School	2/11/2007	No	1256	Cornwall Park District School	25/11/1999	Yes
2546	Bledisloe School	14/11/2008	Yes	3324	Cotswold School	22/11/1999	No
1232	Blockhouse Bay Intermediate	29/08/2008	No	357	Craighead Diocesan School	10/07/2006	No
1233	Blockhouse Bay School	8/09/1999	Yes	3729	Cromwell Primary School	22/11/2002	No
1234	Bombay School	14/08/2002	Yes	3325	Cust School	31/03/2006	Yes
1235	Botany Downs School	12/03/2004	Yes	2553	Dannevirke South School	1/07/1999	No
6930	Botany Downs Secondary College	20/12/2002	Yes	346	Darfield High School	25/08/2006	Yes
2813	Boulcott School	30/06/2000	Yes	3326	Darfield School	18/10/2006	Yes
20	Bream Bay College	14/12/2007	Yes	1709	David Street School	7/07/2003	No
2547	Bridge Pa School	29/06/2004	Yes	1710	Deanwell School	30/04/2007	Yes

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1260	Devonport School	27/11/2009	No	2848	Gracefield School	8/08/2005	Yes
1635	Discovery One School	27/08/2001	Yes	2111	Grantlea Downs School	14/10/2004	No
2832	Discovery School	24/08/2004	Yes	1729	Greenpark School (Tauranga)	21/07/2003	Yes
1650	Drummond Primary School	27/08/2007	No	1301	Grey Lynn School	21/02/2005	Yes
1263	Drury School	9/08/1999	Yes	3361	Greymouth Main School	31/03/2009	No
1192	Dunedin Rudolf Steiner School	11/07/2008	No	2850	Greytown School	17/10/2003	No
3331	Dunsandel School	12/02/2010	No	336	Hagley Community College	13/09/1999	Yes
2355	Durie Hill School	8/10/2006	No	1302	Halsey Drive School	8/09/1999	Yes
3733	East Taieri School	12/12/2006	No	3366	Halswell School	22/11/1999	Yes
2834	Eastern Hutt School	17/10/2001	Yes	131	Hamilton Boys' High School	10/08/1999	Yes
1265	Edendale School (Auckland)	1/03/2010	No	132	Hamilton Girls' High School	9/08/1999	Yes
3947	Edendale School (Southland)	22/08/2008	No	1733	Hamilton West School	1/05/2007	Yes
79	Edgewater College	22/07/2003	Yes	135	Hamilton's Fraser High School	16/10/2000	Yes
1266	Edmonton School	1/11/2002	Yes	3367	Hampstead School	28/08/2007	Yes
1268	Ellerslie School	27/09/1999	Yes	3370	Harewood School	11/11/2004	Yes
349	Ellesmere College	8/08/2006	Yes	1303	Harrisville School	6/09/2006	Yes
3334	Elmwood Normal School	22/11/1999	Yes	443	Hastings Christian School	30/11/2006	No
1168	Emmanuel Christian School	9/11/2005	No	228	Hastings Girls' High School	19/06/2003	Yes
3189	Enner Glynn School	14/05/2010	No	2570	Hastings Intermediate	2/08/2010	No
64	Epsom Girls' Grammar School	25/08/1999	Yes	2854	Hataitai School	21/09/1999	Yes
1270	Epsom Normal School	26/11/1999	Yes	112	Hauraki Plains College	2/12/2003	Yes
2557	Eskdale School	28/10/2004	Yes	1735	Hautapu School	26/05/2004	No
2837	Evans Bay Intermediate	9/09/2002	Yes	2572	Havelock North Intermediate	18/06/2002	No
1164	Everglade School	30/09/1999	Yes	2573	Havelock North Primary School	28/07/1999	Yes
1715	Fairfield Intermediate	19/06/2008	No	3747	Hawea Flat School	3/12/2007	No
3736	Fairfield School (Dunedin)	20/08/2001	No	3371	Heathcote Valley School	22/10/1999	Yes
2838	Fairfield School (Levin)	21/09/1999	No	3372	Heaton Normal Intermediate	8/11/1999	Yes
2839	Fairhall School	22/11/1999	Yes	3963	Heddon Bush School	3/09/2007	Yes
1272	Farm Cove Intermediate	20/12/1999	Yes	45	Henderson High School	24/06/2008	No
197	Feilding High School	22/11/2006	No	1307	Henderson Intermediate	1/08/2001	Yes
3338	Fendalton Open Air School	25/11/1999	Yes	1308	Henderson North School	7/10/1999	Yes
3707	Fenwick School	10/08/2007	Yes	1311	Henderson Valley School	7/10/1999	Yes
2842	Fernlea School	7/04/2006	No	3194	Henley School (Nelson)	4/12/2002	No
2843	Fernridge School	18/11/2003	Yes	2172	Highlands Intermediate	2/03/2007	Yes
3340	Fernside School	5/09/2001	No	138	Hillcrest High School	9/08/1999	Yes
2117	Fernworth Primary School	31/01/2007	No	1739	Hillcrest Normal School	5/11/2008	No
1275	Finlayson Park School	23/07/1999	Yes	1312	Hillpark School	30/09/1999	Yes
2560	Flaxmere Primary School	13/10/2004	Yes	1313	Hillsborough School	20/09/1999	Yes
1278	Forrest Hill School	4/10/2010	No	1740	Hilltop School	20/12/1999	Yes
175	Francis Douglas Memorial College	11/07/2005	No	341	Hillview Christian School	1/06/2004	No
2168	Frankley School	7/04/2000	No	2578	Hiruharama School	29/04/2002	No
1279	Freemans Bay School	24/06/2008	No	1314	Hobsonville School	25/09/2003	Yes
3344	Freeville School	22/12/2004	Yes	1316	Holy Cross School (Henderson)	6/05/2008	No
200	Freyberg High School	3/07/2006	Yes	557	Holy Family School (Wanaka)	25/07/2008	No
2563	Frimley School	14/01/2003	Yes	3379	Hoon Hay School	25/09/2000	Yes
2107	Geraldine Primary School	21/02/2008	No	3381	Hororata School	19/02/2007	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes	1746	Horotiu School	6/11/2003	Yes
2845	Gladstone School (Masterton)	11/10/2006	No	1747	Horsham Downs School	15/07/2009	No
1283	Glamorgan School	7/10/1999	Yes	2861	Houghton Valley School	16/09/2005	No
1284	Glen Eden Intermediate	22/10/1999	Yes	87	Howick College	6/09/1999	Yes
1285	Glen Eden School	10/06/2008	No	1318	Howick Intermediate	29/05/2003	Yes
1011	Glenbervie School	9/08/1999	No	1749	Hukanui School	20/12/1999	Yes
65	Glendowie College	20/08/1999	No	2366	Hunterville Consolidated School	6/11/2007	Yes
1294	Glendowie School	19/10/1999	Yes	1018	Hurupaki School	12/09/2005	No
3347	Gleniti School	30/07/2001	Yes	2862	Hutt Central School	5/05/2006	No
3352	Glentunnel School	26/10/2006	Yes	2863	Hutt Intermediate	5/10/1999	Yes
3741	Goldfields School (Cromwell)	11/12/2009	No	261	Hutt Valley High School	21/12/1999	No
1727	Goodwood School	30/05/2006	Yes	3384	Ilam School	27/07/2001	Yes

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2581	Ilminster Intermediate	29/04/2002	Yes	230	Lindisfarne College	6/04/2004	Yes
3966	Invercargill Middle School	15/11/2005	Yes	3415	Linwood North School	24/11/2008	No
224	Iona College	2/04/2004	Yes	3419	Loburn School	3/03/2005	No
2865	Island Bay School	7/11/2005	No	27	Long Bay College	12/09/2005	Yes
552	James Hargest College	13/05/2005	No	1342	Long Bay School	7/12/2006	Yes
387	John McGlashan College	17/07/2004	Yes	3594	Longbeach School	26/05/2008	No
532	John Paul College	5/02/2007	Yes	2590	Lucknow School	19/03/2002	Yes
2866	Johnsonville School	7/01/2004	Yes	75	Lynfield College	27/07/1999	Yes
1756	Kaharoa School	21/08/2001	No	1791	Lynmore Primary School	27/05/2002	No
2369	Kai Iwi School	27/06/2008	No	41	Macleans College	25/08/1999	Yes
3388	Kaiapoi Borough School	2/03/2006	Yes	1792	Maeroa Intermediate	3/09/2002	Yes
314	Kaiapoi High School	19/10/2007	Yes	3201	Mahana School	1/07/2005	Yes
3389	Kaiapoi North School	1/07/2005	No	2592	Mahora School	21/05/2002	Yes
3753	Kaikorai School	15/02/2007	Yes	2893	Maidstone Intermediate	15/08/2000	No
1024	Kaingaroa School (Kaitaia)	31/01/2008	Yes	1343	Mairangi Bay School	7/10/1999	Yes
2372	Kaitoke School (Whanganui)	10/07/2007	Yes	3425	Mairehau School	21/09/2004	Yes
1029	Kamo Intermediate	10/09/1999	Yes	2593	Makaraka School	18/06/2006	Yes
1030	Kamo School	14/11/2006	Yes	3982	Makarewa School	4/04/2007	No
3393	Kaniere School	14/12/2006	No	2595	Makauri School	13/05/2005	No
2871	Kapanui School	7/09/1999	Yes	2597	Mangapapa School	24/08/2009	No
1325	Karaka School	1/08/2006	Yes	2899	Mangaroa School	7/12/2004	Yes
229	Karamu High School	24/04/2002	Yes	1038	Mangawhai Beach School	23/11/2004	Yes
2874	Karori Normal School	14/12/1999	Yes	1346	Mangere Bridge School	29/10/1999	Yes
2875	Karori West Normal School	27/04/2010	No	1347	Mangere Central School	23/10/2007	Yes
3394	Karoro School	12/05/2009	No	1348	Mangere East School	30/08/1999	Yes
1326	Kaukapakapa School	17/12/2009	No	2189	Mangorei School	18/10/2000	No
1327	Kauri Park School	29/05/2003	Yes	1354	Manurewa Central School	30/09/1999	Yes
1032	Kaurihohore School	21/04/2009	Yes	99	Manurewa High School	29/11/1999	Yes
1328	Kaurilands School	3/08/1999	Yes	3768	Māori Hill School	17/12/2009	No
536	Kavanagh College	14/02/2003	Yes	3203	Mapua School	1/07/2005	Yes
1329	Kedgley Intermediate	30/08/1999	Yes	566	Maraekakaho School	14/11/2008	No
2876	Kelburn Normal School	5/05/2006	No	1357	Maraetai Beach School	19/08/2008	No
2877	Kelson School	7/08/2006	No	2094	Marian Catholic School (Hamilton)	15/07/2008	No
1332	Kelvin Road School	27/04/2004	Yes	1592	Marina View School	2/12/1999	Yes
5	Kerikeri High School	30/08/1999	Yes	1362	Marshall Laing School	8/09/1999	Yes
1034	Kerikeri Primary School	20/08/1999	No	3429	Marshland School	10/05/2002	Yes
2880	Kilbirnie School	17/01/2006	No	43	Massey High School	18/12/2000	Yes
1333	Kingsford School	23/10/2007	Yes	1363	Massey Primary School	19/10/1999	Yes
1779	Kio Kio School	1/12/2006	No	1813	Matamata Primary School	15/09/2010	No
3397	Kirwee Model School	21/08/2006	Yes	1043	Matarau School	1/12/2009	No
1781	Knighton Normal School	20/12/1999	No	1820	Matua School	17/12/2007	Yes
6939	Kohia Terrace School	10/12/1999	Yes	2968	Maungaraki School	27/01/2006	No
1334	Kohimarama School	2/12/1999	Yes	1821	Maungatapu School	7/04/2007	No
2385	Kopane School	10/10/2008	No	1367	Maungawhau School	26/11/1999	Yes
2882	Koputaroa School	17/12/2001	No	1050	Maunu School	24/12/2007	Yes
2100	Koraunui School	11/12/2008	No	1370	Meadowbank School	27/09/1999	Yes
2883	Korokoro School	12/10/2006	No	1371	Mellons Bay School	6/10/1999	Yes
1784	Koromatua School	22/02/2008	Yes	3434	Merrin School	22/10/1999	Yes
1336	Koru School	30/08/1999	No	3436	Methven School	9/05/2008	No
1337	Kowhai Intermediate	19/10/1999	Yes	335	Middleton Grange School	2/05/2006	Yes
3402	Ladbrooks School	18/06/2004	No	1375	Milford School (Auckland)	6/10/1999	Yes
3410	Leeston School	23/11/2009	No	2916	Miramar North School	6/04/2001	No
2182	Lepperton School	14/02/2005	No	553	Mission Heights Junior College	15/05/2008	No
2889	Levin School	16/12/2008	No	570	Mission Heights Primary School	15/05/2008	No
4117	Liberton Christian School	30/08/2004	No	2403	Mosston School	29/03/2005	Yes
3975	Limehills School	6/12/2002	No	3206	Motueka South School	29/11/1999	Yes
347	Lincoln High School	4/06/1999	No	69	Mt Albert Grammar School	22/05/2000	Yes
3412	Lincoln Primary School	14/11/2001	No	2404	Mount Biggs School	17/09/1999	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
1382	Mt Carmel School (Meadowbank)	4/11/2008	No	6946	Oteha Valley School	25/11/2003	Yes
2918	Mt Cook School (Wellington)	8/12/2010	No	120	Otumoetai College	9/08/1999	Yes
1378	Mt Eden Normal School	26/11/1999	Yes	1878	Otumoetai Intermediate	1/07/2003	Yes
348	Mount Hutt College	29/06/2006	Yes	3464	Ouruhia Model School	22/11/1999	No
1838	Mt Maunganui School	27/01/2008	Yes	3795	Outram School	14/11/2009	No
3443	Mt Pleasant School	1/11/2005	Yes	1884	Pahoia School	1/10/2005	Yes
74	Mt Roskill Grammar	3/08/1999	Yes	2638	Pakowhai School	12/02/2004	Yes
1383	Mt Roskill Intermediate	29/07/2002	Yes	80	Pakuranga College	23/09/1999	Yes
1384	Mt Roskill Primary School	17/09/1999	Yes	1417	Pakuranga Intermediate	19/09/2002	Yes
3441	Mt Somers Springburn School	18/02/2008	No	202	Palmerston North Boys' High School	8/07/2005	No
1386	Murrays Bay Intermediate	10/08/1999	Yes	203	Palmerston North Girls' High School	20/05/1999	No
3991	Myross Bush School	5/02/2003	Yes	2419	Palmerston North Intermediate	15/12/1999	No
216	Napier Boys' High School	21/06/2002	Yes	2946	Papakowhai School	12/02/2007	No
217	Napier Girls' High School	3/06/2001	Yes	1421	Papakura Central School	10/08/2005	Yes
2619	Napier Intermediate	2/09/2009	No	1423	Papakura Normal School	5/12/2001	Yes
1841	Nawton School	14/12/2000	Yes	1885	Papamoa School	9/07/2005	Yes
2620	Nelson Park School	30/09/2002	No	316	Papanui High School	2/05/2006	Yes
1389	New Lynn School	24/10/2007	Yes	3467	Paparoa Street School	26/11/1999	Yes
2406	Newbury School	23/10/2003	No	1426	Papatoetoe Central School	6/08/1999	Yes
268	Newlands College	14/05/2004	No	1427	Papatoetoe East School	9/08/1999	Yes
1391	Newmarket School	26/11/1999	Yes	95	Papatoetoe High School	5/08/1999	Yes
1392	Newton Central School	2/11/2007	Yes	1428	Papatoetoe Intermediate	30/08/1999	Yes
2205	Ngaere School	23/03/2001	No	1429	Papatoetoe North School	9/08/1999	Yes
1844	Ngahinapouri School	9/02/2001	Yes	1430	Papatoetoe South School	9/08/1999	Yes
2927	Ngaio School	6/02/2001	No	1431	Papatoetoe West School	9/08/1999	Yes
1847	Ngapuke School	21/01/2008	Yes	2948	Paraparaumu Beach School	15/07/2002	Yes
1850	Ngatea School	9/08/2010	No	248	Paraparaumu College	23/04/2002	No
2206	Norfolk School	26/08/2005	No	2950	Paremata School	3/11/1999	Yes
3447	North Loburn School	4/09/2006	Yes	2424	Parkland School (P North)	1/11/2007	Yes
32	Northcote College	30/05/2003	Yes	2641	Parkvale School	28/11/2003	Yes
2931	Northland School	14/02/2001	Yes	1436	Parnell School	27/09/1999	Yes
3450	Oaklands School	22/11/1999	Yes	1438	Patumahoe Primary School	21/06/2007	Yes
2208	Oakura School	19/05/2004	No	2953	Pauatahanui School	23/06/2005	No
2933	Ohau School	15/10/1999	No	1892	Peachgrove Intermediate	24/10/2002	Yes
1856	Ohinewai School	20/12/2010	No	1893	Pekerau School	11/05/2007	No
3451	Ohoka School	7/03/2001	Yes	3737	Pembroke School (Oamaru)	31/05/2007	No
1857	Ohope Beach School	12/12/2008	No	2644	Peterhead School	22/11/2002	No
7	Okaihau College	1/12/1999	Yes	1439	Pigeon Mountain School	25/11/1999	Yes
1860	Omanu School	19/07/2004	No	1894	Pillans Point School	20/12/1999	Yes
2214	Omata School	6/11/2007	Yes	2957	Pinehaven School	27/02/2009	No
1863	Omokoroa School	25/01/2005	No	6932	Pinehill School (Browns Bay)	27/10/1999	Yes
86	Onehunga High School	9/08/1999	Yes	1897	Pirongia School	18/02/2002	Yes
1399	Onehunga Primary School	25/11/1999	Yes	2959	Plateau School	6/09/2006	No
108	Onewhero Area School	24/03/2010	No	2960	Plimmerton School	18/06/1999	Yes
2629	Ongaonga School	31/03/2006	No	1440	Pt Chevalier School	28/09/1999	Yes
269	Onslow College	21/09/1999	Yes	1441	Pt England School	23/07/1999	No
1401	Opaheke School	9/08/1999	Yes	6921	Point View School	9/09/1999	Yes
2936	Opaki School	24/11/2003	No	1442	Pokeno School	24/06/2008	No
3455	Opawa School	19/11/1999	Yes	1445	Ponsonby Intermediate	16/10/2002	Yes
2937	Opiki School	20/10/2009	No	1446	Ponsonby Primary School	7/09/1999	Yes
1404	Oratia School	7/10/1999	Yes	255	Porirua College	27/01/2010	No
25	Orewa College	30/08/2004	No	2965	Poroutawhao School	10/07/2006	Yes
1407	Orewa School	21/04/2006	Yes	2648	Port Ahuriri School	27/05/2009	No
2631	Ormond School	31/03/2006	Yes	2650	Poukawa School	19/04/2006	No
2414	Oroua Downs School	10/07/2006	No	3478	Prebbleton School	24/11/2003	Yes
378	Otago Girls' High School	7/08/1999	Yes	1902	Puahue School	12/05/2010	No
88	Otahuhu College	9/08/1999	Yes	1448	Puhinui School	9/08/1999	Yes
21	Otamatea High School	17/11/2008	No	2651	Pukehamoamoa School	18/06/2007	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
2652	Pukehou School	16/05/2007	Yes	59	Sacred Heart College (Auckland)	3/03/2006	No
1449	Pukekawa School	14/05/2008	Yes	174	Sacred Heart Girls' College (New Plymouth)	16/02/2006	Yes
1450	Pukekohe East School	24/08/2004	Yes	3517	St Albans Catholic School (Christchurch)	6/07/2006	Yes
103	Pukekohe High School	16/07/2002	Yes	3518	St Albans School	12/12/2003	Yes
1451	Pukekohe Hill School	29/10/1999	Yes	3521	St Bernadette's School (Hornby)	8/08/2006	No
1452	Pukekohe Intermediate	1/08/2006	Yes	3835	St Clair School	2/12/1999	No
1454	Pukeoware School	1/12/1999	Yes	47	St Dominic's College (Henderson)	1/08/2006	Yes
1907	Puketaha School	4/07/2003	Yes	1489	St Heliers School	29/11/1999	Yes
2654	Puketapu School (Hawkes Bay)	11/04/2003	Yes	380	St Hildas Collegiate	4/08/2004	Yes
1455	Puni School	6/04/2000	Yes	1490	St Ignatius School (St Heliers)	13/09/2006	No
3479	Queenspark School	21/02/2003	Yes	226	St John's College (Hastings)	24/08/2006	Yes
1679	Rahotu School	22/09/2006	No	4131	St John's Girls' School (Invercargill)	21/03/2003	No
1456	Ramarama School	27/11/2009	No	2450	St John's Hill School	3/09/2001	No
6944	Randwick Park School	1/11/1999	Yes	222	St Joseph's Māori Girls' College	5/12/2004	No
1457	Rangeview Intermediate	27/05/2004	Yes	3530	St Joseph's School (Kaikoura)	15/12/2006	No
3481	Rangiora Borough School	28/11/2008	No	3531	St Joseph's School (Papanui)	14/12/2004	No
312	Rangiora High School	8/03/2006	No	4016	St Joseph's School (Queenstown)	21/10/2002	No
418	Rangiora New Life School	28/11/2008	No	2678	St Joseph's School (Waipukurau)	7/07/2008	No
28	Rangitoto College	1/12/1999	Yes	1499	St Leonards Road School	9/12/1999	No
2972	Raroa Normal Intermediate	30/05/2005	No	3534	St Martin's School	18/11/1999	Yes
2974	Raumati Beach School	14/05/2007	No	1958	St Mary's Catholic School (Rotorua)	12/12/2007	Yes
2975	Raumati South School	30/11/2010	No	265	St Oran's College	1/01/2007	No
1194	Red Beach School	19/10/1999	No	252	St Patrick's College (Silverstream)	30/08/2006	No
3483	Redcliffs School	8/11/1999	No	3537	St Patrick's School (Bryndwr)	15/06/2004	No
1459	Redhill School	28/08/2007	Yes	3541	St Paul's School (Dallington)	16/05/2004	Yes
1460	Redoubt North School	14/05/2008	Yes	1643	St Paul's School (Massey)	6/07/2006	Yes
3484	Redwood School (Christchurch)	17/08/2004	Yes	1627	St Paul's School (Richmond)	18/02/2003	Yes
2663	Reignier Catholic School	7/07/2008	No	1510	St Thomas School (Auckland)	19/10/1999	Yes
6783	Remarkables Primary School	28/08/2009	No	331	St Thomas of Canterbury College	2/12/2008	No
1461	Remuera Intermediate	19/10/1999	Yes	4014	Salford School	12/11/2002	Yes
1462	Remuera School	22/12/1999	Yes	491	Sancta Maria College	20/11/2003	Yes
6978	Reremoana Primary School	12/07/2005	Yes	1479	Sandspit Road School	26/09/2009	No
1924	Rhode Street School	22/02/2008	Yes	2987	Seatoun School	1/01/2001	No
334	Riccarton High School	16/06/1999	Yes	3501	Sefton School	1/11/2006	No
1463	Richmond Road School	21/12/2004	No	6945	Selwyn Ridge School	6/12/2001	No
4006	Rimu School	30/08/1999	Yes	1480	Shelly Park School	16/12/2003	Yes
2437	Riverdale School (P North)	21/10/1999	Yes	1481	Sherwood School (Auckland)	3/04/2008	Yes
1464	Riverhead School	5/02/2009	Yes	321	Shirley Boys' High School	29/05/1999	Yes
2981	Riverlands School	22/11/1999	Yes	3504	Shirley School	21/09/2004	Yes
3217	Riwaka School	25/08/2003	No	1482	Silverdale School	7/09/2007	Yes
1467	Robertson Road School	23/12/2008	No	2990	Silverstream School	24/08/2004	No
23	Rodney College	26/07/2008	No	1251	Sir Edmund Hillary Collegiate Junior School	10/10/2006	Yes
3488	Rolleston School	21/05/2003	Yes	1217	Sir Edmund Hillary Collegiate Middle School	10/10/2006	Yes
1470	Roscommon School	17/12/2003	Yes				
3812	Rosebank School (Balclutha)	1/10/2001	No	97	Sir Edmund Hillary Collegiate Senior School	10/10/2006	Yes
102	Rosehill College	6/09/1999	Yes	6759	Snells Beach Primary School	12/06/2008	No
2440	Ross Intermediate	3/06/2009	No	2991	Solway School	20/11/2003	Yes
1927	Roto-O-Rangi School	10/08/2007	Yes	3506	Somerfield School	18/12/2006	Yes
1930	Rotokauri School	20/12/1999	Yes	6760	Somerville Intermediate School	10/12/1999	Yes
1933	Rotorua Intermediate	23/10/2002	No	1149	Sonrise Christian School	20/11/2006	No
6976	Rototuna Primary School	10/09/2002	Yes	2993	South Featherston School	30/09/2004	No
1351	Royal Oak Intermediate School	28/11/2002	Yes	2446	South Makirikiri School	6/09/1999	No
1475	Royal Oak School	19/10/1999	Yes	3508	South New Brighton School	23/10/2008	No
3493	Roydvale School	11/05/2006	Yes	3509	Southbridge School	10/02/2010	No
2669	Ruahine School	5/05/2006	No	3510	Southbrook School	30/05/2001	No
2441	Russell Street School	3/09/2001	Yes	452	Southern Cross Campus	20/11/2002	Yes
3496	Russley School	5/06/2007	Yes	404	Southland Boys' High School	10/07/2006	Yes
40	Rutherford College	17/06/2003	Yes	405	Southland Girls' High School	10/07/2006	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
3512	Spreydon School	19/02/2007	Yes	1536	Tirimoana School	8/05/2000	No
2996	Springlands School	12/06/2007	Yes	2467	Tiritea School	14/08/2006	Yes
3516	Springston School	31/03/2006	Yes	4029	Tisbury School	26/07/2004	Yes
1511	Stanhope Road School	18/08/2009	No	1537	Titirangi School	9/08/1999	Yes
1512	Stanley Bay School	15/02/2002	No	2038	Tokoroa North School	22/09/1999	No
1514	Star of the Sea School (Howick)	10/11/2006	Yes	212	Tolaga Bay Area School	8/12/2004	No
1663	Stella Maris Primary School	18/07/2008	No	1538	Torbay School	6/10/1999	Yes
6937	Summerland Primary	8/10/2001	Yes	143	Trident High School	31/08/2001	Yes
3546	Sumner School	25/08/2006	Yes	3050	Tua Marina School	26/10/1999	Yes
1515	Sunny Hills School	6/10/1999	Yes	2711	Twyford School	25/05/2002	Yes
1516	Sunnybrae Normal School	19/10/1999	Yes	483	Unlimited Paenga Tawhiti	24/05/2005	No
1518	Sunnynook School	6/10/1999	Yes	6955	Upper Harbour Primary School	8/08/2005	Yes
1520	Sutton Park School	3/05/2010	No	250	Upper Hutt College	18/11/2003	No
3547	Swannanoa School	21/10/2004	Yes	3053	Upper Hutt School	22/10/2004	Yes
6742	Tahatai Coast School	26/11/1999	Yes	1540	Valley School	29/10/1999	Yes
3839	Tahuna Normal Intermediate	5/05/2004	Yes	1541	Vauxhall School	14/04/2003	Yes
3549	Tai Tapu School	27/06/2005	Yes	1544	Victoria Avenue School	27/09/1999	Yes
495	Taieri College	27/07/2006	No	3565	View Hill School	24/11/1999	No
231	Taikura Rudolf Steiner School	9/03/2009	No	1546	Viscount School	14/10/2009	No
3841	Tainui School	12/07/2005	Yes	6922	Waiheke Primary School	10/08/2004	Yes
1523	Takanini School	18/06/2007	Yes	114	Waihi College	5/09/2005	No
36	Takapuna Grammar School	13/10/1999	Yes	4035	Waihopai School	10/12/2004	Yes
1524	Takapuna Normal Intermediate	9/08/1999	No	3056	Waikanae School	26/01/2004	Yes
1976	Tamahere Model Country School	21/12/2004	Yes	1548	Waikowhai Intermediate	1/07/2003	Yes
2685	Tamatea Intermediate	14/11/2003	Yes	3570	Waikuku School	24/11/2009	No
2686	Tamatea School	10/06/2009	No	3571	Waimairi School	13/08/2001	Yes
58	Tangaroa College	13/09/2004	Yes	1550	Waimauku School	8/12/1999	No
215	Taradale High School	16/06/2004	Yes	296	Waimea College	27/07/2005	Yes
2687	Taradale Intermediate	19/04/2002	Yes	3233	Waimea Intermediate	25/07/2007	Yes
2688	Taradale School	16/05/2003	Yes	2721	Wainui Beach School	3/12/2008	No
3228	Tasman School	25/04/2005	Yes	1552	Wainui School	30/11/2007	Yes
1529	Taupaki School	4/12/2000	Yes	3059	Wainuiomata Primary School	20/12/2005	No
121	Tauranga Boys' College	9/08/1999	Yes	3060	Wainuioru School	29/07/2005	No
122	Tauranga Girls' College	9/08/1999	Yes	2065	Waipahihi School	11/06/2010	Yes
1990	Tauranga Intermediate	24/01/2000	Yes	2066	Wairakei School	10/10/2005	No
1991	Tauranga Primary School	21/02/2000	Yes	241	Wairarapa College	3/07/1999	No
1994	Tauriko School	20/12/1999	Yes	44	Waitakere College	22/08/2003	Yes
257	Tawa College	4/07/1999	Yes	1557	Waitakere School	28/11/2007	Yes
3034	Tawa Intermediate	30/07/1999	No	1558	Waitoki School	3/12/1999	No
6940	Te Akau ki Papamoa Primary School	26/11/1999	Yes	1559	Waiuku Primary School	24/08/2004	Yes
3037	Te Aro School	5/11/2003	Yes	1560	Wakaaranga School	11/01/2002	Yes
1532	Te Hihi School	1/09/2004	No	3234	Wakefield School	23/08/2010	No
2005	Te Kauwhata Primary School	20/12/2010	No	189	Wanganui High School	6/08/1999	No
2007	Te Kowhai School	7/10/2003	Yes	2477	Wanganui Intermediate	19/08/2003	No
1888	Te Kura o Te Paroa	20/12/1999	Yes	3861	Warepa School	24/10/2008	No
2697	Te Mata School (Havelock North)	28/03/2003	Yes	1562	Waterlea Public School	25/11/1999	Yes
6741	Te Matauranga	22/08/2003	Yes	3068	Waterloo School	30/10/1999	Yes
2020	Te Rapa School	6/09/2001	Yes	4047	Waverley Park School	6/12/2002	Yes
577	Te Totara Primary School	29/08/2007	No	3585	Weedons School	10/12/1999	Yes
2025	Te Waotu School	19/02/2003	Yes	275	Wellington College	1/07/1999	Yes
3555	Templeton School	28/06/2004	No	274	Wellington East Girls' College	4/06/2004	No
6947	The Gardens School	1/10/2001	Yes	272	Wellington Girls' College	5/08/1999	Yes
3844	The Terrace School (Alexandra)	13/08/2010	No	273	Wellington High School & Com Ed Centre	5/11/2003	Yes
4028	Thornbury School	28/07/2008	No	2479	West End School (P North)	30/05/2003	Yes
3040	Thorndon School	30/09/2002	Yes	3586	West Eyreton School	4/04/2005	Yes
3557	Thorrington School	22/10/1999	Yes	3587	West Melton School	15/11/2005	Yes
1535	Three Kings School	19/10/1999	Yes	3589	Westburn School	22/10/1999	Yes
3561	Tinwald School	31/10/2007	No	1567	Western Heights School (Auckland)	7/10/1999	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
48	Western Springs College	5/07/2005	Yes	6959	Willowbank School (Howick)	21/11/2000	Yes
37	Westlake Boys' High School	29/10/1999	Yes	1573	Willowpark School	19/10/1999	Yes
38	Westlake Girls' High School	13/10/1999	Yes	2484	Winchester School (P North)	8/06/2004	Yes
1568	Westmere School (Auckland)	29/09/1999	Yes	3074	Windley School	6/07/2001	No
2480	Westmere School (Whanganui)	22/11/2006	No	3967	Windsor North School	6/08/2008	No
3864	Weston School	6/03/2007	No	3596	Windsor School (Christchurch)	5/11/1999	Yes
1570	Weymouth School	23/07/1999	Yes	4052	Winton School	4/04/2008	No
2481	Whakarongo School	21/01/2004	No	1576	Wiri Central School	4/09/2007	Yes
144	Whakatane High School	31/08/2001	Yes	3075	Witherlea School	1/01/2004	Yes
2082	Whakatane Intermediate	23/09/2005	No	3600	Woodend School	28/06/2006	Yes
6763	Whangaparaoa College	1/07/2004	Yes	225	Woodford House	2/04/2004	Yes
1571	Whangaparaoa School (Auckland)	31/08/2008	No	1577	Woodhill School	3/03/2006	Yes
2736	Whangara School	27/02/2007	Yes	1578	Woodlands Park School	4/10/2010	No
1129	Whangarei Intermediate	10/09/1999	Yes	2093	Woodstock School	10/04/2006	No
1130	Whangarei School	27/04/2007	Yes	3077	Worser Bay School	2/09/2008	No
2088	Whenuakite School	22/12/2008	No	3602	Yaldhurst Model School	10/09/2001	Yes
1572	Whenuapai School	20/09/1999	Yes				

Section 32a reporting

Pursuant to Section 32A of the Public Finance Act 1989, the Minister of Education is required to report in relation to the provision of certain outputs supplied to the Crown including non-departmental other expenses.

This appendix is provided to satisfy the reporting requirements on three of the non-departmental other expenses detailed in Schedule 1 of the Appropriation (2010/11 Estimates) Act 2010 subject to Section 32A of the Public Finance Act 1989. These are:

- primary education
- secondary education
- special needs support.

Statements of Results

Non-departmental other expenses

Primary education

Scope of Appropriation

Delivering the curriculum for Years 0 to 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 enjoying education success as Māori.

Description of activities

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

Results – Non-Financial

Results	2009/10 Actual Standard	2010/11 Budgeted Standard	2010/11 Actual Standard
Quantity			
Number of students to receive the curriculum as at census date of 1 July.	476,961	476,000 - 479,000	475,797
Number of Full-time Teacher Equivalents teaching in primary schools.	28,023	26,161	27,374
Quality			
State and integrated schools will meet legislative standards of performance and standards agreed in charters as indicated by the number of:			
• actions under section 63A(4)* (Education Act 1989) to effect and enforce the charter, and *Section 64 has been repealed	Detailed data not held	99.5% of all registered State and integrated schools will meet the required standards under section 63A(4) of the Education Act 1989	**2010/11 financial year** No actions taken during this period (financial year). But there will be during the next six months. **2011 Calendar year** 77 schools had not met the standards as at 9 September (96.2%).
• actions under section 78N (Education Act 1989) to appoint a Commissioner to manage the school.	98.6% of all registered State and integrated schools were governed by boards of trustees	99.5% of all registered State and integrated schools will be governed by boards of trustees	98.6% of all registered State and integrated schools were governed by boards of trustees
Timeliness			
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	In 2010 no schools were open for fewer than 388 half-days	No fewer than 388 half-days in 2010 and 390 half-days in 2011	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

Results – Financial

Expenses	2009/10 Actual $000	2010/11 Estimates $000	2010/11 Supp Estimates $000	2010/11 Actual $000
Total Appropriation	2,547,694	2,606,700	2,700,264	2,659,081
Salaries Funding	1,917,271	1,950,183	2,048,254	2,016,473
Operations and Other Funding	630,423	656,517	652,010	642,608

The increase in appropriation for 2010/11 compared to 2009/10 was mainly owing to a combination of:

- a difference in term dates between the financial years
- adjustment to schools' operations grant funding
- increases between years related to the settlement of teacher collective agreements
- provision for schools to retain unused staffing entitlements, and
- support for students to meet literacy and numeracy standards.

The increase in funding during 2010/11 was mainly owing to a combination of:

- provision for settlement of the teachers and principals' collective agreements
- an update to the accounting methodology of calculating primary holiday pay to reflect the collective agreement
- higher than expected salary rates
- provision for additional costs arising from the Canterbury earthquake
- higher than expected rates for retirement scheme subsidies
- higher than expected staffing rolls, and
- lower than expected student numbers.

Expenditure at the end of 2010/11 was less than budget mainly due to:

- Lower than expected teacher numbers
- Lower demand for grants from schools due to lower student numbers.

Secondary education

Scope of appropriation

Delivering the curriculum for Years 9 to 13 (Forms 3 to 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 enjoying education success as Māori.

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	2009/10 Actual Standard	2010/11 Budgeted Standard	2010/11 Actual Standard
Quantity			
Number of students to receive the curriculum as at census date of 1 March.	274,278	279,000 - 282,000	273,802
Number of Full-time Teacher Equivalents teaching in secondary schools.	21,001	20,392	20,137
Quality			
State and integrated schools will meet legislative standards of performance and standards agreed in charters as indicated by the number of:			
• actions under section 63A(4)* (Education Act 1989) to effect and enforce the charter, and *Section 64 has been repealed	Detailed data not held	99.5% of all registered State and integrated schools will meet the required standards under section 63A(4) of the Education Act 1989	**2010/11 financial year** No actions taken during this period (financial year). But there will be during the next six months. **2011 calendar year** Three schools failed to meet the standard as at 9 September (one is a composite school). (99.5%)
• actions under section 78N (Education Act 1989) to appoint a Commissioner to manage the school.	97.7% of all registered State and integrated schools were governed by boards of trustees	99.5% of all registered State and integrated schools will be governed by boards of trustees	98.3% of all registered State and integrated schools 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.	Māori = 17.2% Pasifika=13.2% September 2009 (most recent available)	<18%	Māori = 15.3% Pasifika = 9.8% September quarter 2010 (most recent available)
Percentage of Māori and Pasifika students leaving school with NCEA level 2 or above will increase in comparison to the current percentage.	Māori = 53 % Pasifika = 65%	Māori >50% Pasifika >63%	Māori = 55% Pasifika = 68%
Timeliness			
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	In 2010 no schools were open for fewer than 380 half-days	No fewer than 380 half-days in 2010 and 380 half-days in 2011	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

Results – Financial

Expenses	2009/10 Actual $000	2010/11 Estimates $000	2010/11 Supp Estimates $000	2010/11 Actual $000
Total Appropriation	1,896,229	1,948,932	1,992,109	1,974,326
Salaries Funding	1,383,234	1,410,016	1,442,156	1,437,588
Operations and Other Funding	512,995	538,916	549,953	536,738

The increase in appropriation for 2010/11 compared to 2009/10 was mainly owing to a combination of:

- a difference in term dates between the financial years
- adjustment to schools' operations grant funding, including from decisions in Budgets 2009 and 2010
- provision for schools to retain unused staffing entitlements
- further funding for Kiwisport - to increase young people's participation in sport
- increased funding for The Correspondence School, and
- the impact of quarterly roll counts for operations grants.

The increase in funding during 2010/11 was mainly owing to a combination of:

- higher than expected staffing rolls
- higher than expected student numbers mainly as a result of higher retention of students in senior secondary schools
- provision for additional costs arising from the Canterbury earthquake
- higher rates for retirement scheme subsidies and a higher uptake of KiwiSaver, and
- transfers from non-departmental other expenses Primary Education and Special Needs Support reflecting growth in enrolments in The Correspondence School

Expenditure at the end of 2010/11 was less than budget mainly due to:

- lower than expected teacher numbers and
- lower demand for grants from schools due to lower student numbers, partly offset by higher teacher salary rates than forecast after the settlement of collective agreements, principally for secondary teachers.

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

- 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.

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	2009/10 Actual Standard	2010/11 Budgeted Standard	2010/11 Actual Standard
Quantity			
Numbers of Resource Teachers: Learning and Behaviour.	750 (headcount)	700 - 800	780 (headcount)
Numbers of students in residential care.	345	300 - 400	290
Number of English for Speakers of Other Languages learners funded.	33,161 (April , 2010)	29,000 - 33,000	32,651 (April, 2011)
Link alienated young people to alternative educational programmes.	3,430	2,300 - 3,500	3,490
Number of funding agreements for Enhanced Programme Funding. In December 2009 the Government decided to reprioritise the use of The Enhanced Programme Fund (EPF) to support the implementation of the Positive Behaviour for Learning Action Plan. As a result, no further applications or agreements will be made for EPF.	271	54	54 (Payments ceased in June 2011, as existing agreements finished)
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.	Initiative only started 2010/11	600 - 900	600
Parents participating in the Incredible Years parent programme.	815	1,000 - 1,200	1,900
Schools participating in the school-wide process.	Initiative only started 2010/11	90 - 100	100
Teachers participating in the Incredible Years teacher programmes.	Incredible Years for teachers only started 2010/11	1,000 - 1,500	1,239
Number of students supported through the wraparound service.	Initiative only started 2010/11	50 - 75	50-75
Quality			
Resources targeted and delivered according to documented criteria.	100%	100%	100%
Timeliness			
Resources for services will be delivered according to documented timeframes.	100%	100% Compliance	100%

Results – Financial

Expenses	2009/10 Actual $000	2010/11 Estimates $000	2010/11 Supp Estimates $000	2010/11 Actual $000
Total Appropriation	297,406	308,288	312,384	310,103
Salaries Funding	156,713	163,432	164,686	164,298
Operations and Other Funding	140,693	144,856	147,698	145,805

The increase in appropriation for 2010/11 compared to 2009/10 was mainly owing to a combination of:

- an adjustment to operations grant funding
- increases in average teacher salaries rates
- a change in timing of school terms between financial years, and
- reduced employer superannuation subsidy resulting from the redistribution of school-type expenditure across outputs.

The increase in funding during 2010/11 was mainly owing to:

- an update to the accounting methodology of calculating primary holiday pay to reflect the collective agreement
- provision for settlement of the primary teachers and primary principals' collective agreements
- increase in the interim response fund to support Christchurch students
- provision for other costs arising from the Canterbury earthquake including support for residential special schools
- increased funding for Alternative Education transferred from non-departmental output expense Professional Development and Support
- higher than expected student numbers
- a redistribution of salaries funding with non-departmental other expenses Primary Education and Secondary Education
- delays in the Positive Behaviour for Learning programme shifting costs to subsequent years, and
- a decrease in average rates for teacher salaries.

Expenditure at the end of 2010/11 was less than budget mainly due to:

- slower than expected delivery of Positive Behaviour for Learning Action Plan programmes including Incredible Years
- lower than expected demand for earthquake-related support programmes..

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